

# The Impact of Digital Emotional Intelligence on Constructive Deviance: The Mediating Role of Organizational Learning

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## Abstract

This research aims to study the impact of digital emotional intelligence on constructive deviance among faculty members of the College of Engineering at the University of Information Technology, while testing the mediating role of organizational learning in this relationship. The research relied on the theory of self-control resources and the theory of social cognition to understand the mechanisms of ego depletion and self-efficacy and harness them in the service of the organization by completing tasks and engaging in activities that go beyond the official role, which enhances the organization's ability to work and raises the importance of development and bringing about change. Given the benefits of constructive deviance for the organization through faculty members' behaviors, the importance of the study stems from its aim to fill a knowledge gap related to how to employ digital emotional capabilities to promote positive, atypical behaviors that support institutional development within the higher education environment. The research relied on the descriptive analytical approach, using the questionnaire as a tool to collect data from a random sample of (96) faculty members out of a study population of (127) faculty members in the College of Engineering at the University of Information Technology. The data were analyzed using statistical methods and hypothesis testing. The most important results were the direct effect of digital emotional intelligence on both organizational learning and constructive deviance, the effect of organizational learning on constructive deviance, and its mediating role in the relationship between digital emotional intelligence and constructive deviance, this suggests that the mediation is partial, there is a joint effect of both digital emotional intelligence and organizational learning on constructive deviance.

**Keywords:** Digital Emotional Intelligence, Organizational Learning, Constructive Deviance, theory of social cognition.

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## 1. Introduction

Organizations have witnessed in Nowadays a lot of the Transformations the Accelerated by technological and digital developments In all life styles ,Which imposed on her new patterns of work that require some the Competencies It goes beyond the boundaries of traditional intelligence, to include ability on Managing and Understanding Emotions And interact effectively in the Environments the Digital the complex In this context, the concept of digital emotional intelligence has emerged as an extension of traditional emotional intelligence, embodied in the skills of managing emotions, communicating, and collaborating via digital media, thus enhancing organizational performance. In contrast, the literature has shown that some forms of unconventional behavior, such as constructive deviance, can contribute to organizational development by challenging prevailing norms and proposing more effective alternatives that support innovation and continuous improvement (Galperin, 2012)..However, practicing this behavior requires psychological and cognitive resources such as self-control and self-efficacy, which makes digital emotional intelligence a potential factor in directing individuals toward positive deviant practices that serve the organization .In this context, it is considered learning Organizational change is an important mediating variable, as it allows individuals to transform their digital and emotional experiences into collective knowledge that contributes to strengthening the work environment that supports change .Hence, testing the relationship between digital emotional intelligence and constructive deviance via the mediating role To learn Organizational management in an academic environment represents a new cognitive contribution that adds to the administrative literature, and also provides practical value to university administrations in improving their performance and developing their competitive capabilities..

## Research Problem

Management literature indicates that constructive deviance behaviors represent an effective means of bringing about change and development within organizations. However, the factors influencing this behavior remain unclear, particularly in higher education settings. With the increasing reliance on digital media and technology in academic work environments, the concept of digital emotional intelligence (DEI) has emerged as a modern variable that may contribute to enhancing these behaviors. However, research addressing the relationship between DEI and constructive deviance remains limited. Although the College of Engineering environment is characterized by cognitive development, it is limited by challenges related to how to employ DEI in managing interactions. This makes it difficult to transform intellectual and behavioral variance into constructive deviance that improves academic performance and avoids negative conflicts, in addition to leveraging organizational learning as an intermediary tool to direct this intelligence toward positive outcomes in the workplace. The main problem stems from the following question: To what extent does DEI influence constructive deviance among faculty members at the College of Engineering at the University of Information Technology? What is the mediating role of organizational learning in this relationship?

## The importance of research

1. Contribute to bridging the knowledge gap by integrating a relatively new variable, digital emotional intelligence, with constructive deviance behaviors in an academic setting, while testing the mediating role of organizational learning.
2. Providing the College of Engineering with practical indicators to understand how to employ the digital emotional capabilities of faculty members in the College of

Engineering to support institutional development and promote positive behaviors that go beyond the scope of the job role.

3. Providing a theoretical contribution in the field of organizational behavior, along with a practical contribution that the College of Engineering administration can benefit from in promoting work environments that encourage development and change.
4. Paving the way for researchers to address modern digital and behavioral variables and link them to organizational practices in the higher education sector and other sectors..

### Research objectives

1. Diagnosing the level of digital emotional intelligence among faculty members at the Faculty of Engineering at the University of Information Technology.
2. Measuring the Impact of Digital Emotional Intelligence on Constructive Deviance.
3. Diagnosing the level of organizational learning among faculty members of the Faculty of Engineering at the University of Information Technology
4. Exploring the role of organizational learning as a mediator in the relationship between digital emotional intelligence and constructive deviance.

### Research hypotheses

The research is based on four hypotheses to test the research variables represented by the effect of digital emotional intelligence on constructive deviation among faculty members of the College of Engineering at the University of Information Technology, and this effect is mediated by organizational learning.

**H1:** There is a statistically significant effect of digital emotional intelligence on constructive deviance.

**H2:** There is a statistically significant effect of digital emotional intelligence on organizational learning.

**H3:** There is a statistically significant effect of organizational learning on constructive deviance.

**H4:** There is an indirect effect of the mediating variable, organizational learning, on the relationship between digital emotional intelligence and constructive deviance.

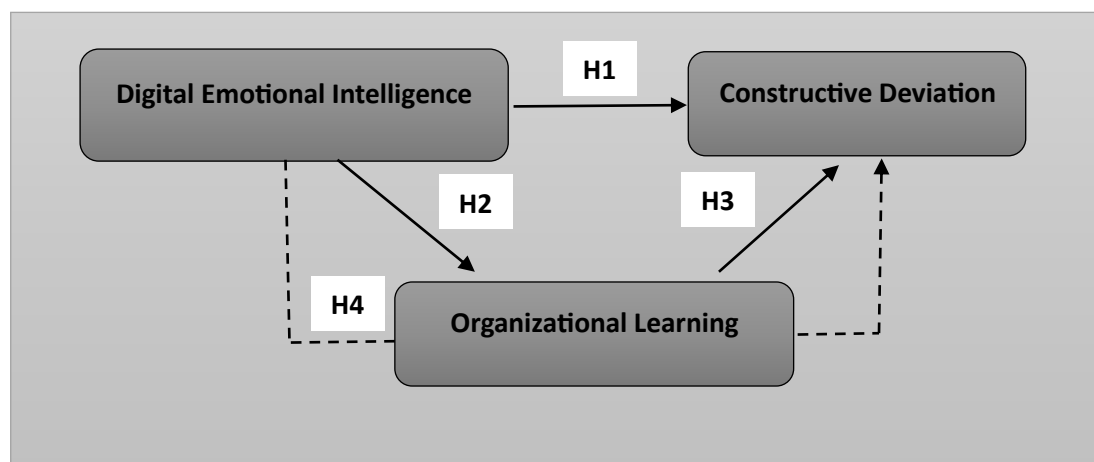


Fig.1 The hypothetical model prepared by the researcher

## 2. Literature Review

This section deals with the three variables: “digital emotional intelligence in terms of concept and dimensions, as well as organizational learning in terms of concept and constructive deviation in terms of concept and dimensions.”

### 2.1. Digital Emotional Intelligence

#### The concept of digital emotional intelligence

Digital emotional intelligence is one of the variables most closely related to academic performance. It is represented by “self-awareness, emotional management, and social interaction.” It helps build the mental state of employees. Emotional intelligence is considered the basic skill that helps in learning and cooperation. It is represented by the ability to understand and manage the emotions of the individual and others and to build and maintain positive relationships with them. Accordingly, digital emotional intelligence is considered a set of skills related to digital technology used to express and manage individuals’ emotions. (THANPAISARNSAMUT & Voracharoensri, 2023). It is also more important in organizational, educational, and even daily life contexts, and it positively predicts attitudes related to digital learning and is linked to knowledge, skills, and attitudes (Audrin & Audrin, 2023:10). It is also expressed as the ability to perceive and deal with the feelings of others and how to deal with them in digital interactions, and therefore it is called emotional and social competence (Magos et al. 2025:229).

#### The importance of digital emotional intelligence

Digital emotional intelligence (DEI) refers to the integration of emotional intelligence and digital competence, emphasizing the role of emotional awareness, empathy, and regulation in online interactions. Studies confirm its importance in fostering digital literacy, ethical behavior, and professional performance in increasingly virtual environments. (Audrin, C., & Audrin, B. (2023); Gómez-Vallarta, A. C. (2025).

#### Dimensions of digital emotional intelligence

**Self-awareness:** It is an aspect of the mind, in addition to the physical self, which is predominantly reflective and relies on multiple sensory or motor mechanisms, which are considered to be of higher levels and are sometimes called the cognitive self (Dary & Lopez, 2023:5). In other words, it is an assessment process that focuses on the self through conducting standard comparisons aimed at improving and developing knowledge. It is used to perceive, understand, and continuously scrutinize thoughts and feelings to consciously guide behavior (Carden et al., 2022:148).

**Self-regulation:** The ongoing and recurring capacity to plan, direct, and monitor, involving three stages: the preparatory stage (task definition, planning, and goal setting), the performance stage (monitoring, controlling, and strategy use), and the evaluation stage (feedback, reflection, adaptation, and regulation) (Trotter et al., 2023:2). Therefore, it represents the process by which individuals supervise their learning activities, which are directed and regulated using various cognitive and behavioral techniques (Wu et al., 2024:1540).

self-motivation: The ability of individuals to work hard without feeling pressure from others, which is deeply rooted in the individual, so it represents a dynamic process that drives them internally to do work (56 A Gami, A. ,2025:56)). Therefore, it is an essential element in the field of education and success because through it, individuals can set and achieve goals, maintain focus, and overcome difficulties. Self-motivation not only enhances performance, but also makes individuals feel and disciplined towards their work, making it a lifelong necessity (La Rosa-Feijó & Ezcurra-Zavaleta, 2025:2)).

Personal skills: These are the skills that individuals possess and which vary from one person to another. This concept is linked to many fields whose goal is to improve performance within the organization, and its application inherently reduces the many work pressures that individuals and managers face. (Marzban et al., 2017: 88). Which is considered an important factor for individuals to deal with the complexity of projects, the most important of which are “communication, motivation, delegation, ownership, sense of accomplishment” and leadership skills (Levasseur, RE, 2013: 567).

Empathy: The extent to which individuals can share and discuss feelings in depth, i.e., their ability to infer the specific content of others' thoughts and feelings, i.e., "entering the other's private world of perception and merging completely with it."It is therefore considered a more complex construct consisting of a variety of verbs and their different uses, and is expressed by “affective reflections, affective questions, interpretations close to experience, and affective speculations” (Elliott et al., 2011:2).

## 2.2. Organizational learning

### **The concept of organizational learning:**

Organizational learning is a fundamental concept in higher education institutions. It represents a continuous process of generating and developing knowledge, contributing to improved performance and achieving a competitive advantage. Universities with staff capable of solving problems and providing innovative solutions exemplify learning organizations. Organizational learning is also an urgent necessity to keep pace with rapid global transformations, such as the increasing number of students, the expansion of e-learning, and the adoption of modern technologies. Therefore, academics and administrators are expected to engage in organizational learning activities that contribute to continuously enhancing their knowledge and skills. (Al-Sulami et al., 2023: 1682). Organizational learning emerges as an expansive approach suitable for overcoming existing forms of resistance, disruption, challenges, and contradictions (Ivaldi et al., 2022: 11). It is also a dynamic capability that enables organizations to recognize their ongoing need to develop their skills, resources, and competencies to ensure their survival and prosperity in turbulent environments (Do et al., 2022: 27). From this perspective, organizational learning represents an intermediary mechanism that helps an organization transform its open innovations into a competitive advantage, as its effectiveness depends on the ability to manage, refine, and improve knowledge to produce new exploratory knowledge (Zhang et al., 2023: 3). It is also viewed as a cognitive process through which individuals create, preserve, and transfer acquired knowledge within the organization to ensure its application in improving and developing performance across multiple levels (Eriksson & Lycke, 2025: 130). Organizational learning was measured using a set of items that reflect its one-dimensional nature.

## The importance of organizational learning

Organizational learning refers to the processes of generating and adapting collective knowledge within organizations, enabling strategic flexibility, innovation, and resilience. It enhances decision-making and aligns organizational behavior with long-term goals and the common good. ( Wells, J. C. (2021)؛ (Ricciardi, F. (2021)؛ )Rad, D. (2024).

### 2.3. Constructive deviation

#### The concept of constructive deviation

The concept Constructive interpersonal deviation Some studies on employee deviance focus mainly on the negative aspects, and constructive employee deviance is neglected, as a type of extra-role behavior and a pressing issue beneficial to the organization. Constructive deviance represents a type of proactive behavior that carries with it a degree of risk, and it is seen ( Yanzi & Yanan, 2019:66) It is the employees exceeding the scope of responsibilities and duties, i.e. breaking the rules and regulations within the organization, but in a way that achieves benefits for the organization. One of the difficulties facing management is the prevailing belief that trial and error affects organizational systems, and vice versa. It is affected by its interaction with others, since employees are committed to traditional rules and procedures within the organization to ensure its smooth functioning, this limits the application of innovative methods and ideas, and therefore they should be abandoned to ensure positive deviation in adopting new processes (Li & Wang, 2021:2). Constructive deviance refers to employees' behaviors in performing tasks outside of their role, and self-efficacy enables them to harness self-confidence and renew their energy to exploit material and psychological resources and deal with negative feelings that arise from relationships within the organization (Liu, Z., & Liu, 2024:14).). However, very few studies have focused on the factors (personality, Machiavellianism, culture, role, self, self-efficacy) that determine constructive deviance behaviors (Narayanan, K., 2018:149)) which is "voluntary behavior that violates organizational norms, thereby contributing to organizational well-being and individuality (Galperin, 2002: 9). Based on social cognitive theory, we propose that an individual's ability to engage in deviant behaviors will increase based on their reflective capacity (Narayanan, K., 2018: 150). Rather, we must encourage constructive deviation among employees, a deviation that is broader in scope than mere innovation through rule-breaking. This will enable us to effect a complete transformation from the individual level to the departmental level, and ultimately to the entire organization, achieving remarkable qualitative progress. Liu, Z., & Liu, 2024:3). Employees often engage in constructive deviant behaviors that make them pioneers of change and innovation, as their actions separate them from the organizational structure and increase their role towards organizational change (Galperin, BL, 2012:2989).

#### The importance of constructive deviation

Constructive deviance encompasses voluntary behaviors that challenge organizational norms to foster positive outcomes, such as innovation, ethical reform, and performance improvement. Research indicates that empowered leadership and psychological well-being are essential for encouraging constructive deviance within organizations. (Wang, Y., Li, X., & Zhang, X. (2022)؛ )Dahling, J. J., & Gutworth, M. B. (2017).

### Dimensions of constructive deviation

Constructive deviation between people Constructive deviation interpersonal: It represents the active and constructive resistance of employees in which they seek to maintain their functional relationships with the organization and try to improve the situation among themselves by proposing solutions (Michalak et al., 2019: 647). That is, it is the deviation in interpersonal relationships represented by violating administrative orders with the aim of improving the organizational process and breaking the rules to serve the interests of the organization and customers, and flexibility in the policies used to perform work (Narayanan, K., 2018: 27))

Organizational structural deviation Organizational constructive deviation: Behaviors that contribute to protecting the integrity, self-respect, and autonomy of employees and are beneficial to the organization by adding a positive aspect to organizational discipline. Examples include creative representation, disobeying non-functional orders, criticizing inadequate management, and making things easier for the organization without prior permission (Aksu, A., 2016: 590). It is also considered behavior that is judged by external parties within the organization to be contrary to rules, standards, or norms, or that intends to violate them but is simply negligent, and that the underlying behavior is deliberate and strategic (Piazza et al., 2024: 5). In other words, deviations that involve innovation to meet customer needs and challenging behaviors to meet organizational needs.

### 3. Materials and Methods

The researcher relied on the descriptive analytical approach by using the questionnaire on a random sample of instructors in the College of Engineering at the University of Information Technology, amounting to (96) instructors. The justifications for choosing the category of instructors are that they are more in harmony and compatibility with the research variables, and due to the limited number of studies on the research variables and their importance to the study community, the digital emotional intelligence variable was measured based on (THANPAISARN SAMUT, E., & Voracharoensri, S. ,2023), and the constructive deviation variable depending on (Galperin, BL ,2012) While organizational learning represents the mediating role of the relationship between them, depending on (Putz et al., 2012), and the Cronbach's coefficient was (94), which is a statistically acceptable value through the use of the SPSS v.26 program to analyze the data and test the hypotheses according to the significance level (0.05).

We note from Table (1) that the majority of the teaching staff were males, amounting to 62.5%, while females were 37.5%, while the age was the largest percentage for those aged between 30-45 years, as well as more than 45 years, amounting to 43% and 40%, while the academic qualification was that the majority of them were holders of a master's degree, amounting to 62%, while the job service was for those who had more than 10 years of service, amounting to 69%. This indicates that the college needs to support innovative and developmental programs and work to attract competencies that enhance its work and research capacity, as well as achieve a balance between males and females and work to increase their academic experience and academic qualifications.

**Table 1.** Description of the study sample

Identification Information	Classification	Total		Percentage	
		Number			
Gender	Male	60	96	62.5%	100%
	Female	36		37.5%	
Age	Under 30	15	96	15.6%	100%
	30-45	42		43.8%	
	Over 45	39		40.6%	
Academic Qualifications	Master's	60	96	62.5%	100%
	Doctorate	36		37.5%	
Years of Service	Less than 5 years	21	96	12.9%	100%
	5-10 years	9		9.3%	
	Over 10 years	66		68.8%	

## 4. Results and Discussions

### 4.1. Description and diagnosis of the digital emotional intelligence variable

It is noted from the table (2) The digital emotional intelligence variable came at a weak level, as the arithmetic mean reached (2.310) and a standard deviation of (0.766), while the rest of the dimensions all came at a weak level, as self-awareness had the highest arithmetic mean of (2.357) and a standard deviation of (0.843), and it came in fourth place in terms of importance, as the coefficient of variation reached (35.76), while self-motivation had the lowest arithmetic mean of (2.269) and a standard deviation of (0.743), and it came in first place in terms of importance, as the coefficient of variation reached (32.74). This indicates that the ability of the instructors working in the College of Engineering is limited in managing and understanding emotions and communicating effectively in digital environments, whether educational or administrative.

**Table 2.** Descriptive measures of the Digital Emotional Intelligence variable

		Dimensions	M	St	CV	Prio
Digital Emotional Intelligence		Self-Awareness	2.357	0.843	35.76	4
		Self-Regulation	2.274	0.777	34.16	2
		Self-Motivation	2.269	0.743	32.74	1
		Interpersonal Skills	2.321	0.819	35.28	3
		Empathy	2.328	0.841	36.12	5
		Total		2,310	0.766	—

#### 4.2. Description and diagnosis of the organizational learning variable

It is noted from Table (3) that the organizational learning variable came at a weak level, as the arithmetic mean reached (2.439) and the standard deviation (0.951). This indicates that the mechanism used in organizational learning is still limited, perhaps in the exchange of experiences between the teaching staff in the College of Engineering on the one hand and the memory of the educational institution on the other hand, and this in its regard reduces its ability to adapt to modern technologies and make maximum use of knowledge within the college.

**Table 3.** Descriptive measures of the organizational learning variable

Organizational Learning	M	St	CV	Prio
	2,439	0.951	38.99	-

#### 4.3. Description and diagnosis of the constructive deviation variable

It is noted from the table (2) The constructive deviation variable came at a weak level, as the arithmetic mean reached (2.182) and a standard deviation of (0.663), while the rest of the dimensions all came at a weak level, as the constructive deviation between people had the highest arithmetic mean of (2.221) and a standard deviation of (0.772), and it came in second place in terms of importance, as the coefficient of variation reached (34.75), while the constructive organizational deviation had the lowest arithmetic mean of (2.142) and a standard deviation of (0.631), and it came in first place in terms of importance, as the coefficient of variation reached (28.91). This indicates a low level of constructive deviation, i.e. the absence of culture and weak employment of behavior in the College of Engineering, which in turn encourages the expression of constructive ideas and the improvement of administrative and academic performance.

**Table 4.** Descriptive measures of the Constructive Deviation variable

Constructive Deviation	Dimensions	M	St	CV	Prio
	Constructive Deviation Among Others	2.221	0.772	34.75	2
Constructive Deviation Organizational	2.142	0.631	28.91	1	
	Total	2.182	0.663		

#### 4.4. Testing research hypotheses

It is noted from Table No. (4) the effect of digital emotional intelligence on constructive deviation, as the value reached The calculated F for the digital emotional intelligence variable (385.56) is greater than the tabular value of (3.093) at a significance level of (0.05), and therefore the first hypothesis is accepted (there is a statistically significant effect of digital emotional intelligence on constructive deviation), and the value of (R2) reached (0.802) which explains (80%) of the variables that affect the constructive deviation variable and the rest is due to other variables, while the value of ( $\beta$ ) reached (0.776) which represents that when the digital emotional intelligence variable increases by one unit, it leads to an increase in the constructive deviation variable by (0.77).

**Table 5.** The impact of Digital Emotional Intelligence on Constructive Deviation

Independent variable	F	$\beta$	R2	sig	Independent variable
Digital Emotional Intelligence	385.56	0.776	0.802	0.001	Constructive Deviation

It is noted from Table No. (5) the impact of digital emotional intelligence on organizational learning, as the value reached The calculated F for the digital emotional intelligence variable (241.24) is greater than the tabular value of (3.093) at a significance level of (0.05), and therefore the second hypothesis is accepted (there is a statistically significant effect of digital emotional intelligence on organizational learning), and the value of (R2) reached (0.717) which explains (71%) of the variables that affect the organizational learning variable and the rest is due to other variables, while the value of ( $\beta$ ) reached (1.053) which represents that increasing the digital emotional intelligence variable by one unit leads to an increase in the organizational learning variable by (1.053).

**Table 6.** The impact of Digital Emotional Intelligence on organizational learning

Independent variable	F	$\beta$	R2	sig	Independent variable
Digital Emotional Intelligence	241.24	1.053	0.717	0.001	Organizational Learning

It is noted from Table No. (6) the effect of organizational learning on constructive deviation, as the value reached The calculated F for the organizational learning variable (400.71) is greater than the tabular value of (3.093) at a significance level of (0.05), and therefore the third hypothesis is accepted (there is a statistically significant effect of organizational learning on constructive deviation), and the value of (R2) reached (0.808) which explains (80%) of the variables that affect the constructive deviation variable and the rest is due to other variables, while the value of ( $\beta$ ) reached (0.627) which represents that when the organizational learning variable increases by one unit, it leads to an increase in the constructive deviation variable by (0.62).

**Table 7.** The impact of organizational learning on Constructive Deviation

Independent variable	F	$\beta$	R2	sig	Independent variable
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Organizational learning	400.71	0.627	0.808	0.001	Constructive Deviation
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It is noted from Table No. (7) the effect of digital emotional intelligence and organizational learning on constructive deviation, as the value reached The calculated F for them (230.93) is greater than the tabular value of (3.093) at a significance level of (0.05), and therefore the first hypothesis is accepted (there is an indirect effect of the mediating variable, organizational learning, in the relationship between digital emotional intelligence and constructive deviance), and the value of (R2) reached (0.881) which explains (88%) of the variables that affect the constructive deviance variable and the rest is due to other variables, while the value of ( $\beta$ ) reached (0.411, 0.346) which represents that when the digital emotional intelligence variable increases by one unit, it leads to an increase in the constructive deviance variable by (77%), and also that both variables have an effect on constructive deviance and that organizational learning mediates the relationship between the independent and dependent variables and that the relationship is a partial relationship and the Sobel test shown in Figure No. (2) confirms this.

**Table 8.** The impact of Digital Emotional Intelligence and Organizational learning on Constructive Deviation

Independent variables	F	B	R2	sig	Independent variable
Digital Emotional Intelligence	230.93	0.411	0.881	0.001	Constructive Deviation
Organizational learning		0.346		0.001	

It is noted from Table 9 that there is a direct effect of digital emotional intelligence on organizational learning, with a value of (1.053), as well as its effect on constructive deviation, with a value of (0.411). It was shown that organizational learning also has an effect on constructive deviation, with a value of (0.346), and that all paths ( $P < .001$ ) indicate a clear and strong effect between the variables. This confirms that organizational learning represents the mediating role in this relationship, i.e. the mediation is partial, and both digital emotional intelligence and organizational learning have a joint effect on constructive deviation.

**Table 9** Type of mediation

			indirect effect	Estimate	S.E.	C.R.	P
LO	<---	DEI		1.053	.067	15.615	***
CD	<---	DEI	.365	.411	.060	6.887	***
CD	<---	LO		.346	.048	7.206	***

## 5. Conclusions

The researcher reached a set of conclusions by analyzing the data to describe, interpret, and diagnose the research variables and test the hypotheses, The results showed that the level of digital emotional intelligence and its dimensions (self-awareness, self-regulation, self-

motivation, personal skills, and empathy) were weak, due to the limited ability of the teaching staff in the College of Engineering to manage and understand emotions and build effective communication within their administrative and educational environment. The results indicated that constructive deviance and its two dimensions, "interpersonal constructive deviance and organizational constructive deviance," were at a weak level due to the absence of a culture within the College of Engineering that encourages the expression of positive ideas that contradict prevailing traditional methods and employs behavior in a safe and professional manner that improves administrative and academic performance. The results showed that organizational learning was at a low level due to the limited mechanisms used, whether for exchanging experiences among faculty members or building memory within the College of Engineering. This reduces the College's ability to adapt to modern technologies and limits the use of institutional knowledge. There is a direct effect of digital emotional intelligence on both organizational learning and constructive deviance, and the effect of organizational learning on constructive deviance, as well as its mediating role in the relationship between digital emotional intelligence and deviance. The most important results were the direct effect of digital emotional intelligence on both organizational learning and constructive deviance, the effect of organizational learning on constructive deviance, and its mediating role in the relationship between digital emotional intelligence and constructive deviance, this suggests that the mediation is partial, there is a joint effect of both digital emotional intelligence and organizational learning on constructive deviance. We recommend that they design specialized training programs in digital emotional intelligence to enhance the ability to understand emotions and improve effective communication skills in educational and digital work environments. They should also adopt policies that encourage constructive feedback by providing effective and secure channels for receiving and positively addressing constructive suggestions and ideas, and by promoting organizational learning through knowledge management and experience sharing.

**Conflict of Interest**

"The authors declare no conflict of interest".

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