



Impact of Workplace Bullying on the Attitude and Performance of University Teachers

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ABSTRACT

Workplace Bullying is a form of cognitive extremism at work. It revealed in misbehavior, activities, and verbal remarks, often deceptive, used to destabilize the person. This behavior results in mental surrender. Bullying leads to the victim's withdrawal from an institute. It often happens in the form of deleterious remarks, unjustified blame, and submitted abuses. It destabilizes the freedom of expression, isolate the victims, querying them personally and professionally, and deny their access to resources to perform their task. It threatens the victims' health and make them insecure. The current study is designed to investigate the impact of workplace bullying on the attitude and performance of university teachers. One hundred teachers (38 males and 62 females) were selected randomly from a total of 700 faculty members. Data were collected with the help of self-developed instrument, Teachers Workplace Bullying Attitude and Performance Survey (TWBAPS) with Cronbach Alpha reliability .965. Mean, standard deviation, ANOVA and t-test were applied to analyze the results. There was a significant difference between male and female teachers' attitude and performance. Female teachers were victimized by their colleagues and heads. They showed a more aggressive attitude and low performance. Male teachers showed more violent behaviors than females. It is recommended to stabilize the academic environment at university level by discouraging the negative attitude among faculty members.



Introduction

Workplace bullying is a vital and unavoidable situation in all the professions. Where the human interacts, workplace bullying is crucial. The rate of persecution of workplace bullying is very high in the United States (American Nurses Association, 2012), while in Korea it is somewhat low (Nam, Kim, K, Kim, Koo, & Park, 2010; Lee Y, Lee, & Bernstein, 2013). Workplace bullying is the attacking, harassing, and informally rejecting workers (Einarsen, Hoel, Zapf, & Cooper, 2003). Bullying occurs periodically and repeatedly as a result of power conflicts between the victims and perpetrator (Einarsen, Hoel, Zapf, & Cooper, 2003; Leymann, 1996).

Workplace bullying can rise the anxiety level and job dissatisfaction by workmates (Hoel & Cooper, 2004). The consequences of workplace bullying are produced psychological and physical impairment among victims, higher turnover rates and low institutional productivity (Einarsen & Hoel, 2001; Hutchinson, Jackson, Wilkes, & Vickers, 2008).

The factors of workplace bullying are organizational and individual. In individual factors, the perpetrators face high anxiety and aggression and victims face work experience, weak social skills, less self-esteem, and low capability. In organizational factors, misuse of power, relaxed coalitions, institutional lenience, and ambiguous responsibility (Einarsen, Hoel, Zapf, & Cooper, 2003; Hutchinson, Jackson, Wilkes, & Vickers, 2008). Organizational factors are considered more powerful factors in workplace

bullying (Hutchinson, Jackson, Wilkes, Vickers, 2008).

A study conducted by Banda, Mayers, and Duma (2016) in medical profession revealed that nurses face most of the bullying type was verbal abuse, physical assaults, sexual harassments. The violence perpetrators were often patients, their relatives, and work coworkers. They reported the violence to friends, managers, retaliating, and crying. They have psychological effect of the violence which reduce their performance and also attrition from the profession.

Most of the organization perceive bullying as organizational, interpersonal and societal issue. It disturbed the interpersonal relations of employees and goals of the organization (Berlingieri, 2015). Verbal abuse and physical violence threats are often used as bullying. The offenders of bullying are coworkers, bosses and subordinates. Bullying had a momentous effects on job burnout, satisfaction, and commitment. Ratio of violence at workplace is high among novice employees as compared to older ones (Chang & Cho, 2016).

Different countries have devised different terms synonymous to bullying. English speaking countries used bullying. Germans used mobbing. In brief, it is the conflict and imbalance between victim and aggressor. It is the state in which victims holds inferior place and aggressor has dominance (Constantin, 2013). The state of bullying happened when the issues of management and arises with personality clashes (Cowan, 2009). The employee is subjected to involve in disrespectful and degrading directly or indirectly as a result of workplace bullying. This situation becomes differently among employees (Einarsen, Hoel, & Nielsen, 2005). The aspects of gender and age are vital to consider in bullying (Olafsson & Johannsdottir, 2004) and mental status of the employees (Goldman, 2006). Aggression is a basic feature of bullying (Einarsen, 1999). The children involving in aggressor behavior often belonged to aggressor family (Radke-Yarrow & Kochanska, 1990). It is the form of social stress and extremism (Matthiesen et al., 2004).

It is difficult to defend in response of bullying because it is a severe bad habit and most of the employees become victims (Agervold et al., 2004). In cyberbullying, male are most victims of the habit than that of females. Supervisors exposed more in bullying than that of non-supervisors (Forsell, 2016).

Objectives of the Study

The study was designed to achieve the following objectives:

1. To investigate the intensity of workplace bullying of faculty at university level.
2. To compare the perceptions of male and female faculty about workplace bullying indicators at university level.
3. To compare the workplace bullying attitude of faculty members with respect to designation at university level.

Hypotheses

Ho1: There is no significant difference in the intensity of workplace bullying indicators at university level.

Ho2: There is no significant difference in the perceptions of male and female teachers about the indicators of workplace bullying at university level.

Ho3: There is no significant difference in the indicators of workplace bullying with respect to teachers' designation at university level.

Methodology

The study is descriptive in nature. Survey method was used to collect the data from the teachers.

Population and Sample

The study was conducted at Government College University Faisalabad. All the faculty members were the population of the study. There were about 700 faculty members performing their duties in the university. One hundred teachers were approached randomly to collect the data. Among them 38 were males and 62 were females.

Data Collection Procedure

For data collection, survey method was used. The teachers were approached and requested to fill up the questionnaires. Self-developed instrument, "Teachers' Workplace Bullying Attitude and Performance Survey (TWBAPS)" was used for data collection. The questionnaire was pilot tested for its validity and reliability. The instrument was validated by three experts in the relevant field. Sixty items were made. Two types of bullying were selected, individual and organizational. Individual factors were further subdivided into anxiety, low self-esteem, and aggression. Organizational factors were misuse of power, bullying alliance, and character assassination. After the validation 40 items were selected as appropriate for the study. The pilot testing was made by collecting the data from forty faculty members not included in the final sample. The Cronbach Alpha reliability was calculated as .965 that was excellent for research purpose.

Data Analysis

Data were analyzed with the help of SPSS version 22. Descriptive statistics was calculated by means and standard deviation. The inferential statistics was calculated by using t-test and ANOVA.

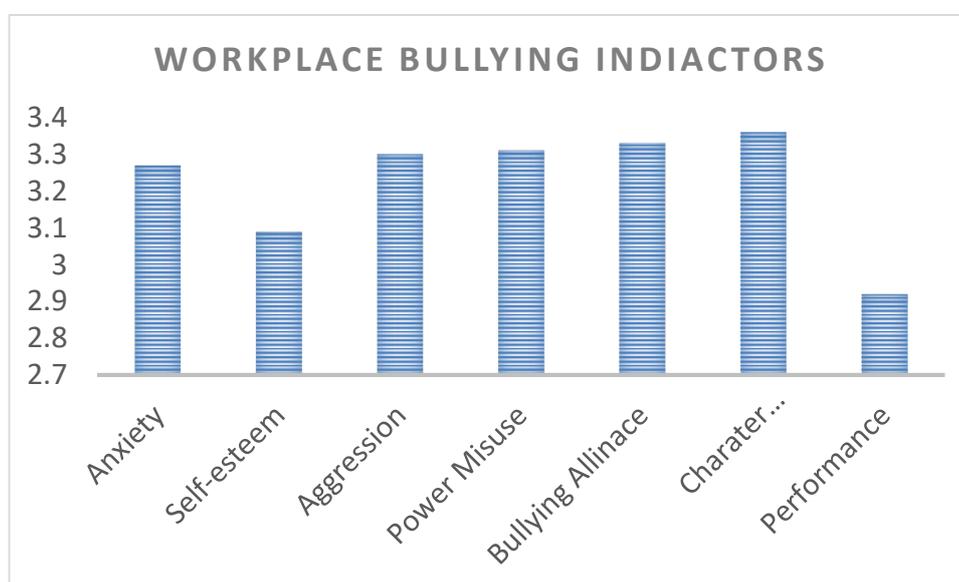
Ho1: There is no significant difference in the intensity of workplace bullying indicators at university level.

Table 1

Intensity of Workplace Bullying Indicators

	Anxiety	Self Esteem	Aggression	Power Misuse	Bullying Alliance	Character Assassination	Performance
Mean	3.27	3.09	3.30	3.31	3.33	3.36	2.92
SD	1.26	1.20	1.17	1.07	1.11	.93	.68

According to table 1, the mean value and standard deviation of the indicators revealed that the faculty members achieved high score on the character assassination, the second high score was about the bullying alliance, and third high score was about misuse of power by offender. They also got high score on aggression, anxiety, and self-esteem respectively. However they had low score on their performance.



Ho2: There is no significant difference in the perceptions of male and female teachers about the indicators of workplace bullying at university level.

Table 2

Comparison of Male and Female Faculty Members' Perceptions about Workplace Bullying indicators

Indicators	Gender	N	Mean	SD	t-value	sig
Anxiety	Male	38	3.44	.99	1.152	.252
	Female	62	3.16	1.40		
Self-Esteem	Male	38	3.38	.93	2.086	.040*
	Female	62	2.91	1.31		
Aggression	Male	38	3.60	1.15	2.063	.042*
	Female	62	3.11	1.15		
Power Misuse	Male	38	3.59	.98	2.123	.036*
	Female	62	3.13	1.09		
Bullying Alliance	Male	38	3.46	1.01	.890	.373
	Female	62	3.26	1.16		
Characteristic Assassination	Male	38	3.56	.95	1.694	.094
	Female	62	3.24	.91		
Performance	Male	38	2.73	.59	-2.188	.031*
	Female	62	3.04	.71		
TBAPS	Male	38	3.48	.76	2.170	.032*
	Female	62	3.12	.83		

*P<0.05

In Table 2, there revealed a significant difference between male and female faculty members. Thus, the null hypothesis that, "there is no significant difference in the perceptions of male and female teachers about the indicators of workplace bullying at university level" was rejected for self-esteem, aggression, power

misuse, performance, and overall workplace bullying scale. It was clear that male and female faculty members had a vital difference with respect to workplace bullying. The mean value of the outcomes show that male faculty members were more victim of workplace bullying when compared with their female faculty. However, they had same perceptions on the indicators of anxiety, bullying alliance and character assassination.

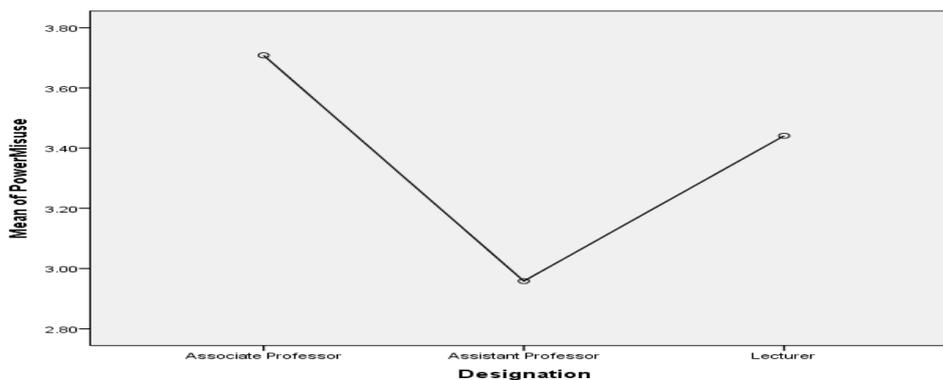
Ho3: There is no significant difference in the indicators of workplace bullying with respect to teachers' designation at university level.

Table 3

Comparison of Workplace Bullying Indicators with Respect to Teachers' Designation

Indicators		Sum of Squares	df	Mean Square	F	Sig.
Anxiety	Between Groups	16.46	2	8.23	5.639	.005**
	Within Groups	141.57	97	1.46		
	Total	158.03	99			
Self-Esteem	Between Groups	10.25	2	5.12	3.745	.027*
	Within Groups	132.82	97	1.36		
	Total	143.07	99			
Aggression	Between Groups	15.03	2	7.51	5.993	.004**
	Within Groups	121.63	97	1.25		
	Total	136.67	99			
Power Misuse	Between Groups	7.81	2	3.90	3.554	.032*
	Within Groups	106.63	97	1.09		
	Total	114.44	99			
BullyingAlliance	Between Groups	5.30	2	2.65	2.194	.117
	Within Groups	117.16	97	1.20		
	Total	122.47	99			
Character Assassination	Between Groups	.31	2	.15	.177	.838
	Within Groups	86.72	97	.89		
	Total	87.03	99			
Performance	Between Groups	.16	2	.08	.175	.840
	Within Groups	46.42	97	.47		
	Total	46.58	99			
TBAPS	Between Groups	4.44	2	2.22	3.414	.037*
	Within Groups	63.08	97	.65		
	Total	67.52	99			

According to table 3, the results of ANOVA displayed a significant difference with respect to indicators of workplace bullying on the basis of teachers' designation. The indicators of anxiety, self-esteem, power misuse, and overall workplace bullying scale. However they had no difference on the indicators of bullying alliance, character assassination and performance.



Conclusions and Discussion

The faculty members achieved high score on the character assassination, the second high score was about the bullying alliance, and third high score was about misuse of power by offender. The current study favors the results of the previous study that Bullying occurs periodically and repeatedly as a result of power conflicts between the victims and perpetrator (Einarsen, Hoel, Zapf, & Cooper, 2003; Leymann, 1996). They also got high score on aggression, anxiety, and self-esteem respectively. However they had low score on their performance. The prior studies also had same findings that workplace bullying can rise the anxiety

level and job dissatisfaction by workmates (Hoel & Cooper, 2004). The consequences of workplace bullying are produced psychological and physical impairment among victims, higher turnover rates and low institutional productivity (Einarsen & Hoel, 2001; Hutchinson, Jackson, Wilkes, & Vickers, 2008).

In the poisonous environment of universities, character assassination is more prevalent. Most of the faculty member are habitual in backbiting their colleagues. Bullying alliance situation is very dangerous as more than one offenders engage in humiliating the victim. The heads who are the care takers of their subordinates often indulges in workplace bullying on the basis of their seniority and headship. The indicators of anxiety, aggression and self-esteem destroyed the characters of victims.

The current study had also explore the difference in workplace bullying in male and female faculty members. It was clear that male and female faculty members had a vital difference with respect to workplace bullying. The mean value of the outcomes show that male faculty members were more victim of workplace bullying when compared with their female faculty. However, they had same perceptions on the indicators of anxiety, bullying alliance and character assassination. The feelings of rivalry were more dominant among males. Male are most victims of the habit than that of females. Supervisors exposed more in bullying than that of non-supervisors (Forsell, 2016).

The main reasons were perhaps due to the level of respect from students and other colleagues. The designation of teachers was another reason of workplace bullying. The indicators of anxiety, self-esteem, power misuse, and overall workplace bullying scale. However they had no difference on the indicators of bullying alliance, character assassination and performance.

There was a high workplace bullying among associate professors and lecturers. However, the assistant professors were found somewhat contented in this regard. The previous studies revealed that ratio of violence at workplace is high among novice employees as compared to older ones (Chang & Cho, 2016).

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