



RESEARCH PAPER

**Impact of Workplace Bullying in Universities Teachers: A
Correlational Study in Balochistan, Quetta**

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ABSTRACT

The purpose of this research was to examine the relationship between workplace bullying and job satisfaction. Since there has been a lot of work done in this field but this study aims to explore this relationship among universities teachers of Quetta. Workplace bullying is threatening and unusual acts at a workplace which are harmful for the employees leading to many worst consequences such as lower job satisfaction. For this study a sample of (n= 250) universities teachers was collected through NAQ-R and JSS and correlation was found using SPSS. The results showed a negative relationship between workplace bullying and job satisfaction. Findings depicts a need for the saved workplace environment so the employees can do better at their jobs. For this purpose meaningful policies should be made for the protection of teachers as well as awareness should be spread about workplace bullying.

Keywords: Workplace Bullying, Job Satisfaction, Universities Teachers, Workplace Environment

Introduction

The present study aims to discover about one of the important but less focused issue of today's world. The term bullying is known to be frequent in researches but less attention is given to the bullying that occurs in a workplace. In this study the aim is to study workplace bullying in an educational workplace and its association with the job satisfaction of the employees.

Employees encounter unpleasant and unwelcome behaviors at work, which are mostly caused by power imbalances and result in a tight, unfriendly, and uneasy work atmosphere. Bullying is another term for a situation in which workers are frequently mistreated, made fun of, and characterized negatively in an unpleasant way. When workers at a company are subjected to such unpleasant and unnecessary treatment on a regular basis, it may at times lead to abuses of power and authority. (Ali et al., 2021)

Bullying is defined as disrespectful, intimidating, or demeaning actions that cause people to feel ashamed, which ultimately reduces their self-esteem and causes stress. According to one definition "All those recurrent acts and behaviors done intentionally or involuntarily that are aimed to one or more employees which are undesirable for the victim can have an impact on the employee performance at work and result in a hostile working resulting in disgrace, offense, and stress". (Nauman et al., 2019)

Any employee in the company, including managers, coworkers, and even subordinates, has the potential to engage in bullying. Men and women may experience it on an equal basis. (Nauman et al., 2019)

Because of its serious repercussions, workplace bullying (WB) has been regarded by earlier academics as one of the main concerns for the safety and health of employees as

well as a significant predictor of declining well-being and health among employees. (Ali et al., 2021)

In Europe, scientific investigations on this phenomenon began in the early 1990s. Since then, the academic community has become increasingly interested in workplace bullying, which has been recognized globally as an occupational problem and called the "research topic of the 1990s" in terms of workers' health, performance, and well-being. (Carroll & Lauzier, 2014)

Because of its significant frequency and dire repercussions, workplace bullying has been regarded by some writers as one of the primary issues affecting employees' safety and health. On a personal level, bullying is known to be linked to a decline in job satisfaction, a decline in psychological health, and an increase in stress related to the job, all of which can lead to physical symptoms and mental health conditions in the victim. (Arenas et al., 2015)

One's attitude toward their work is reflected in their level of job satisfaction. "A pleasant or positive psychological state stemming from the assessment of one's job or job's experiences" is a typical definition of job satisfaction. Therefore, how employees assess job satisfaction is based on how they view and assess the aspects of their jobs as well as the physical and social work environment. Due to this, it is commonly assumed that bullying will be associated negatively with job satisfaction since it will cause employees to view their workplace as hostile and unfavorable. (Giorgi et al., 2014)

As far as teaching is concerned it is the most prestigious occupation in the world. A teacher serves as an example and is purposefully copied. Panda and Mohanty (2003) assert that the teacher is the central figure in any educational system. Teachers are actually a country's greatest asset. Teachers' perceptual and cognitive approaches to the world are reflected in their performance style traits. As a result, a person is likely to behave in a way that makes the most of his abilities. In a similar way, a teacher's favorable assessment of the surroundings is determined by his positive attitude toward teaching and greater aspiration level. It is well acknowledged that students' learning and academic success are significantly influenced by the instructional effectiveness of their teachers. (Giorgi et al., 2014)

When the employees face issues like repetitive name calling, extra workload and abuse, they start to see the work environment as a threat to their performance, mental health and wellbeing. The unpleasant environment may lead to low job satisfaction among employees. Similarly the teachers working in educational institutes like universities are not either save from such unusual behaviors. Many studies has shown that workplace bullying do occur among universities teachers and has an impact on their job satisfaction.

Literature Review

There are many previous studies that show significant results regarding workplace bullying presence in universities teachers and how it impacts the functionality of different areas of the employee's life. (Ikyanyon & Ucho, 2013)

One study showed that there is an inverse relationship between workplace bullying and one's satisfaction with job. The study discovered that employees who were facing bullying at worked had low job satisfaction if compared to other employees who were not facing any bullying. (Carroll & Lauzier, 2014). Develi and Turak (2023) also discovered that workplace bullying and job satisfaction has negative relationship proving their stated hypothesis true. According to another study's findings, bullying at work has a detrimental impact on job satisfaction and work engagement. (Giorgi et al., 2019)

Galang and Jones (2016) conducted a study where they find out that increase in workplace bullying leads to decrease in job satisfaction of employees. One research on teachers of public sector universities of KPK also showed negative association between the workplace bullying, job satisfaction and job performance. (Ali et al., 2021). Arenas et al. (2015) explored that Job satisfaction acts as a mediation factor between workplace bullying with psychological well-being.

A study that was conducted on medical professionals of Lahore suggested that there was significant relationship between workplace bullying and job satisfaction. (Malik & Bano, 2016). Steele et al. (2022) research involving 21 Australian defense force units showed results that people who face less bullying tend to have better mental health and wellbeing while those facing high level of bullying had low level of psychological wellbeing and decreased job satisfaction. One study reveals negative relationship between workplace bullying and job satisfaction among doctors and nurses. (Cheung et al., 2018)

Another study of school trainees revealed inverse relationship between workplace bullying and job satisfaction while verbal bullying had the high score. (Crothers et al., 2022). Aldaswari and mabkhot (2023) revealed in a study conducted in Saudi Arabia that workplace bullying and dissatisfaction of job were positively related to each other.

Workplace bullying is a very serious issue that is causing many problems to employees and worker of all fields. Despite of its detrimental effects there is very less area of research on this topic especially in Pakistan. The purpose of conducting this research is to find out where workplace bullying occurs in the respectable profession of teaching and if yes whether or not it has any impact on the job satisfaction of the teachers. This research will contribute majorly as there no such research conducted on this topic in University teachers of Quetta.

Hypothesis

H1: There is a significant negative relationship between workplace bullying and job satisfaction among universities teachers of Quetta.

Material and Methods

Sample

To investigate the impact of workplace bullying on job satisfaction a total sample of n= (250) male and female teachers were collected from Universities of Quetta.

Sampling Technique

The convenient sampling technique was used as those universities were approached which were near and easy to approach.

Research Design

The correlational research design was opted for the study to find out the relationship between workplace bullying and job satisfaction. The nature of the current research was cross-sectional and quantitative.

Instruments

For data collection two sales are used, each for its purpose such as, for workplace bullying "Negative Act Questionnaire- revised is used" having total 22 item on 5-point

Likert scale by Einar Kivande, Stale Einarson & Ragnar Johan (2009). For job satisfaction "Job satisfaction survey" 36 items is used which is made by Paul E. Spector (1985).

Procedure

At the start of the data collection informed consent was taken from each participant. After that the data was collected in quantitative form using the Negative Act Questionnaire- Revised and Job Satisfaction Survey.

Ethical Considerations

In this research all the ethical codes have been followed properly. Informed consent was taken from all the participants while the objective of the research was clear to them. There had been complete security regarding the confidentiality and anonymity of the participants. All the items included in scales were in accordance with norms and ethics of society.

Results and Discussion

Table 1
Alpha Reliability Coefficient of NAQ JSS (n=250)

Scales	No of Items	α
NAQ-R	22	.957
JSS	36	.888

Table 1 shows the psychometric strength of both NAQ-R and JSS through displacing the alpha reliability coefficients. The reliability coefficients for both scales indicated their strong internal consistency.

Table 2
Correlations and descriptive statistics for workplace bullying (WB) and Job Satisfaction (JSS) (n=250)

Variables	R 1 2	Range min . max	M	SD
Workplace Bullying	-.618**	3.36 1.09 . 4.45	2.10	.79
Job Satisfaction	-.618**	130.00 54.00 . 184.00	114.54	23.37

** Correlation is significant at $p < 0.01$ level (2-tailed)

Table 2 shows the correlation of $r = -.618^{**}$ significant at $p < 0.01$ (2-tailed) between workplace bullying and job satisfaction of universities teachers of Quetta indicating a negative moderate relationship between them and proving the hypothesis correct. The mean for workplace bullying is 2.10 and for job satisfaction is 114.54. The standard deviation for workplace bullying is .79 whereas 23.37 for job satisfaction. The range for Workplace bullying is 3.36 with minimum range as 1.09 and maximum range as 4.45. For job satisfaction the range is 130.00 with minimum range as 54.00 and maximum range as 184.00.

Discussion

This study is an important piece of work in the research field as the topic of workplace bullying is a pervasive issue but less focused. Research has given immense importance to bullying as of children getting bullied in educational institutes such as school, colleges and universities by their peers in the form of verbal, physical and cyber bullying but bullying is not something that only happens to kids at educational institutes.

The present study aimed at finding out whether the educators who are said to be the pillars of an educational institute went through the same experiences of bullying. As many people face harsh behaviors at their workplace by their colleagues, supervisors or bosses but most people think it is something that only those employees face who are doing jobs such as labor work and respectable profession of teaching maybe save from such acts but less we know is that teachers also face the same issue as other employees of any profession in the world.

Workplace bullying is an insulting and offensive act towards other colleagues and workers at a workplace. It can include acts of name calling, asking someone to do work below their level of competence, online bullying, verbal abuses or physical abuse. Such acts can lead to several consequences like mental health issues e.g. Stress and depression or physical health concerns. It can also cause lower job performance, absenteeism and lower job satisfaction.

Job satisfaction is a crucial part of an employee's life. It refers to how someone perceives their job and its characteristics. Here, the workplace environment plays an important role. If an employee perceives his environment friendly, enthusiastic and safe, he will ultimately have higher job satisfaction whereas if his workplace environment is threatening and causing him stress in the form of bullying by his coworkers or supervisor, his job satisfaction will decrease significantly.

The ultimate goal of this study was to find out whether universities teachers of Quetta city face workplace bullying and its impact on their job satisfaction. For this purpose a study was conducted on (n=250) universities teachers of Quetta city. The data was collected using convenient sampling through the use of two questionnaires, named NAQ-R revised and JSS. Later, the analyses were carried out using SPSS.

Many past studies have showed evidences that workplace bullying has a negative relationship with job satisfaction among employees. Malik and Bano (2016) suggested that there has been a negative relationship between workplace bullying and job satisfaction when they conducted a study on medical professionals in Lahore. Another study on KPK public sector university teachers has supported the hypothesis that negative relationship exists between workplace bullying and job satisfaction. Our finding also found evidence that support the literature as the results show significant negative moderate relationship between workplace bullying and job satisfaction meaning increase in workplace bullying leads to decrease in job satisfaction of universities teachers.

The results showed serious implications proving the presence of workplace bullying and its impact of job satisfaction of universities teachers of Quetta. For teachers having good job satisfaction is very important as they are responsible for educating generations. It depicts that how significant it is to look upon this issue and make policies to reduce such acts at workplaces to make it better and safe.

The future studies should focus on making policies and strategies on how to reduce such incidents of workplace bullying and make good workplace environments which lead to positive work attitude and increased job satisfaction among the employees.

Conclusion

The study proves that workplace bullying is a strong factor of decreased job satisfaction of universities teachers. The findings suggest that behavior such as bullying in any form such as, verbal, physical or cyber-bullying can have profound impact on employee's perception of their jobs. The policy makers should focus on making policies to safeguard the rights and dignity of the employees and try to make safe and secure

environments for the employees to mitigate the negative impact on job satisfaction and overall well-being.

Recommendations

The present research is an important addition to the field of research but also has some of the limitations. First this research only focused on those universities teachers who were convenient to approach which may decrease the generalization of the results hence, future studies should include all the universities in Quetta for better generalization of the findings. Secondly this study did not consider any moderating variables impacting the relationship between workplace bullying and job satisfaction and third the research approach used was cross-sectional whereas the future studies can focus on longitudinal studies for better and efficient results. Lastly this study suggests for a saved environment for the teachers having no such acts of workplace bullying. Policies should also be made for the protection of teachers.

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