

**ANTECEDENTS AND OUTCOMES OF WORKPLACE
BULLYING IN PAKISTANI ORGANIZATIONS**



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Dr. Rubina Hanif
Supervisor

*Dedicated to my
(Late) Albu Gee*

*who had a wish that his children may attain
a doctoral degree*

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ANEEZA

ABSTRACT

The present research was conducted to determine the perception of experience of workplace bullying, its antecedents and outcomes among employees of Pakistani organizations. More specifically following the theoretical framework of Vartia (2003), this study sought to find out Antecedents (Individual, Group & Organizational) of workplace bullying as well as Outcomes of workplace bullying on individual (perceived stress, general health, & psychological wellbeing) and organizational (job burnout & job satisfaction) level. The study also aimed to test the proposed model of relationship between antecedents, outcomes and workplace bullying. The study further determined the demographic differences (Gender, Marital status, Income level, Educational level & Profession) with reference to workplace bullying.

This research comprises of two phases. In phase I, after identification and adaptation of the instruments through committee approach and expert opinion and a pilot study was conducted on a convenient sample of 200 employees from four different professions i.e., (banking, telecommunication, university teachers and doctors). The psychometric properties of instruments and the identification of an initial pattern of relationships among various constructs of the study were established. Negative Act Questionnaire (Einarsen & Rakens, 1997), NEO-Five Factor Inventory (McCrae & Costa, 2004), Positive and Negative Affect Schedule (PANAS) (Watson, Clark, & Tellegen, 1988), Compliance Scale (Gamian-Wilk, 2013), The Work Environment Scale (WES)

(Moos, 1994), The Perceived Stress Scale (PSS) (Cohen, Kamark, & Mermelstein, 1983), General Health Questionnaire (GHQ) (Goldberg, Gater, Puccinelli, Gureje, & Rutter, 1997), Ryff Scale of Psychological Well-Being (RPWB), Maslach Burnout Inventory (MBI, Maslach, Jackson, & Leiter, 1996), The Minnesota Satisfaction Questionnaire (MSQ) (Weiss, Davis, London, & Lofguist, 1967) were used to measure their corresponding constructs. The results revealed satisfactory indices of psychometric soundness in terms of reliability and confirmatory factor analysis and a pattern of relationship in desired direction.

Phase II constituted the main study of this research through which the proposed hypotheses were tested. A convenient sample of 621 employees including men (n=397) and women (n=224) having age range of 22 to 60 ($M = 30.34$, $SD = 5.46$) years from different cities (Bhalwal, Sargodha, Lahore, Faisalabad, Mandi Bahauddin, Rawalpindi, Abbottabad, & Islamabad) of the province of Punjab and KPK and the capital area was recruited. A minimum job experience of 1 year and the 16 years of formal education was the inclusion criteria for the participants. SPSS 22 was used for testing the hypotheses of the present research. The results on prevalence of workplace bullying revealed that almost 41% of the sample experienced workplace bullying at different times during the job. Results further revealed that participants reported high on supervisors as the perpetrator of bullying. The analysis on duration of bullying suggests that the perception of experience of bullying was highest in the previous 6 months to 1 year duration. Regression analysis were used to found out the relationship between antecedents and

bullying and results revealed that workplace bullying was positively related with neuroticism, negative affect, general health, and job burnout while it has a negative relationship with agreeableness, positive affect, compliance, work environment, psychological wellbeing and job satisfaction. Neuroticism, agreeableness, conscientiousness, affectivity, compliance and relationship dimension of work environment significantly predicted workplace bullying and both of its forms. Furthermore, results on outcomes of workplace bullying revealed that bullying significantly predicted the general health, psychological wellbeing, job burnout and job satisfaction but perceived stress had non-significant relationship. The findings on testing the proposed model of relationship showed independent predictive relationship of antecedents and outcomes on workplace bullying.

It can be concluded that workplace bullying is an important phenomenon at workplace which is triggered by different antecedents working on each level; individual, group, and organizational and this bullying then further leads to different negative outcomes that hinder not only the employees' performance but also the organizational performance. Implications of the study for employees and suggestion for future research have also been discussed.

Chapter I**INTRODUCTION**

In today's business world for the success of an organization, it is very important to supervise organizational resources. It is recognized further that employees are the most essential feature among organizational resources as they play a vital role and stipulate extraordinary attention. Human resources are recognized as the key discriminating reason for the majority organizations especially for service industry. Further, within the developed countries, most of the organizations face challenges such as global competition, environmental awareness, economic collapse, consumer demand, and changing labor expectations. So, despite of being neutral, organizations are becoming a capital to crystallize precise socioeconomic interests. In the milieu of profit maximizing and exploiting centrality within the work processes, workplace bullying might be taken as an event that can be anticipated to take place with a certain regularity and frequency.

Workplace bullying came into sight as a serious concern in different organizations in last few decades. Despite of having constant detrimental causes and consequences for targets, workplace bullying also have extensive negative penalties for organizations at large. With over 20 years of research, the empirical literature of workplace bullying has developed notably and is adequately mature to guarantee an ample review of present literature. Recently, a surge of interest in harmful behaviors in the workplace focuses on deviant employee behaviors. According to Birkeland and Einarsen (2007), in the shape of non-physical aggression, workplace bullying has spawned substantial social and academic interest over the last few decades. It has analytically been shown by the researches that despite of being merely an

interpersonal issue, workplace bullying is an organizational issue that has effect on all exposed to it either witnesses or organizations (Hoel, Einarsen & Cooper, 2003; Mayhew & Chappell, 2007; Salin, 2003).

Despite its significant impact on organizations, workplace bullying seems to be under-represented in terms of its antecedent and outcomes as most of the research has been conducted on its prevalence and a few on causes/antecedents. This relative paucity of research on antecedents and outcomes of workplace bullying may partly be due to the complexity of phenomenon and the dimensions of workplace which may play an important role i.e., individual and organizational. Given the dilemma of the workplace bullying in Pakistan and the dearth of research on workplace bullying, studies are needed to identify its prevalence and outcomes. Research should also focus on the work environment and characteristics of job which may hamper the optimal performance of employee and organization. The pertinent personality characteristics of employees that can lead to the workplace bullying should be explored. Finally, studies should also explore the resulting elements emerging due to this negative behavior such as burnout and psychological wellbeing.

According to Kitt (2004) though the adults' bullying is existing for many years in the workplace, yet it has lately been documented as a substantial issue. Farrell, (2002) described that due to this negative behavior the cost to productivity is realized by the human resource managers. A survey conducted on 9,000 Canadian federal employees showed that in a 2-year period, 15% of male employees and 42% of female reported being victims of bullying, (Canada Safety Council, 2002). According to another study a total of 82% of bullying victims left their workplace where 38% victims left for health reasons and 44% left due to manipulation by a bullying

supervisor who depicted them as incompetent on the base of a low performance appraisal (Namie & Namie, 2003). Melon (2006) reported that according to human resource experts, depending on the level of the employee the cost of this high turnover of employees and replacing them with new employees may range from 25% to 200% of annual compensation. The workplace presents opportunities for a wide range of insidious and intimidating bully tactics. Many studies reported that the perception of bullying has a strong connection with employees' need to get support in order to defend themselves against this negative behavior, considering the circumstances as a cause, getting anxious and demotivated, and asking for sick leaves (Namie & Namie, 2003; Needham, 2003; Rigby, 2002).

According to Leymann (1996) stress at workplace has been taken as creating such conditions that may develop bullying at work. Despite of many intermingled and connected features of the victim and the bully, existing rationalization highlight the significance of challenging organizational and professional settings as fundamental aspect in the phenomenon of bullying (Bowling & Beehr, 2006; Einarsen, Hoel, Zapf, & Cooper, 2003; Leymann, 1996). Spector and Fox, (2005) described that during the last couple of decades an emergent body of research has revealed a variety of occupational aspects to be associated with the bullying exposure, yet the explanation of why do workplace bullying occur has significantly received less consideration. Several important factors can be analyzed as the contributing factors of workplace bullying. Bullying can be the product of organizational features or individual characteristics of victim. Zapf (1999) supported that bullying is related with the negative work environment, while Coyne, Seigne, and Randall (2000) reported that certain characteristics of victims are disposing. From the broader organizational

perspective, workplace bullying is a tricky and growing phenomenon in which work environment, personal traits of target and perpetrator along with the broad characteristics of human interaction in organization, all have specific roles. This line offers the speculative viewpoint for the present research effort as it offers the blend of both of these perspectives. This viewpoint demands that the center of inquiry on workplace bullying should incorporate both organizational and individual perspectives. Glaso, Matthiesen, Nielsen and Einarsen (2007) described that victims of workplace bullying depict a common personality profile. Mattheisen (2006) explored that workplace bullying has determinantal adverse impacts on individual and organizational level. Leymann (1996) described that bullying occurs due to the poor work environment instead of personality traits. Nevertheless, no empirical study has attempted to examine these various antecedents and outcomes in relation with workplace bullying collectively. Additionally, according to our understanding, no published indigenous research has studied the possible relative influence of workplace bullying, personality, compliance and work environment on the various individual and organizational outcomes.

Fundamentally, the present empirical study proposes to develop a model of workplace bullying that can incorporate organizational and individual variables that can have direct bearing upon workplace bullying and its outcomes. It also tries to incorporate the personal as well as organizational consequences of workplace bullying. The study is one of the first attempt at incorporating different antecedents in the framework of workplace bullying. Likewise, the present research also incorporates different outcomes of the workplace bullying. Lastly, the proposed model of the present research incorporates variables from individual, group and organizational

level to enhance its predictive validity. The model of present research proposes that workplace bullying would lead to the perceived stress, general health, psychological wellbeing, job burnout, and job satisfaction. Since workplace bullying is an important crucial emerging construct, literature on its antecedents and outcomes is not that much plentiful. Yet the existing literature has confirmed the relationship of each of the selected constructs with workplace bullying.

An innovative feature of the proposed study also justifies the value of the proposed model by pertaining its comprehensiveness as per selection of variables. The model anticipated in the present study integrates individual, group, and organizational level factors that may contribute in the process of experiencing workplace bullying.

In Pakistan, a lot of published and unpublished researches have been conducted on the school bullying and further, very few researches have been found out regarding the adult bullying. Researches on workplace bullying has been mostly conducted to explore the prevalence of workplace or to determine its effects on victims' life. There is no study reported to assess the complete model of workplace bullying including its antecedents and outcomes.

The proposed study is the first indigenous empirical attempt to examine the dynamics in which workplace bullying can have impact on perceived stress, psychological wellbeing, general health, job burnout and job satisfaction. To our understanding and knowledge, studies on outcomes of workplace bullying are quite scarce in Pakistan. Hence this study tries to identify the role of antecedents i.e., individual and organizational, in relationship of workplace bullying and its outcomes. The present research would examine the workplace bullying across four different professions i.e., university teachers, telecommunication employees, bank employees

and doctors. Maximum studies regarding workplace bullying have merged a widespread cross-section of private and public health services, and nurses. The proposed research can offer an empirical viewpoint for measuring the workplace bullying across four different professions. The difference in work environment may help us to determine the influential role of situational/organizational factors in terms of experience of workplace bullying. Through the empirical identification of the relationships between these variables the model proposed in the present research is an attempt to establish the role of the above-mentioned internal amendments. Before conferring the anticipated variables of the study, a concise review of workplace bullying supposed to be apt. The following section is destined to accomplish the same end.

Workplace Bullying: Definition and Nature

According to Brodsky (1976) the occurrence of workplace bullying means a gradually evolving process, in which a person culminates in a lower place and victimized through the methodical negative actions by single or multiple bullies/perpetrators. According to Einarsen, et al. (2003) workplace bullying comprises of exposure to recurrent and persistent psychological exploitation of a helpless target. According to Einarsen, Hoel, & Notelaers (2009) workplace bullying can be direct i.e., as allegations, verbal abuse, and public degradation, and indirect like rumor spreading, gossiping, and social exclusion. On the other hand, such subtle and indirect behavior can create stress at work if experienced frequently and persistently (Zapf, 1999). Researches (Aquino & Thau, 2009; Bowling & Beehr,

2006) explained that the frequent exposure of workplace bullying have injurious costs for targets and wide-ranging adverse outcomes for organizations.

Several justifications have been given to understand why employees target others for bullying. According to researches being a bully is a byproduct of being victim of bullying and has been used as a problem-focused coping strategy to defend oneself beside auxiliary deeds of maltreatment (Aquino & Thau, 2009; Lee & Brotheridge, 2006). Zapf and Einarsen (2003) anticipated bullying as a product of deficiency of self regulation and social competencies in order to protect ones' self-esteem or due to micro-political behavior within organizations. According to Zapf and Einarsen (2003) although personality traits of perpetrator may lead to the workplace bullying, but one sided explanation is not enough to explain the phenomenon so work-related and organizational factors must also be taken into account. That's why according to Spector and Fox (2005) the stressor emotion model of counterproductive work behavior can be helpful as the negative emotions induced due to the experience of work stressors may lead employees to employ aggressive behavior towards others.

Workplace bullying has been recognized as a sober matter in the organizational context. According to different researches awareness about the detrimental impacts of workplace bullying has been growing in the workplace (Einarsen, 1999; Hoel, Rayner, & Cooper, 1999). In the previous few decades, organizations have more responsiveness about negative behaviors i.e., sexual harassment, unwanted physical contact, extortion, open disgracing, offensive name-calling, social exclusion, and are more alert to identify the probable damage to the mental wellbeing and self-esteem of employees and reduction in their competence. Latest empirical studies point out that workplace bullying is a worth mentioning and

widespread dispute for organizations globally. Leymann conducted the first research study on workplace bullying in Sweden that raised the research interest in bullying among adults and only a few studies are available before his study (e.g., Brodsky, 1976).

For understanding and measuring incidence of bullying, social scientists can act significantly in dealing with this phenomenon. Communal and educational wakefulness about workplace bullying progressively arose in different European and Scandinavian countries after the Leymann's study (Einarsen & Raknes, 1991). So workplace bullying gained much attention from researchers as they became more interested in this phenomenon during the past few years.

Needham (2003) reported that workplace bullying has turn out to be such a pricey issue that cannot be ignored. Even though quite a lot of researches (Einarsen, et al., 2003; Namie & Namie, 2003) have intensely demonstrated the victim's twinge, emotional harm, psychological suffering, health issues, and career damage, yet academic study is quite new. So the focal point of proposed research provides a prospect to comprehend the antecedents and outcomes of the workplace bullying.

There is no universal conformity or clear agreement regarding the definition of workplace bullying, and numerous other terms are also in use. One important term is 'mobbing', which is derived from the English word 'mob' and in Netherlands and German-speaking countries mobbing is used despite of workplace bullying (Hubert & Veldhoven, 2001; Niedl, 1996; Zapf, Knorz, & Kulla, 1996). Other related terms to workplace bullying are scapegoating (Thylefors, 1987), psychological terror (Leymann, 1990), petty tyranny (Ashforth 1994), non-sexual harassment (Zapf & Einarsen, 2001), harassment related to work performance (Björkqvist, Österman, &

Hjelt-Bäck, 1994a; Brodsky, 1976), psychological torture (Vartia, 1993a), abuse (Einarsen & Raknes, 1997). While in USA, terms like abusive behavior or emotional abuse (Keashly, 1998; Keashly, Trott, & MacLean, 1994), workplace trauma (Wilson 1991), and workplace aggression (Baron & Neuman, 1996), generalized nonsexual workplace harassment (Rospenda, 2002) are in use to portray intimidating behaviors pertinent to workplace bullying.

According to Einarsen and Skogstad (1996), for labeling behaviors as bullying it needs to happen repetitively for a time period, and the target person have problems shielding himself/herself. A single isolated incident or conflict between two persons having equivalent power cannot be labeled as bullying. According to O'Moore, Seigne, McGuire, and Smith (1998), only inappropriate destructive behavior that is regular will be taken as bullying. Similarly, bullying is defined as a situation in which single or numerous individuals over a period of time perceive themselves as the target of persistent negative acts, and feel helpless in order to defend themselves (Hoel & Cooper, 2000).

Einarsen, et al. (2003) also defined workplace bullying as “harassing, offending, socially excluding someone or negatively affecting someone's work tasks and in order for the label bullying (or mobbing) to be applied to a particular activity, interaction or process it has to occur repeatedly and regularly (e.g. weekly) and over a period of time (e.g. about six months)”. “Bullying is an escalating process in the course of which the person confronted ends up in an inferior position and becomes the target of systematic negative social acts and a conflict cannot be called bullying if the incident is an isolated event or if two parties of approximately equal strength is in conflict.” The disparity of perceived authority between both parties is the basic

feature of workplace bullying as the victim is unable to defend himself. Zapf and Einarsen (2005) reported that a single event or a conflict between two parties having equal power cannot be taken as bullying.

As stated above, a lot of definitions of bullying are available in the literature but five most significant features of the phenomenon are obvious. First feature includes the persistency and frequency of the negative behavior as bullying involves negative or intimidating behaviors taking place repeatedly. A single incident is not considered as bullying. The negative behavior will be labeled as bullying when it is recurring frequently.

Next feature is the target's difficulty to retaliate and defend him/herself counter to these intimidating behaviors. This means an inequity of command and strength between the victim and the perpetrator. But this is a psychological perception of imbalance of power not the actual one. As Niedle (1995) explains that that an employee will be targeted only if he/she perceives him/ herself as incapable of defending himself/herself or escaping from the situation.

Third common feature is regarding bullying as an interactive occurrence that happen between two persons, between a group and person/s. Generally, co-workers and supervisors are labeled as possible perpetrators (Ashforth, 1994; Wilson, 1991). Despite of coworkers and supervisors, the perpetrator of bullying can be a person from outside like patients, students, and clients (Hoel & Cooper, 2000; Hogh & Dofradottir, 2001).

Fourth feature related to intentionality or even enjoyment of harmful behaviors (Björkqvist et al., 1994a; O'Moore et al., 1998). According to Björkqvist, Österman, and Lagerspetz, (1994b) the effect/danger ratio is an expression of the personal

evaluation of the plausible cost of an aggressive behavior that a person is going to execute. The invader evaluates this ratio between the effect of the proposed tactic and the involved danger and the invader attempts to enhance the effects and reduces the potential dangers.

Leymann, (1990) described that the fifth feature includes variety of negative acts categorized as the exploitation of the reputation of victim, his work performance, communication of victim with co-workers, his social life, and the intimidation of corporeal fierceness. According to Keashly et al. (1994) some researchers eliminate physical aggression from bullying tactic similarly sexual harassment could be considered as a demonstration of bullying or as a different issue. Few researches have taken sexual harassment as the sort of bullying which is operated through sexual ways of repression (Björkqvist et al., 1994b; Brodsky, 1976; Mikkelsen & Einarsen, 2001).

Researchers and scholars have variations in the fine distinction however bullying includes an enormous amount of behaviors with the central descriptions of frequent, irrational and damaging behaviors. Mostly researchers trail their description with a variety of exemplar behaviors of bullying while others have categorized bullying by investigating the qualities of victims or targets. Namie (2003) also explored that it is a common feature that targets are unwilling or unable to retaliate the unwarranted violence with violence. Now trend has been changed as the characteristics of perpetrator and bullying behaviors are of more concern that can give insight to policy-makers.

The scarcity and dearth of current empirical literature on characteristics of perpetrators existed because of technical hitches in accumulating and attaining valid and reliable information, most information has chiefly been gained through self-

reports of victims, whereas fewer researches have been reporting results from bullies (Matthiesen & Einarsen, 2007; Zapf & Einarsen, 2003). Furthermore, prevailing literature depicts that perpetrators are often men than women (De Cuyper, Baillien, & De Witte, 2009; Hershcovis et al., 2007; Rayner, 1997), and according to Hoel, Cooper, and Faragher (2001) perpetrators are more often supervisors and managers than subordinates whereas studies in Scandinavian countries generally describe that supervisors and subordinates are more or less the same numbers as being the perpetrators (Zapf, Einarsen, Hoel, & Vartia, 2003). Barling, Dupre, and Kelloway (2009) revealed that age is also an important factor with regard to be involved in aggressive behavior as employees well recognize the penalties of their behavior with the increasing age that is why older employees are able to regulate their aggression. However, other research have reported mixed findings in terms of age, as few researches revealed a negative relation between age and control of aggressive behavior (De Cuyper et al., 2009; Inness, Barling, & Turner, 2005), whereas few researchers found that age has a non-significant relation with being aggressive in the workplace (Glomb & Liao, 2003).

Gender differences existed in terms of being victims of bullying. According to Zapf et al. (2003) the victims of bullying are about two-thirds women and one-third men. Bjorkqvist et al. (1994b) revealed that female socialization and being the victim of bullying has a significant relationship because the women are reported to be more obliging and less aggressive as compared to men. Subsequently women are also unable to shield themselves in response to workplace bullying than men. However, in the Scandinavian countries gender differences with reference to prevalence of bullying found to be insignificant and no significant gender differences were reported

in any research (Einarsen, Rakens, Mattheisen, & Hellesoy, 1994b). But in Nordic countries, some exemptions with reference to gender do exist as according to Vartia (2003) in a study conducted on police officers 8 percent men and 14 percent women police officers were reported to be the victim of work-place bullying.

Mattheisen, (2006) reported that men perpetrator victimized both men and women in the workplace, while women perpetrator victimized women only. Einarsen and Skogstad (1996) in a summary of the prevalence of bullying across many sub-samples in Norway reported that in a sample of 392, as many as 70 percent of the men respondents were victimized by men only, and only 10 percent were bullied by women.

Types of Workplace Bullying

The research on bullying has tried to explicate it by the types of behaviors practiced by bullies as Egan (2005) describes that bullying behavior travels along a band with three distinguishable types of behaviors. The Type 1 bullying behavior may be depicted as accidental bullying which comprises of insensitive, hostile and challenging behaviors that can have some higher aims including getting things done, accomplishing high standards, or defeating the competition. Though the person relate normally to others, yet they consider tough, insensitive and driven behavior as normal in a overstretched workplace. With regard to primary business goals, the health and well-being of others is either not considered or is of secondary importance. Such perpetrators are often shocked when they get awareness about the consequences of their attitudes and actions (Egan, 2005).

Type 2, bullying behaviors are evident on the scale of cruelty. Such harsh and self-centered attitudes and behaviors include an absence of empathy, blaming, hypercritical, degrading others, fabrications, swaggering and taking credit for others' work. If leader or supervisor does this kind of bullying, it dampens initiative in subordinates and commonly is followed by hectic, incompetent work processes. Behavior starting as self-absorbed might be turnover as more merciless and deliberately threatening to others when under pressure (Egan, 2005)

Egan (2005) further explained that the Type 3 serial bullying behaviors includes more focused and purposive actions from a perpetrator as it tries steadily and cleverly to undermine the fitness, welfare and career of targets. No vital self-interest and concern about the organization is involved in serial bullying. These seditious objectives are covered by allure, seduction and trickery. These perpetrators have a very influential upward networking through which they halt heckler and try to mortify their subordinates to managers. Organizations effected by revolutionizing are mainly vulnerable to such people. However, two years can be taken by employees to comprehend what is happening as they are proficient at exploitation and impersonating the morals and goals of the company. When they lastly depart or being fired, the organization stuck in to a more inferior condition than ever.

The diverse literature of bullying depicts the density of the definitions and the array of behaviors recognized as bullying therefore the difficulty in measuring the degree of workplace bullying is not unexpected due to the use of instruments based on self-reporting, and the used criterion to define bullying in surveys. According to Salin (2001) perceptions of bullying anchored on the benchmarks or explanations given by

the researcher. When definitions are presented or bullying activities are entitled, the employees' perception change afterwards.

On the basis of pragmatic and notional confirmation, Zapf (1999) categorizes the workplace bullying in five types including (1) work-related bullying in which tasks are altered or tough to accomplish, (2) social isolation as excluding from daily communication and events, (3) personal attacks like ridiculing, and giving insulting remarks, (4) verbal threats including criticizing, scolding, disgracing in the presence of others and (5) spreading rumors by attacking social reputation. Mattheisen (2006) described bullying as social exclusion which implicates being snubbed, removed from social relationships while organizational rejection is explained as feeling of unnecessary, passed over or devalued in the organization. The poor work performance can be depicted as due to unfair criticism for one's work, doubting one's capability, or one's performance is mocked upon or the target's work may be supervised unreasonably. Mattheisen (2006) said that upsetting jokes and mocking are subject of both vain efforts at pacifying, and of uninterrupted public derision.

Leymann (1990) reported that most people at work may get involve in bullying activities at different times. Common solo incidences of negative behavior at workplace are more or less undisruptive. However, these actions will be taken as bullying when these are steadily and uninterruptedly targeted at a specific individual, and the target is unable to retaliate against the actions or against the perpetrator, and they threaten the mental and physical health of victims (Einarsen, Matthiesen, & Mikkelsen, 1999).

Targets may suffer from negative health outcomes when they have frequent exposure to long-term regular verbal, psychological, and physical, foul and hostile

behavior at the workplace. Though sole deeds of hostility and stalking take place regularly during daily contact, yet they will not be labeled as bullying until they occur repeatedly (Einarsen & Raknes, 1997; Leymann, 1987). The degree and magnitude of degrading or destructive acts needed for perception of bullying possibly vary from person to person because of individual differences, though Leymann (1996) strongly declared that personality characteristics are unrelated with bullying.

Workplace bullying is a harmful social problem having core feature of feelings of humiliation and insult. Einarsen (1999) described that bullying has two subtypes designated as conflict related bullying and predatory bullying.

Conflict bullying initiate from emerging interpersonal/social conflicts. Though conflicts are quite natural in workplace yet it develops into workplace bullying when it lingers on a period of time. Einarsen (1999) also suggested the *Predatory bullying* that includes an insensitive and dominating supervisor for subordinates. The targets may be accidentally or someone in a defenseless position, having no social support from the others. Another subtype is *Scapegoat bullying* in which the general frustration from the work transfers in to aggression that is ventilated against scapegoat who is a vital antecedent of workplace provocation (Thylefors, 1987).

Einarsen et al., (1994a) suggested another type as *sexual harassment* that involves the exposure of repeated and unwanted sexual attention and targets feels threaten due to these acts. The target is further threatened about future job scenarios in array of persuading the victim to suppression.

Humor-oriented bullying type involves jokes regarding personal factors. These jokes are balanced among the in-group members but will be taken as workplace bullying when directed towards a person of out-group. In result the target perceives

these imbalanced and asymmetrical jokes as aggressive and bullying in the longer run (Mattheisen, 2006).

Work-related stalking is registered as the group of actions that may appear to be harmless and mainly non-threatening to the uninvolved observer. According to Pathe and Mullen stalking is defined as such behaviors in which repetitive superfluous imposition and interactions are wreak upon any person, and the victim feels threaten with regard to his safety (as cited in Mattheisen, 2006).

Extreme media exposure bullying is not prevalent in ordinary people. Persons with high social/political status are the targets of extreme media exposure bullying. It can be described as incorrect and exaggerated charge of any immoral or illegitimate actions, and the media battle for weeks to get the breaking news (Mattheisen, 2006).

According to Mattheisen (2006) *workplace bullying of newcomers*, is a very old and well known type of bullying that is frequent among few fields i.e., shipping, military service, or numerous societies. Beginners in the workplace are come across with daunting behaviors. It is taken as traditional to check out the newcomer by seniors but these actions instigate the feeling of bullying in victim.

In *Judicial derelicts* type of bullying person feels bullied by a system or decisions of bureaucrats. It can be the result of secondary bullying (Einarsen et al., 1999) in which when a person experience bullying at his workplace, and in order to stop this, is asking for support from authorities they face lack of concern or sent to from one public office to other (Einarsen et al., 1999).

Whistleblower retaliation bullying includes a behavior/action of an employee who witness some unlawful activity at the workplace like immoral behavior, fraud, bullying others, and illegal actions) from a colleague or senior. In order to stop the

wrongdoing, whistleblower informs the authorities who can control it. The whistleblowers may inform a superior within the company or can inform the authorities, a local nature conservation association.

Bullying can either be direct (verbal abuse) or indirect (slander, or the withholding of information). In the present study types of bullying was measured by Negative Acts Questionnaire. Einarsen, (1999) reported that bullying can be distinguished between (1) work-related actions that make victims unable to perform their work or include taking away some or all of their professional responsibilities, and (2) actions that are primarily person-related including social exclusion, spreading rumors, slanders, snubbing, mocking/insolence, and unwanted physical approaches.

It is difficult to comprehend workplace bullying as it is occurring underhandedly, and is hidden from colleagues and supervisors. Namie (2006) described that occurrence of bullying is high as compare to other reported destructive behaviors like racial discrimination and sexual harassment which are covered by legislation. Workplace bullying is a prevalent organizational and social concern that is too important to ignore.

Prevalence of Workplace Bullying

The literature of bullying is enormous and extensive, which depicts the density of the definitions and the variety of behaviors that can be labeled as bullying. Therefore, difficulty in measuring the workplace bullying is depending on the extent of suitability of self-report measure and definition of bullying used in the survey. Another study reported that the magnitude of prevalence and perception of bullying is depending on the applied criteria of definitions chosen by the researcher (Salin, 2001).

A study revealed that 24% of employees reported to being victims of bullying when they are provided with a definition and list of negative acts. Similarly other studies also mentioned that when a definition of bullying has been provided, it changes the perception of bullying. Another study conducted on Nurses revealed that 12 % of the respondents suffer from workplace bullying (Fonts, Santana, Peloso, & Carvalho, 2013).

Martino, Hoel, and Cooper (2003) reported that the prevalence of bullying fluctuate greatly, at the lowest level of 1 percent to the highest level of 50 percent, depending on the strategy used to measure the bullying profession or occupation along with country. Latest researches in many European countries propose that workplace bullying influences a considerable fraction of the workers (Einarsen & Nielsen, 2004; Martino et al., 2003; Paoli & Merllie, 2001; R. A. Sansone & L. A. Sansone, 2015) and instead of physical violence, psychological aggression and annoyance is a high risk for employees (Martino, et al. 2003). Paoli and Merllie (2001) stated that around 9% of European employees experienced some kind of psychological aggression and hostility. The comparison of risk of intimidation and bullying in EU countries depicted that Finland (15%), Netherlands (14%) and the United Kingdom (14%) have the highest ratio, whereas the Mediterranean countries (Italy, 4%; Portugal, 4%) appeared to have lowest figures. Zapf, et al., (2003) reported that in Europe approximately one to four percent of employees may have exposure of serious bullying, while 8 to 10 percent experience occasional bullying. Paoli and Merllie (2001) reported that in France 10 percent of employees experienced psychological harassment.

Only a small number of researches are available that are reporting prevalence of bullying. In a study, Coyne, Chong, Seigne, and Randall, (2003) reported that prevalence ranged largely from 19.3% on a sole self- report measure to 2.7% on both self- and peer-reported behavior. Not a single study in the UK reported perpetrator as targets of workplace bullying. Matthiesen and Einarsen (2007) reported 7.5% prevalence yielded by perpetrators in a Norwegian study. Furthermore, they explored that 5.4% were reported to be the bully only, and 2.1% were both bully and victims of bullying at the same time. This second faction of targets who bully others, has been illustrated by having a amalgamation of both apprehensive and negative behaviors. So Olweus (2003) labeled them as bully/targets or provocative victims. According to Matthiesen and Einarsen (2007) this group depicted considerably lack of self-esteem and showed increased role stress as compare to others. Moreover, Hauge, Skogstad, & Einarsen (2007) stated that bully/targets reported to have considerably decreased job satisfaction and an increase in job stress as compare to normal employees.

In a study conducted on employees of National Health Service, Quine (1999) revealed 38 percent of the employees experienced workplace bullying. In a study conducted on Irish sample, O'Moore (as cited in Martino et al., 2003) found 17 percent prevalence rate of bullying, while a Spanish sample showed 16 percent incidence rate of bullying (Martino et al., 2003). Similarly, studies by Rayner and Keashly (2005) on British sample reported that almost 30 percent of employees experienced negative behaviors directed against them on weekly basis for more than 6 months, in which almost half of them reported to being victims of bullying. According to Hoel, Zapf, and Cooper, (2002) these prevalence rates appear to be extremely high but existence of bullying on such a high level create a reservation that

how can an organization be able to function with such a high level of bullying. By observing these high levels of prevalence, it is needed to determine the antecedents of workplace bullying so that organizations may try to control or minimize this negative behavior by focusing on these antecedents for better individual as well as organizational performance. In order to achieve this objective following section is based on antecedents of workplace bullying.

In Pakistan, few researches have been done on the personal characteristics of victims and group level antecedents. Only one research (Bashir, 2009) on personality traits & organizational factors of workplace bullying has been found out in Pakistan. Organizational outcomes have been comparatively less explored internationally. Only one published research (Bano & Malik, 2013) on organizational outcome of workplace bullying has been found.

Antecedents of Workplace Bullying

Workplace bullying has been an area of interest for many researchers since the last few decades yet these studies focused some very selective and specific aspects of workplace bullying. Some studies focused on the role of personality traits pertaining to the bullying process (Adams & Crawford, 1992; Linton & Power, 2012; Lutgen-Sandvik, 2006) and other researches focused the role of work/occupational climate or environment (Carr, Schmidt, Ford, & DeShon, 2003; Kopelman, Brief, & Guzzo, 1990; Leymann, 1996; Moos, 1994; Ostroff, 1993; Ostroff, Kinicki, & Tamkins, 2003). Similarly many researches focused the consequences of workplace bullying separately. So a gap in literature exists as there is lack of a comprehensive picture that

includes all aspects of antecedents and outcomes working on each level i.e., individual, group, and organizational.

Bullying may be investigated through the diverse perspectives i.e., situational, personal, organizational or environmental. Bullying can be a product of environmental facets of the workplace, like a deprived psychosocial work environment, including lack of communication and teamwork. Similarly, Zapf (1999) also supported this view as bullying is supplementary with a deleterious work environment. In a comparison of victims and non-victims it is reported that victims weighed the environment of their workplace more negatively than the non-victims on all aspects of work environment. By interviewing the victims, Leymann (1993) explored four prominent factors in stimulating workplace bullying including scarcities in work design, deficits in behaviors of leaders, a publicly bare position of the victim, and lack of ethical standards in the organization.

Environmental features and characteristics of the bully and target contributed in the inception of bullying. The role of the work environment is taken as an essential feature in the environmental view, where as in personal view, the role of the personality of target has been focused. Leymann (1996) gave the importance to the environment and work conditions in the onset of workplace bullying rather than personality view. Conversely, Coyne, et al. (2000) has recommended that in the onset of bullying, the characteristics of the target can have a major role. A comprehensive perspective of organizational psychology described that bullying is a complex collaborating and rising process in which the role of work situation and organizational climate, the characteristics of both the target and the perpetrator, the communication the members of the workplace is very important (Einarsen, 2000; Hoel, et al., 1999;

Zapf, 1999). After understanding the workplace bullying as a fundamental and complex issue in workplace, it seems suitable to review its essential antecedents.

Personality. The word personality is used in numerous ways. An individual's personality is assessed by the efficiency with which she/he is capable of stimulating positive reactions from verity of person under different circumstances.

Individual's personality is stable characteristics, overall change in human personality appear due to some traumatic experiences and to change the personality attributes of the individual is a very long and difficult process, which may takes years. Personality also explains the behavioral predispositions, as behavior of an individual is subjective to the situation as well as personal characteristics. When the situations are controlled and behaviors are inhibited through societal norms, incentives given by social system, personality traits are less obvious. Like, a talkative person will remain quite at his/her work place because "no talking," rules are explicit and reinforced there. That means an individual's personality is both inherited and are shaped by the environment (as cited in Shahid, 2006).

In organizational research, personality factors provide basis for how employees perceive and react to their work environment (Swider & Zimmerman, 2010). In order to understand personality, Mooradian and Nezelek (1996) described that trait approach has tried to converge the basic structure of personality on five basic traits referred as the Five Factor Model. According to Barrick and Mount (1991) the Big Five model of personality factors symbolizes the central conceptualization of personality structure and in the organizational research, it has received much empirical consideration and studies revealed that this model also has cross cultural

uniformity (Digman, 1997; Nye, Roberts, Saucier, & Zhou, 2008). The Five Factor Model consists of five independent dimensions of personality including Extraversion, Agreeableness, Emotional Stability, Openness to Experience, and Conscientiousness.

For understanding the starring role of personality in the workplace settings, various researches have been conducted and it is reported that employees depicted correspondence to various aspects of work settings in accordance to their personality traits (Chesney & Rosenman, 1980). Personality traits influence organizational behaviors including the success in interview, job performance, and leadership (Barrick & Mount, 1991; Caldwell & Burger, 1998; Caldwell & O'Reilly, 1982; House, Spangler, & Woycke, 1991). According to Allport and Odbert (1936) personality traits are general and personal influential tendencies including the steady and firm ways of an individual's adjustment in his environment. John (1990) labeled traits as moderately steady, core, and fundamental propensities. A classified framework organizes personality traits on an extensive level by referring it as the five-factor model of personality, or the "Big Five" in modern research on personality.

Some individuals emphasize on the cooperation and some individuals emphasizes on the individualistic achievements. Liebrand and McClintock (1988) described that organizational culture helps in originating accommodating and distinctive coordination due to the personalities and evolving experiences of employees in the organization. A cooperative person will prefer to communicate with colleagues for common goals, to attain social acceptance and achieve general goals where as an uncooperative person will focus on personal goals than common goals.

According to the personality view, the characteristics of bully and victim play major role in the onset of the bullying process. Different authors emphasize the role of the target's personality differently by putting forward a hypothesis concerning the specific personality traits that are associated with victimization in bullying. Research findings suggested that presence of certain traits make individuals at higher risk to be victimized than others (Coyne et al., 2000; Randall, 1997). Supplementary, Einarsen (2000) suggested that aggressive behaviors and bullying can be provoked by presence of certain personality traits (Einarsen, 2000). Similarly, the perception of bullying experience also varies according to individual's own characteristics.

According to Coyne et al. (2000) specific behaviors, characteristics or traits are accompanying the amplified threat of being the target of bullying, yet the discrepancy between these links is unable to portray a consistent image of victims as aggression is being elicited in others if the target person appeared to be stressful, weak, nervous, passive, conflict-aversive and unassertive. Contrariwise, being aggressive, over achieving, and being more ethical are supposed to be the cause of being victimized (Adams & Crawford, 1992). Similarly, victims are also portrayed to be overachievers, unsophisticated, lack social skills, have decreased self-esteem and are more suspicious (Brodsky, 1976; Coyne et al., 2000). However, there is no specific group of traits has been identified that can distinguish the targets from others as different studies reported that the conscientious, talented, and popular persons are more vulnerable to be victimized by others (Coyne, et al., 2003; Lutgen-Sandvik, 2005; Namie & Namie, 2003).

Zapf and Einarsen (2003) suggested that the exposed position of the victim, lack of self-esteem, social competence, overachievement and clash with norms of the

group is the characteristics of the victim that can play a role in the inception of bullying. Thylefors (1987) suggested that those individuals are at high risk of bullying who are belonging to different group and perceived as strangers and can easily be enforced to the role of a scapegoat. The social-identity theory by Tajfel and Turner (1986) mentioned that the characteristics of an individual that differentiate him from the rest of group portrayed him as an outsider which further makes him a target of aggression and hostility (Zapf & Einarsen, 2003). Zapf (1999) mentioned that victims of bullying reported to be unable to manage the conflict and having lack of assertiveness.

The research on fundamental personality traits may add innovativeness in the existing knowledge for researchers, persons, and employing organizations. Researches have mentioned that social dominance orientation, authoritarianism, anxiousness, aggressiveness, and inability of perspective taking are linked with bullying victimization (Case, Fishbein, & Ritchey, 2006; Crick & Dodge, 1999; Levin & Sidanius, 1999; Olweus, 1978; Pratto, Sidanius, Stallworth, & Malle, 1994; Sumajin, Fishbein, & Ritchey, 2002). Self-esteem is also found to be associated with discrimination and workplace bullying.

However, a strong inference cannot be made because Olweus (1978) depicted that self-esteem is not an issue for bullies whereas O'Moore and Kirkham (2001) demonstrated that perpetrators have low self-esteem than non-bullies. Similarly contradictory findings have been reported by different studies in which few reported that bullies reported to have an increased self-esteem (Lemyre & Smith, 1985), while another suggested that due to the discrimination self-esteem can be declined (Hunter, Platow, Howard, & Stringer, 1996). Furthermore, other studies are indicating that

bully victimize others due to lack of self-esteem (Abrams & Hogg, 1988; Hogg & Abrams, 1990). Additionally, Jordan, Whitfield, & Zeigler-Hill, (2007) said as self-esteem can be divided in to implicit self-esteem and explicit self-esteem, and individuals having increased explicit self-esteem revealed an increased inclination to bully others culturally.

The researches explained that perception of exposure to workplace bullying is related with the personality of both victims and perpetrator of workplace bullying. The person-oriented hypothesis given by Zapf and Einarsen (2001) stated that no doubt organizational disputes should be considered in order to explain workplace bullying but at the same time personality factors and individual traits must also have to give importance. Researches on personality traits of victims of workplace bullying explained that they may score high on some negative traits like Neuroticism. A study revealed that workplace bullying is significantly related with neuroticism, conscientiousness, openness to experience, and agreeableness (Nielsen & Knardahl, 2015). Another study reported that victims scored high on neuroticism, aggressiveness, and impulsiveness (Perminiene, Kern, & Perminas, 2016). Similarly, the victims are more prone to stress, psychological hazards as they are more dependent, sloppy, less organized, low on openness and are less conscious. When a person has traits which are related to these factors they are more prone to workplace bullying.

The studies conducted on personal factors mostly included these factors separately like self-esteem and personality traits. In which most of the findings explained mixed findings regarding the relationship of personality traits with workplace bullying. The gap in literature exists in terms of some solid findings

regarding exact relationship of personality traits with workplace bullying and there is lack of literature in terms of finding a causal/predicting relationship of personality traits and workplace bullying. So, the present proposed study tries to fulfill this gap.

Affectivity. Affectivity can be referred as common inclination to experience a specific mood (sadness or happiness), responding to people or situations in a certain manner or with specific reactions (Abraham, 1998; Morris & Feldman, 1996). Mainly two dimensions of affectivity have been recognized through literature i.e., Positive Affectivity (PA) and Negative Affectivity (NA). According to Watson and Clark (1984) these dimensions are perceived as dispositional characteristics that embody the probability of facing negative or positive affective states, correspondingly. Persons having high PA are supposed to be attentive, vigorous, and passionate while persons having low PA appeared to be inactive, lethargic, and unresponsive. In comparison to high NA persons, persons who are low on PA experienced low positive affect but it does not mean that they have negative experiences. High NA persons appeared to be very edgy, annoyed, terrified, and anxious than low NA persons who are compliant, poised, and relaxed (Cropanzano, James, & Konovsky, 1993).

The emergent argument on positive and negative affectivity depicted that these are two diverse and separate dimensions rather than being the contrasting extremities of a particular continuum (Cropanzano et al., 1993). Hence a person can have high score on both NA and PA as he may experience fluctuations in his moods due to situational factors. Contrary to that, few researchers perceive them as opposite poles of a single concept by defining them as the experience of extent of happiness a person may have over the time (Judge, 1992). Despite of these prevailing differences of

opinion, the two-factor model of affectivity given by Watson and Clark (1984) gained much empirical support (Cropanzano et al., 1993). A lot of studies reported that NA and PA are stable, autonomous and slightly heritable characteristics depicting distinctive association with numerous behaviors (George, 1992; Watson, Clark, & Tellegen, 1988).

According to our knowledge and familiarity, affectivity has never been measured as antecedent of workplace bullying in any published study. Therefore, the present research has integrated affectivity as a personality trait in to the conceptual model of antecedents of workplace bullying proposed in this study. In order to elucidate the role of affectivity in predicting workplace bullying, positive affect and negative affect are included as antecedents. Different personality traits have been explored in relation to workplace bullying but little evidences are available on predicting the role of affectivity. Previous literature reported extraversion that is equated with positive affectivity and neuroticism with negative affectivity was found to be positively related with workplace bullying while extraversion is significantly negatively related with workplace bullying (Coyne, et al., 2000; Mikkelsen & Einarsen, 2002; Vartia, 1996; Zapf, 1999).

Some inference can be drawn from different investigators who have suggested that through its influence on mood, personality may affect behavior (George, 1992). According to McCrae and Costa (1991) some personal dispositions may increase emotional vulnerability or receptiveness to situational stimuli that help to explain the relationship between affectivity and workplace bullying. Similar to this a plentiful empirical evidence is existing which suggest that the high score on neuroticism lead to a person to react negatively and experiencing heightened stress due to the daily life

problems (Hutchinson & Williams, 2007; Suls, Martin, & David, 1998). According to Parkes (1990) individuals with high NA depicted an increased level of stress when are confronted with high job demands than individuals with low NA. According to Zellars, Hochwarter, Perrewe, Hoffman, & Ford (2004) people scoring high on NA experienced unpleasant moods while people high on PA experienced an increased extent of mental wellbeing so they engaged more in gratifying deeds, by depicting optimistic moods (Tellegen, 1985).

Despite all of the empirical studies, no single study has been conducted to determine the impact of affectivity on workplace bullying. As all the previous studies linked the affectivity in terms of matching synonyms of big five factor like positive affectivity is considered equivalent to extraversion and negative affectivity is considered equivalent to neuroticism. So the present study added this variable to check its impact on workplace bullying independently. The insertion of affectivity in the theoretical model proposed in the current study is an attempt to establish the predictive significance of affectivity in relation to workplace bullying, job satisfaction (Judge, Heller, & Klinger, 2008), and job burnout (Zellars et al., 2004).

After discussing the personality traits and affectivity, the next section elaborates the group compliance in relation to workplace bullying.

Compliance. Compliance is defined as an attempt to be in accordance with conventional rules and conditions. Compliance may also incorporate struggles to confirm the abiding of organizations with both government legislation and industrial regulations. Social influence is referred as the means through which people have impact on the beliefs, feelings, and behaviors of others. There are numerous ways and

efforts through which others want to influence our behaviors that's why the social influence has been a topic of research interest for the researchers for a long time especially regarding advertisements, organizational behavior, and political science. Four types of social influence has been mentioned by different theorists and compliance is defined as changes in an individual's behavior on the basis of some direct or indirect request made by another person. Normally a person intentionally comply with the request of others so it is labeled as an active and an external type of social influence because its purpose is to alter the observable behavior.

In order to transpire compliance within groups, one needs to adjust personal actions according to others' demands. Everyone faces the demands of compliance in daily life. For example, a request to execute a chore is a form of compliance. Rational persuasion and inspiration are the utmost operational mode of gaining compliance. In compliance the major objective is to request someone to complete a task rather than inquiring that either the next person agrees with it or not. The key feature of compliance is the completion of task not changing the attitude of the next person. This impression differentiates conformity and compliance because in the conformity major goal is to influence a person to such an extent so he can change his/her beliefs and attitudes whereas in compliance the main point is to achieve some particular task.

Compliance increases the requesting person is having something in common with you, being pressurized socially by specifically important groups because behind compliance, social influence is the major motivating force.

There is lack of literature regarding the relationship of group compliance and workplace bullying. In the present study, group compliance has been included in the

model as a group level antecedent as no previous study has been found out that measure the predictive relation between group compliance and workplace bullying.

Work environment. From the last three decades, the line of research in the field of occupational/organizational psychology has engrossed the concept of work environment as a way of evaluating perception of employees regarding processes of organization that can influence the outcomes related to employees and organizations (Carr, Schmidt, Ford, & DeShon, 2003; Kopelman, Brief, & Guzzo, 1990; Moos, 1994; Ostroff, 1993; Ostroff, Kinicki, & Tamkins, 2003). Leymann (1996) argued that instead of the personality traits of both the victims and the perpetrators, bullying occurs because of the poor work environment and poor leadership behavior. Following this finding, several researchers have also indicated in their studies that because of the poor work conditions in which victims were working in, they were subjected to workplace bullying (Baillien, Neyens, & De Witte, Cuyper, 2008; Einarsen et al., 1994a; Hauge, Skogstad, & Einarsen, 2007) and it was also revealed that those who worked in extremely poor work conditions reported higher degrees of workplace bullying (Zapf et al., 1996) than those who were just working in a poor environment. Researchers mentioned that there was an association between workplace bullying and a lack of clarity on objectives, role conflict and role ambiguity (Einarsen et al., 1994a; Vartia, 1996). This is also reinforced by recent findings which indicated that workplace bullying is associated with role conflict and role ambiguity (Baillien et al., 2008; Baillien & De Witte, 2009; Hauge et al., 2007). Therefore, it seems that workplace bullying is more likely to occur when employees experience uncertainty in the workplace and when they are unsure of their goals.

According to researches having a huge amount of workload and pressure can also be a contributing factor to workplace bullying (Baillien et al., 2008; Baillien & De Witte, 2009; Bowling & Beehr, 2006; Hauge et al., 2007). Einarsen et al. (1994a) recommended that bullying occurs when employees are unable to control the work conditions and are compelled to perform well in an extremely demanding situation. Unfortunately, there seem to be inconsistent findings on this matter. For example, Zapf, Dormann, and Frese (1996a) found any non-significant differences among employees' low control over decision making, high degrees of pressure and workplace bullying. Furthermore, it was explored that there appeared to be an increase in the levels of aggression and hostility when employees worked in either a hot or cold climate condition (Anderson, Anderson, & Deuser, 1996; Einarsen, 1996) that's why the hot climate environment in restaurants triggers higher levels of bullying (Einarsen & Stogstad, 1996; Mathisen, Einarsen, & Mykletun, 2008).

The culture that the organization instills in its employees is also another reason as to why the organization is the cause of bullying in the workplace. Einarsen (1999) noted that perpetrators/bully perceive it as a support of their managers to continue with the aggressive behavior when managers stay quite or are unable to notice the bullying. Furthermore, Rayner et al., (2002) revealed that the new, incoming managers assume the bullying behavior as acceptable and they try to follow it. Jokes and humor in the workplace can also lead to bullying (Salin & Hoel, 2011), especially when the victim is unable to defend himself or herself or when he or she does not perceive the comment made to be a joke (Einarsen & Raknes, 1997).

Salin and Hoel (2011) reported that the different leadership styles of managers can also create an impact on workplace bullying, and in another study on the

Norwegian workforce, it was found that when managers used tyrannical and laissez-faire leadership styles, there were a higher number of employees reported to be victimized (Hauge et al., 2007). Additionally, Skogstad, Einarsen, Torshiem, Aasland and Hetland (2007) mentioned a connection between laissez-faire leadership and workplace bullying and this is due to the feeling of rejection faced by the subordinates from their supervisor because of their laid back management style (Salin & Hoel, 2011).

Einarsen and Hoel (2001) revealed that feelings of neglect or rejection from one's supervisor originate the perception of being bullied in the workplace. Other than tyrannical and laissez-faire leadership styles, authoritarian leadership style is also a predictor of workplace bullying (Seigne, 1998) as authoritarian leaders be inclined to implant dread in their subordinates and they generally ignore their complaints (Salin & Hoel, 2011). Besides, it emerges that aggressive behavior of leaders due to stress in their organization can lead to bullying among co-workers to ensure their job stability (Kelloway, Sivanathan, Francis, & Barling, 2005).

Workers report high percentage of exposure to workplace bullying when workplaces are hectic, volatile, and discernible having high levels of job insecurity, role strain and role conflict (Hodson et al., 2006). The environmental settings can also intensify hostile acts. Barling (1996) reported that the possibility of bullying increases due to electronic surveillance, lack of personal space, apparently uncomfortable apparatus and lodgings. Bassman (1992) reported that pressurizing the employees for increasing productivity but reducing workforce produce *boiler room* environments that creates stresses for managers and employees and triggers offensive behaviors in managers. In order to deal such hectic and challenging situations, managers and

employees try to use workplace bullying as an instrument. Due to the global economic shifts, inadequate transformation of leadership and power originates bullying in workplace (Vandekerckhove & Commers, 2003). Generally two management styles, coercive/authoritarian and laizzefaire are accompanying the workplace bullying (Martino, et al., 2003; Hoel & Salin, 2003). The coercive/authoritarian management style uses bullying to “motivate” employees while laizzefaire is unable to interfere when bullying is occurring. According to some researches, that most employers make the situation more worse by raising retribution against the petitioner (Keashly, 2001; Namie, 2007).

According to Hoel and Salin (2003) those organizational cultures which are working on the rule of being aggressive and dominant in order to do the business like law enforcement and legal firms have high prevalence of workplace bullying. Wright and Smye (1998) described that abuse is associated with three kinds of culture: surrendering entirety in employees’ lives for their work, imposing competition among members, and accusing and making employees dreadful of moving away from the traditional line of work. That is why prevalence of bullying is high among medical doctors, telecommunication employees and bank employees.

Certain workplaces and circumstances are more contributing in the onset of bullying than others. It is very difficult for a cruel, malevolent, or dangerous employee to survive in a healthy organization. Due to social, ecological, and natural causes, individuals have a requirement to control others and if not properly managed, the workplace is such a location where they can try to attain this goal (Harvey, Heames, Richey, & Leonard, 2006). A major apprehension is the tolerance and presence of workplace bullying in many organizations. Yandrick (1999) reported that

the issue of bullying has no terrestrial borders that is why it is not restricted to any specific industry. The industry/field itself can lead to create an environment conducive of bullying and colleagues may play a role of bystander or witness. Furnham (2004) suggested that the process of bullying can be involuntarily ignored or got support by the division of coworkers into informal clique and teams.

Previous literature pointed out that workplace bullying is a more frequent incident that has severe cost for organizations/institutions (Namie & Namie, 2003; Needham, 2003; Rayner et al., 2002). Massingill (2002) reported that in America, one out of six employees is experiencing workplace bullying. Accordingly, Holt (2004) said that bullying is one of the most disregarded disputes of the workplace that can lower determination, efficiency and job satisfaction, while increasing costs related to health-care and making establishments at risk to litigations or disability privileges.

Middleton-Moz and Zadawski (2002) noted that normally bullies are unproductive in their particular jobs and continue to exist by hijacking the concepts of other coworkers and gaining tribute for others' contributions. Needham (2003) shows that perpetrators reinforce bullying behavior either by using length of service against performance to mark the success or by using inverse ascending positional accomplishment against goal attainment. Einarsen and Raknes (1997) revealed that the incidence of bullying is related with a number of features of the social and occupational work setting, predominantly leadership, role conflict, and work control. The bullying at work is associated with dissatisfaction with administration, conflicts with work role, and a decreased control over work conditions. Organizational factors may facilitate growth of bullying in particular situations and may explain the factors rewarding the process of bullying.

Bullying will prevail merely if the environment of organization tolerates it. According to Fineman (2003) various organizational, personal, and social setting including variances in morals of members of a group and their supervisors are corresponding with interactive clashes and bullying. Inflexible grading encourages autocratic behavior in executives who further boost related behavior in their juniors (Joyce, 2005). Brenner (2006) bullying behavior is an issue of performance that demands for castigation. In many situations, the silence and passiveness of witnessing colleagues supported the perpetrators indirectly while few ignored the bullying as it is not their concern (Middleton-Moz & Zadawski, 2002). Many victims remain quiet and silent due to the fear of retaliation (Furnham, 2004).

A lot of previous researches have focused on determining the relationship of organizational environment and workplace bullying but there is lack of studies pertaining the work environment as an antecedent of workplace bullying and measuring its causal relationship with workplace bullying. After reviewing these antecedents of workplace bullying, there is need to explore some outcomes of this negative phenomenon, therefore the following section aimed to attain that objective.

Outcomes of Workplace Bullying

Experience of workplace bullying has been categorized as a noteworthy cause of stress at workplace, a more discouraging and demoralizing issue for workers in comparison to all other work-related stresses collectively. According to different researches wellbeing and health of employees may be rigorously damaged in conditions in which employees are constantly facing autocratic, aggressive or threatening behaviors by their superiors or coworkers.

Due to the exposure of workplace bullying, there is a high probability that victims will suffer from various health consequences as a result of social stress (Nielsen & Einarsen, 2012; Nielsen, Hetland, Matthiesen, & Einarsen, 2012; Vartia, 2001; Verkuil, Atasayi, & Molendijk, 2015; Zapf, 1999). According to Einarsen and Mikkelsen (2003) the most common types of health consequences are incidents of mental and emotional distress, aggravations, and symptoms of depression. Agervold and Mikkelsen (2004) also noted that frequent targets of workplace bullying demonstrated negative health behaviors such as psychological stress and mental distress and they showed more absenteeism than those who were not bullied. Research also noted that in severe circumstances targets reported to suffer from Post-Traumatic Stress Disorder due to frequent exposure of bullying when facing for a long duration (Einarsen & Nielsen, 2015; Leymann & Gustafsson, 1996; Mikkelsen & Einarsen, 2002). The deleterious corollaries of workplace bullying are extensive as the victims may face an enduring and continuous personal and occupational scarcity (Crawford, 2001; Leymann & Gustafsson, 1996; Nielsen, Mageroy, Gjerstad, & Einarsen, 2014). Adams and Crawford (1992) suggested bullying as a crippling and demoralizing problem having potential to spoil victims' self-worth, intellectual functioning, and physical and emotional fitness (Brodsky, 1976; Einarsen & Mikkelsen, 2003; Keashly & Harvey, 2005).

Empirical evidences indicate that bullying has an important impact on all facets of victims' lives by damaging the self-worth, cognitive functioning, physical and emotional health of the victims (Brodsky, 1976; Duffy, Ganster, & Pagon, 2002; Rospenda, 2002; Torok et al., 2016). Further researches also demonstrated that victims are more anxious, depressive, alcoholic and having suicidal ideation with

sleeping problems as compare to others (Einarsen & Nielsen, 2015; Hansen, Hogh, Garde, & Persson, 2014; Leymann, 1990; Namie, 2003a; Richman, Rospenda, Flaherty, & Freels, 2001; Theorell, et al., 2015). Longitudinal research by De-Vogli, Ferrie, Chandola, Kivimäki, and Marmot (2007) proposes that workplace bullying faced by victims is related with prolonged trauma, hypertension, and an increased possibility of cardiac disease.

Victims of longstanding workplace bullying also show signs of post- traumatic stress disorder (PTSD) as Namie (2003b) explored that the major symptoms of PTSD including avoidance-disassociation, thought intrusions, and hyper-vigilance are experienced by a third of women and a fourth of men. That is why few victims get impaired to such an extent that they are unable to perform the work without receiving thorough rehabilitation therapy (Leymann & Gustafsson, 1996). The relationships outside the work environment also get impaired due to being the target of workplace bullying. Though not much attention has been given to this issue, circumstantial evidence proposes that workplace bullying has catastrophic impacts on interactions, communications, and family working (Jennifer, Cowie, & Anaiadou, 2003; Rayner et al., 2002; Tracy, Lutgen-Sandvik, & Alberts, 2006; Torok et al., 2016). Researches also revealed that bullying is a key aspect in sickness absence and significant correlations have also been reported between turnover intentions and workplace bullying (Hoel & Cooper, 2000; Kivimäki, Elovainio, & Vahtera, 2000; Nielsen et al., 2014; Vartia, 1993b; Voss, Floderus, & Diderichsen, 2001).

Hoel et al. (2003) stated that victims of bullying have the tendency to be absent from work due to illness, thus, leading to the reduction in organizational effectiveness. Hoel and Cooper (2000) pointed out that victims tend to take an

estimated number of seven more sick days in comparison to those who were not exposed to bullying or were not witnesses of the bullying. This is further revealed in a study that 8% of nurses took time off due to workplace bullying (Gaggney, DeMarco, Hofmeyer, Vessy, & Budin, 2012; Quine, 2002). Hoel et al. (2003) reported that instead of reducing the bullying, taking time off from work in fact elevates the bullying behavior. Zapf and Gross (2001) further illustrated that victims who took less time off were more successful in coping with the bullying behavior than those who took more time off.

Studies have found significant relationships of workplace bullying with lowered mental well-being, increased levels of stress, depression, anxiety, psychological problems, and increased hostility (Björkqvist et al., 1994a; Einarsen et al., 1998; Einarsen, Raknes, Matthiesen, Hellesoy, 1996; Hoel & Cooper, 2000; Mikkelsen & Einarsen, 2001, Quine, 1999). Studies revealed that the attacks on personal life of the victim is significantly related with the decrease in psychological wellbeing (Einarsen & Raknes, 1997; Zapf et al., 1996).

It appears that workplace bullying is often associated with the job burnout and intention to leave the organization (Giorgi, Mancuso, Fiz Perez, Castiello, Antonio, & Mucci, 2015a; Hoel & Cooper, 2000; Keashly & Jagatic, 2000; Quine, 1999, 2001) but there is a difference between having the intention to leave and actually leaving the organization. Keashly and Jagatic (2000) found in their study that there exists a significant association between the victim's intention to leave the organization and workplace bullying rather than the relationship between looking for a new job and workplace bullying, which is also supported by another study (Vartia, 1993a) which indicated that almost 43% of victims had the turnover intentions due to workplace

bullying. According to Zapf and Gross (2001) the major reason behind the strong association between turnover and workplace bullying is the fact that targets of workplace bullying will suggest other victims to leave the organization for the sake of escaping from the bullying. Einarsen et al. (1994b) also revealed that organizations may utilize bullying strategy to compel employees out of the organization. On the other hand, researchers have reported that there were a large number of victims who refused to leave the organization before making sure that justice is done to their perpetrators (Kile, 1990) and also because they have to take into account the possibility of them finding another job (Tepper, 2000).

From the beginning of research in the field of workplace bullying, much focus has been paid to the adverse consequences faced by the targets due to workplace bullying and according to Leymann (1996) considering these consequences as vital and central to the workplace bullying is not surprising. Conversely, the relationship between workplace bullying and organizational consequences has attained less attention from the research fields. Hoel, et al., (2003) have also indicated the organizational outcomes due to bullying. Leymann (1990) clarified that due to workplace bullying victims lack motivation for work and that would ultimately lead to a decrease in the levels of productivity which might possibly appeared to be expensive for the organization. Several studies have indicated that due to workplace bullying job satisfaction would decline enormously (Giorgi, Leon Perez, & Arena, 2015b; Hoel & Cooper, 2000; Keashly & Jagatic, 2000; Price-Spratlen, 1995) as well as a decrease in the level of commitment towards the organization (Hoel & Cooper, 2000) and also a decrease in the levels of job performance and productivity which ultimately leads to job burnout (Hoel et al., 2003). Prior to the researches in the field

of workplace bullying, studies on work stress depicted a significant relationship of poor interpersonal relationships at workplace with increased burnout, decreased in job satisfaction and decline in the mental well-being of employees (Cooper & Marshall, 1976). The adverse relationships with colleagues and managers reported to be strongly correlated with job stress and negative job feelings, depression, and comprehensive physical health (Israel, House, Schurman, Heaney, & Mero, 1989). Many researches regarded workplace bullying as a critical life event and important social stressor at work (Mikkelsen & Einarsen, 2002; Niedl, 1996; Zapf et al., 1996b) that cause job dissatisfaction, pull down well-being, and can lead to post-traumatic stress disorder.

In many studies, significant relationships has been found out concerning job satisfaction and exposure to bullying (Einarsen, Matthiesen, & Skogstad, 1998; Einarsen & Raknes, 1997). In a study by Quine (1999) conducting on employees of NHS community-trust in the UK, it is reported that the victims of workplace bullying had a decrease in job satisfaction.

Hoel and Cooper (2000) reported that victims have an important impact on bystanders by disclosing or discussing about their feelings in regards to being bullied and therefore it is very hard for bystanders to just stay isolated from the entire situation (Einarsen, 1996). Vartia (2001) reported a higher level of stress in witnesses of bullying in comparison to those who were not observers of the bullying. The idea whereby bystanders are also affected by bullying behaviors despite the fact that they are simply observers of it is called the *ripple effect* (Hoel et al., 1999; Rayner, 1997).

By examining the array of antecedents, bullying appeared to be an intricate phenomenon. Just like the significance of antecedents, the consequences of workplace

bullying are also very essential for organizations and employees. Though the victims undergo the ultimate amount of injury, still the observing the victimization of colleagues also impaired the functioning of witnesses (Lutgen-Sandvik, Tracy, & Alberts, 2007).

Destructive outcomes of workplace bullying and persecution can also be measured on organizational level. Pragmatic indication revealed that bullying is associated with numerous aspects of the work environment, comprising organizational complications, role conflicts, work pressures, increased stress, restructuring in the organization, decreased satisfaction with management, and complications in conversing difficulties within the group (Namie & Namie, 2003; Vartia, 2003). Along with the traits of the victim and perpetrator, environmental factors are also supposed to add in the onset of a bullying process (Vartia, 2003). Giga, Cooper, and Faragher, (2003) reported that though the certain occasions, circumstances, and roots of workplace bullying may fluctuate significantly between professional segments, yet the atmosphere and design of organization, strategies, job roles, and work demands are chief influential features in being abused and victimization of employees.

The existing literature designated that the place of work offers prospects for an extensive array of violent and abusive strategies (Namie & Namie, 2003). Findings further revealed that in order to defend themselves and finding social support victims waste their time and ultimately become demoralized and anxious, and are more inclined to ask for sick leave to get rid of this stress and anxiety. Potential benefits of strict anti-bullying strategies and legislation include a more serene and fruitful workstation having improved decision making policies, high job satisfaction, better

quality of work, decrease in sick leave absence, greater staff retaining, and a minor threat of law suits (Namie & Namie, 2003; Rayner et al., 2002).

In an online survey, Namie and Namie (2003) revealed that perpetrators waste 10% to 52% of their time in an attempt to defend themselves and find some social support and they further harm their colleagues by corrupting their working environment through low self-esteem, terror, rage, and apprehension (Vartia, 2003). The behavior of a perpetrator can cause coworkers to undergo the feeling of embarrassment, dishonor, and despair, which can affect their job performance along with personal life (Namie & Namie, 2003).

Rigby (2002) designated workplace bullying is a serious concerning issue for most of the researchers and managers because the exploitation is injurious for the physical and mental wellbeing of targets/victims. Smith (2002) has found out that exploitation significantly negatively damaged the health of employees and organizations. Research studies reported significant relation of workplace bullying with cardiac disease, alcoholism, anxiety, mental collapses, dissatisfaction with job, accidents, work-family conflicts, and in some cases with certain types of cancer (Ellis, 2006; Namie & Namie, 2003; Needham, 2003). Namie and Namie (2003) listed the topmost consequences of workplace bullying including strain, fatigue, depression, uncertainty, humiliation, lack of concentration, nightmares, and lack of sleep. Vartia (2003) suggested that workplace bullying has negative consequences for the organizations that permit it to continue as well as for its victims (Vartia, 2003).

Mixed findings have been reported regarding the correlation of workplace bullying with health due to the subjectivity of situations and on selection of circumstantial evidence. Though being victimized can be nasty at the time, yet its

impacts on victims health is temporary and insignificant. Sometimes being targeted can influence health constructively because it induces an affirmative reaction to a momentary stressor and can create resilience in the victims. Lastly, the self-esteem of perpetrator also increased due to the successful bullying of others (Pomeroy, 2012; Rigby, 2002).

Similar to serial school bullies, adult perpetrators have established a tactic for constructing their behavior that is challenging for any selected victim. In contrast to school bullies who use physically aggression, perpetrators in the workplace choose psychological harassment that can be extremely upsetting (Keyserlingk, 2002). McAvoy and Murtogh (2003) suggested that the high frequency of psychological health issues including anxiety, depression and sleeplessness due to the work stresses has been pointed out through the sickness and disease patterns.

Literature also suggested that persons recognized as targets of bullying have high frequency of psychological ailments like high levels of stress and anxiety than others. According to Rigby, (2002) most of the targets seemed to be isolated from their surroundings and indicated higher turnover intentions.

There is much literature available on the effects of workplace bullying but most of these researches focused the individual and organizational outcomes separately. There is lack of a comprehensive model that includes all levels of antecedents and outcomes. So the present study aims to include all the antecedents and outcomes to give a comprehensive picture in Pakistani culture.

A Cross-Cultural Perspective of Workplace Bullying

Workplace bullying is an important concern for researchers and supervisors because of creating conflicts within the organizations and negatively effecting the employees. Conceptualization of workplace bullying classically comprises of theories and research findings outlining those influencing traits of perpetrators and victims along with the situational factors contributing in the onset of workplace bullying. Einarsen et al. (2003) also label a model of bullying process that includes numerous descriptive elements and consequences of bullying. Actually workplace bullying is a social phenomenon that is consisted of socio-economical and cultural factors. Literature showed that mobbing refers to “subtle, less direct aggression as opposed to the more physical aggression commonly identified with the term bullying but with the same debilitating and stigmatizing effects”. According to Zapf (1999) moreover the word bullying is predominantly linked with hostility commencing by a manger or supervisor. The differences in terms used for bullying is mostly centered on cultural basis rather the concept itself. Thus it can be argued that word bullying may well be suitable for predacious situations, whereas the word mobbing may well be accustomed with dispute-related circumstances. Similarly, for a concrete explanation there is need to find out the incidence of bullying in organizations, in order to construct strategies against bullying. The reliable number cannot be provided regarding the frequency of workplace bullying because frequency depends on measuring strategy (Hoel et al., 1999) and the measures be contingent with the common understanding of bullying. As an indigenious study conducted on telecommunication personnel using NAQ reported that 51% of the respondents stated to be the victims of workplace bullying (Bashir, 2009).

Similarly, empirical researches explaining the gender differences reported that although there is no theorizing on the gender differences yet women appeared to be the more victims of workplace bullying than men. However, in sectors where women are reported to be the higher victims that is because of the over representation of the women in population (Nuutinen, Kauppinen, & Kandolin, 1999; Olafsson & Johannsdottir, 2004). In comparison to these findings, results from Scandinavian and UK studies revealed more balanced picture of victimization regarding gender. Similarly no significant gender differences were found out in previous studies conducted in Pakistan regarding workplace bullying (Bano & Malik, 2013; Bashir, 2009). Researches showing the incidence of bullying in numerous professions depicted that it is overly represented in educational and managerial sector but is under represented in the sectors of health and trade. Though Leymann (1999) reported a higher ratio of workplace bullying in health sectors and similar trends were found in Pakistani sample of junior doctors that reported that almost 64 % of the respondents are victimized by workplace bullying (Imran, Jawaid, Haider, & Masood, 2010).

The antecedents of workplace bullying are very important matters as some give importance to the individual antecedents while others suggested that organizational factors related with the work and leadership quality were the chief reasons of bullying. However, researches from different cultures agreed upon the idea that although organizational factors are very important in the explanation of the workplace bullying yet any theoretical model would be incomplete and unsatisfactory if it does not include personal traits and factors of both perpetrator and victims and their subsequent effects on the inception, growth and consequence of process of bullying (Einarsen, 2000; Hoel et al., 1999; Zapf, 1999). Moreover, in the existing

research literature the negative effects of workplace bullying on the victims has gained much focus. Though, a lot of theories and models incorporated perceived interactions of being exposed to bullying and problems of victims' healthiness, yet no comprehensive model has been tested that include the organizational outcomes along with individual outcomes as well as including the individual and organizational antecedents. That is why there is need to test a full comprehensive model that pictured all the antecedents and outcomes of workplace bullying. In lieu of this rationale, the present proposed study is based on the theoretical framework given by Vartia (2003). This model encompasses factors and outcomes of bullying at workplaces through the perspectives of victim and environment. The model given by Vartia (2003) is shown below:

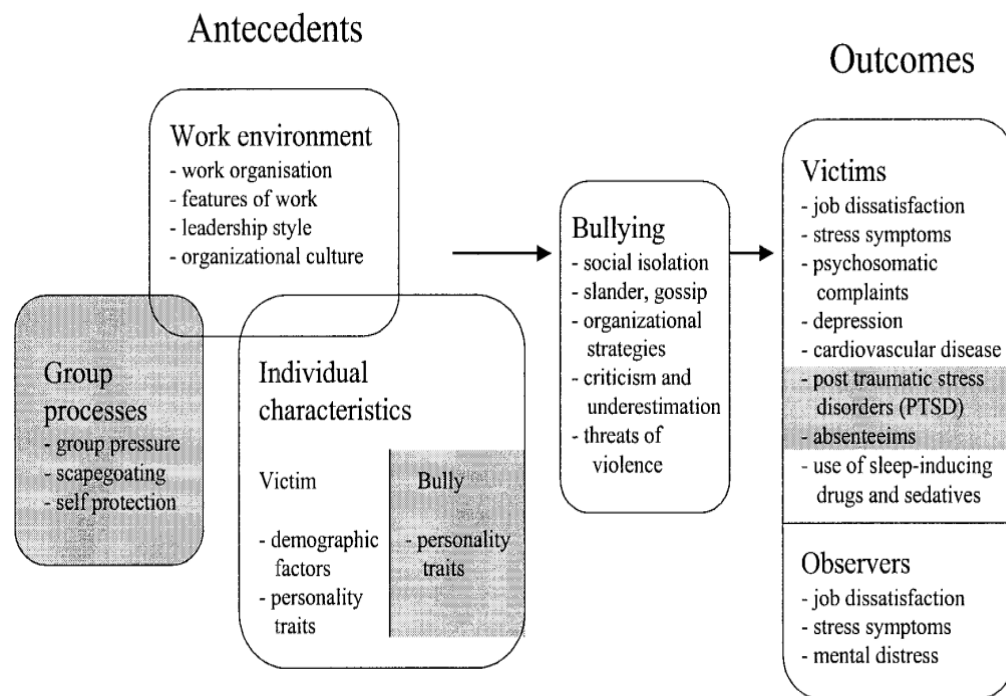


Figure 1. Theoretical model given by Vartia (2003)

Essentially, on the basis of this theoretical model, the present empirical research proposes to develop a model of workplace bullying that may incorporate individual, group level, and organizational factors that can have uninterrupted bearing upon workplace bullying and its outcomes. It also tries to incorporate the personal as well as organizational consequences of workplace bullying. The study is the first attempt for incorporating different antecedents in the frame of workplace bullying. In addition, this research takes into account the different outcomes of the workplace bullying. Lastly, the recommended theoretical model of this research incorporates variables from individual, group and organizational level to insure the predictive validity of the model.

The recommended model of the present study proposes that workplace bullying would lead to the perceived stress, general health, psychological wellbeing, job burnout, and job satisfaction. It is an important and first conceptual model trying to unite significant antecedents and outcomes of workplace bullying. Since workplace bullying is an important crucial construct, so the literature on its antecedents and outcomes is not that much plentiful yet the existing literature has validated every constructs with reference to workplace bullying. The purpose of the present study is to address the existing breach by exploring individual, group level, and situational factors that can be important features in the occurrence of bullying at work. In response of the above-mentioned picture, the current investigation is a first effort to incorporate numerous features that may emerge as the antecedents and outcomes of workplace bullying.

Rationale of the Present Study

The research field of workplace bullying has been extensively expanded throughout the world in last few decades, yet in Pakistan, it is a relatively new area of research where hardly very few published studies are available on workplace bullying. Bullying has been recognized as a severe problem in the workplace because it affects not only employees' mental health as well as their job performance. Over the past few decades, employees' unions, certified organizations, and department of human resources of many countries have become more aware that workplace bullying has the potential to minimize the efficiency of employees and reduce their integrity and confidence. Therefore a lot of organizations have now identified that it is essential to modify the workplace climate and have established clear company policies in order to protect their employees from workplace bullying.

The existing literature of workplace bullying (Balducci, Fraccaroli, & Schaufeli, 2011; Bano & Malik, 2013; Bashir, 2009 Einarsen, 1999; Einarsen et al., 1994; Zapf, 1999) has focused that psychosocial work environment and individual characteristics of victim are the antecedents of workplace bullying. The researches (Leymann. 1999; Leymann & Gustafsson, 1996) explained that perception of workplace bullying is related with the factors of work settings whereas the person-oriented hypothesis (Zapf & Einarsen, 2001) stated that no doubt organizational factors must be given importance while explaining workplace bullying but at the same time personality factors and individual traits must also be given importance. Researches on personality traits of victims of workplace bullying explained that they may score high on some negative traits like neuroticism. Similarly the victims are more prone to stress, psychological hazards and workplace bullying if they are more

dependent, sloppy, less organized, low on openness and are less conscious. Literature further suggested that employees' personality is by-product of the organizational culture and it is shaped in that specific controlled social context. This helps employees to shape their attitudes and preferences toward organization and career. According to previous researches, personality plays an important role as antecedent of workplace bullying (Balducci, et al., 2011; Einarsen, 1999; Glaso, et al., 2007) along with the organizational factors.

Similarly it has been found out that workplace bullying has detrimental negative outcomes on both individual and organizational level (Matthiesen, 2006). Workplace bullying still undergoes a lack of studies which allow clear cause-effect analysis (Einarsen, 2000; Zapf, 1999; Zapf et al., 1996). According to previous researches, workplace bullying impairs the health of the victims (Leymann, 1996; Leymann & Gustafsson, 1996). Different researches explained that due to exposure of workplace bullying, victims will suffer mental and emotional distress on personal level and on organizational level will face job dissatisfaction and job burnout. Though literature suggested that the researches on antecedents and outcomes of workplace bullying focused on different aspects under different perspectives, yet there is no comprehensive model which tailored all the levels (individual and organizational) in explaining antecedents and outcomes of workplace bullying. That is why this gap in literature required to opt some multidimensional approach and to study individual and environmental antecedents and outcomes simultaneously. The present study is putting an effort to fill in this gap present in the literature of workplace bullying to provide a comprehensive picture. Vartia (2003) presented a hypothetical model of precursors

and consequences of workplace bullying that tailored all the levels (individual and organizational).

Based on workplace bullying model by Vartia (2003), the antecedents and outcomes are explored among the employees of various Pakistani organizations. The present study focused on some of the factors and outcomes of this model corresponding to the indigenous circumstances of Pakistani organizations. The aims of this study are threefold: (1) to explore the prevalence of workplace bullying in different professions in Pakistan, (2) to explore the individual and organizational factors as prospective antecedents of bullying, and (3) to check that how this bullying impairs the physical and mental wellbeing of victims.

The selection of this model is justified as it offer the elementary theoretical framework of workplace bullying. The current research is integrating all the crucial variables on each level and all possible relations between these variables are included with the addition to test them in cultural perspectives.

The study also aimed to explore role of some demographics such as gender with respect to the perception of workplace bullying. Though some literature shows that there are non-significant gender differences in workplace bullying (Hoel & Giga, 2006), but it was assumed that with particular reference to Pakistani culture, gender may play a different role as compared to western literature. Similarly, some other demographical variables i.e., marital status, profession, and education of the employees were also explored in the current study.

In the present research study, employees from different work settings University teachers, Telecommunication employees, Bank employees and Medical doctors have been focused to determine that what kind of work settings and jobs are

more vulnerable for workplace bullying. In a recent unpublished research by Bashir (2009), the prevalence rate of workplace bullying was found out to be 51% among employees of telecommunication companies of Pakistan. Therefore it was felt that there is need to explore this phenomenon among other professions as well.

The theoretical conceptualization of the study is depicted below as Figure 2.

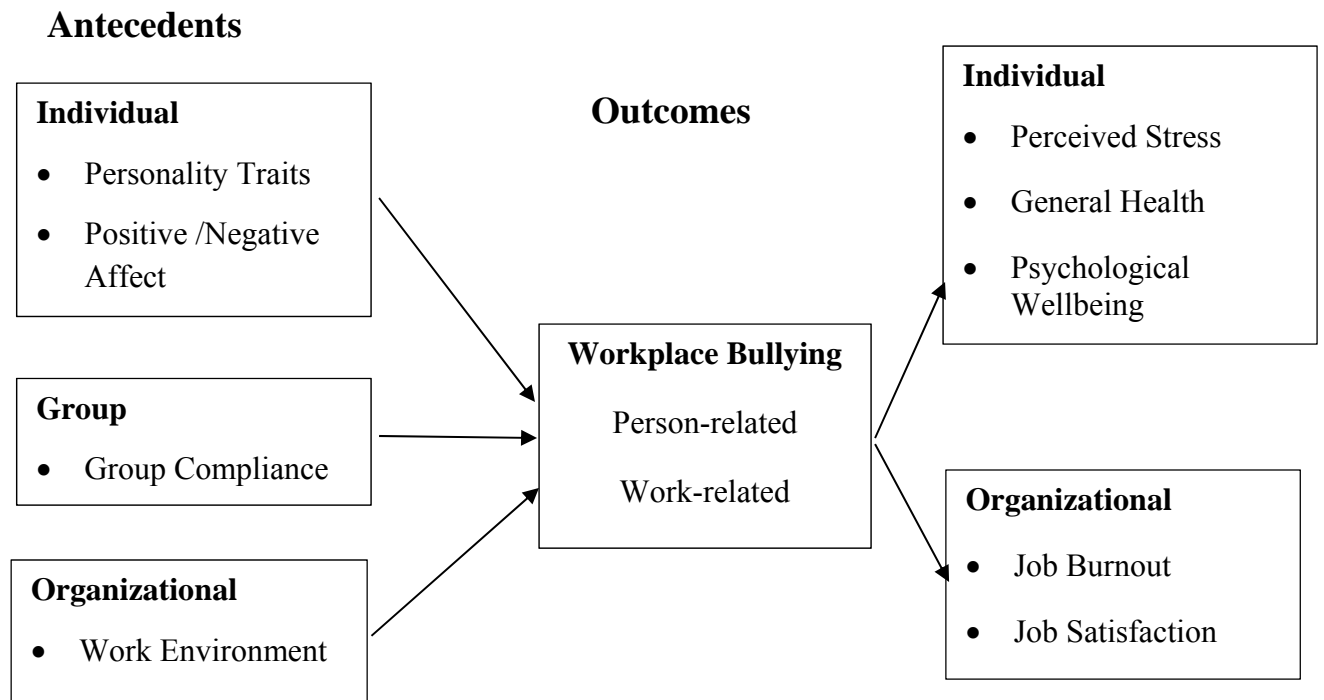


Figure 2. Theoretical conceptualization of the present study

Chapter II**OBJECTIVES, HYPOTHESES, OPERATIONAL DEFINITIONS,
AND RESEARCH DESIGN****Objectives of the Study**

The study aims to attain following objectives

1. To measure the perception of bullying experience, frequency, duration and perpetrator of bullying among employees of various Pakistani organizations.
2. To find out individual and organizational antecedents of workplace bullying.
3. To find out the outcomes and effects of workplace bullying on personal and organizational level.
4. To find out the demographic differences (Gender, Marital status, Income level, Educational level & Profession) with reference to the workplace bullying.

Hypotheses

The stance of non-directional hypotheses testing in present study looks into exploring how data guides about the conceptual relationships of variables instead of relying too heavily on directional ones within the consideration that research methodology happens to be in a state of flux (see Davis & Smith, 2005). Following are the non-directional hypotheses tested to examine the predictive relationship between workplace bullying and its outcomes.

Antecedents

1. Personality traits will be significant predictors of exposure of workplace bullying and its forms (Person-related & Work-related).
 - a. Neuroticism will positively lead to workplace bullying and its types (Work-related and Person-related).
 - b. Extraversion will negatively lead to workplace bullying and its types (Work-related and Person-related).
 - c. Openness to experience will negatively lead to workplace bullying and its types (Work-related and Person-related).
 - d. Agreeableness will negatively lead to workplace bullying and its types (Work-related and Person-related).
 - e. Conscientiousness will negatively lead to workplace bullying and its types (Work-related and Person-related).
2. Affectivity will have a significant impact on workplace bullying and its types (Work-related and Person-related).
 - a. Positive affect will negatively lead to workplace bullying and its types (Work-related and Person-related).
 - b. Negative affect will positively lead to workplace bullying and its types (Work-related and Person-related).
3. Compliance will negatively lead to workplace bullying and its types (Work-related and Person-related).
4. Work Environment will have significant impact on workplace bullying and its types (Work-related and Person-related).

- a. Relationship dimension will negatively lead to workplace bullying and its types (Work-related and Person-related).
- b. Personal growth dimension will negatively lead to workplace bullying and its types (Work-related and Person-related).
- c. System maintenance dimension will positively lead to workplace bullying and its types (Work-related and Person-related).

Outcomes

- 5. Perception of workplace bullying will lead to high level of perceived stress.
- 6. Perception of workplace bullying will lead to low level of general health.
- 7. Perception of workplace bullying will lead to low level of psychological wellbeing.
- 8. Perception of workplace bullying will lead to high level of job burnout.
- 9. Perception of workplace bullying will lead to low level of job satisfaction.

Indirect effect of Antecedents through Workplace bullying

- 10. The personality traits will lead to perceived stress, general health, psychological wellbeing, job burnout and job satisfaction through workplace bullying.
 - a. Neuroticism will lead to perceived stress, general health, psychological wellbeing, job burnout and job satisfaction through workplace bullying.
 - b. Extraversion will lead to perceived stress, general health, psychological wellbeing, job burnout and job satisfaction through workplace bullying.

- c. Openness to experience will lead to perceived stress, general health, psychological wellbeing, job burnout and job satisfaction through workplace bullying.
 - d. Agreeableness will lead to perceived stress, general health, psychological wellbeing, job burnout and job satisfaction through workplace bullying.
 - e. Conscientiousness will lead to perceived stress, general health, psychological wellbeing, job burnout and job satisfaction through workplace bullying.
11. Affectivity will lead to perceived stress, general health, psychological wellbeing, job burnout and job satisfaction through workplace bullying.
- a. Positive affect will lead to perceived stress, general health, psychological wellbeing, job burnout and job satisfaction through workplace bullying
 - b. Negative affect will lead to perceived stress, general health, psychological wellbeing, job burnout and job satisfaction through workplace bullying
12. Compliance will lead to perceived stress, general health, psychological wellbeing, job burnout and job satisfaction through workplace bullying.
13. Work environment will lead to perceived stress, general health, psychological wellbeing, job burnout and job satisfaction through workplace bullying.

Operational Definitions of Variables

Workplace bullying. “Harassing, offending, socially excluding someone or negatively affecting someone's work tasks and in order for the label bullying (or mobbing) to be applied to a particular activity, interaction or process it has to occur repeatedly and regularly (e.g. weekly) and over a period of time (e.g. about six months)” (Einarsen, et al., 2003). According to Einarsen (1999), workplace bullying has two distinctive types; 1) person-related and 2) work-related. Workplace bullying has been measured through the Negative Acts Questionnaire (NAQ) developed by Einarsen and Rakens (1997). High score on NAQ represents the high perception of being victims of workplace bullying.

Person-related bullying. “Actions that are primarily person-related comprising of social exclusion, spreading rumors, libels, ignoring opinions, teasing/insolence, and undesired sexual approaches are all examples of the person-related bullying”.

Work-related bullying. “Actions that make it difficult for victims to carry out their work or involve taking away some or all of their responsibilities”.

Personality Traits. Traits are distinguishing qualities of a person and are tendencies of showing stable patterns of beliefs, emotional state and actions. The NEO-FFI (Costa, & McCrae, 1989) was used to assess the constellation of traits defined by the Five Factor Theory of Personality. It has five dimensions and high score on each dimension represents the high endorsement of that particular dimension.

Neuroticism. It is described as “proneness of individual to psychological distress, unrealistic ideas, and maladaptive coping responses”. A high score on this trait would be unrelaxed, insecure, and self-dissatisfied.

Extraversion. The degree of interactive communication of a person, level of activity and pleasure. It is characterized by talkativeness, assertiveness, and energy. A person scoring low on extraversion subscale would be introverted, reserved, isolated and having few friends.

Openness to Experience. “Proactive seeking and appreciation of experience for its own sake, tolerance for and exploration of the unfamiliar” is referred as openness. It is characterized by originality, curiosity, and ingenuity. High scorers depict high openness having the potentials of being inventive, artistic and thoughtful.

Agreeableness. It is characterized by good-naturedness, cooperativeness, and trust. High scores depict altruism, sympathy, and cooperation.

Conscientiousness. It describes “the individual’s degree of organization, persistence, dependability, and enthusiasm towards goal-directed behavior”.

Affectivity. Positive affectivity refers to delightful interaction with the environment in which person feels excited, energetic, and vigilant. High score on PA reveals a condition of attentiveness, and enthusiasm, and low scores depict gloom and exhaustion. Negative affectivity is a general state of undesirable interaction and personal misery that integrates a diversity of bad temperaments including hatred, fear, rage, remorse, apprehension, and disrespect. Low score on NA depicts a state of peace and serenity (Watson, et al., 1988). In the current study, positive and negative

affectivity is measured by Positive and Negative Affect Schedule (PANAS, Watson et al., 1988) having 20-items.

Group Compliance. It can be defined as responding favorably to a request offered by others. The Compliance scale (Gamian-Wilk, 2013) was used to measure the compliance of employees and high score endorse high compliance.

Work Environment. Work environment is considered as the immediate functional and social environment of the workplace including the psycho-social features described by the means through which individuals in a situation communicate with each other (the relationship dimension), attainment of the personal goals and growth (personal growth or goal oriented dimension), and the structure and openness to change the structure of work domain (system maintenance and change dimension) (Moos, 1994).

Work Environment Scale (WES: Moos, 1994) was used to measure these three broader dimensions. Scores on overall subscales would be considered “positive” if it is above average, while a score less than the average could be measured as “negative”. Similarly, high score on any particular dimension would be considered as high confirmation of workers with that corresponding dimension.

The relationship dimension. The relationship dimension is defined as “the type and extent of personal relationship in the environment and further taps the concepts like involvement, peer cohesion, and supervisor support”.

Personal growth dimensions. The personal growth dimension is being defined as “the opportunities in the environment for personal growth and development and explained by concepts like autonomy and task orientation”.

System maintenance and system change dimensions. The system maintenance and system change dimensions is defined as “the degree of an environment with which it maintain control, and is responsive to change and this dimension tapes concepts of clarity, managerial control, innovation, and physical comfort”.

Perceived Stress. Perceived stress is defined as “the feelings or thoughts that an individual has about how much stress they are under at a given point in time or over a given time period” (Cohen, Kamark, & Mermelstein, 1983). The Perceived Stress Scale (PSS) has been used to measure the stress in this study and the high scores indicate high stress in the employees.

General Health. The World Health Organization (WHO) defined health (1946) as "a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity”. Scores on General Health Questionnaire (Goldberg, Gater, Puccinelli, Gureje, & Rutter, 1997) are used to measure general health of employees.

Psychological Wellbeing. It is defined as “a dynamic concept that includes subjective, social, and psychological dimensions as well as health-related behaviors”.

The Ryff Scales of Psychological Well-Being is used to measure the wellbeing of employees.

Job Burnout. It is defined as the reactions of respondents on the Maslach Burnout Inventory and its three subscales (Emotional Exhaustion, Depersonalization, and lack of Personal Accomplishment) (Maslach, Jackson, & Leiter, 1996). Emotional exhaustion specifies feelings of being enthusiastically over extended and drained by one's work. Depersonalization mentions feelings of detached and disconnection. Lack of personal accomplishment indicates mental state of incompetence and unsuccessful accomplishment regarding one's work. All these are indicators of burnout.

Job Satisfaction. It is defined as “how people feel about their jobs and different aspects related to them”. The feeling of an employee about its job is referred as job satisfaction. The Minnesota Satisfaction Questionnaire (MSQ, Weiss, Davis, London, & Lofquist, 1967) has been used to assess the job satisfaction. The high score on the MSQ reveals the higher job satisfaction of employee.

Research Design

The proposed research was executed in two independent phases.

Phase I: Pilot Study. Pilot study was conducted on a sample (N = 200) to identify the suitable instruments for measuring the antecedents and outcomes of workplace bullying. This phase also aimed to explore the psychometric properties of these instruments along with gaining an initial insight into the relationship of variables of the study.

This phase was further conducted in two steps.

Step I: The first step of the phase I of the study was designed in order to identify the antecedents and outcomes of workplace bullying with the help of literature review. Then appropriate measures for workplace bullying, its antecedents and consequences have been identified. For this purpose, initially a questionnaire for measuring workplace bullying was adopted. In this respect, the questionnaire was administered to bilingual personnel and initially it has been found out that few words needed to be translated in the easy English language. For this purpose, a committee approach was conducted and on the suggestions of experts, these words were translated with their most near synonyms. The sample of this phase was comprised of bilingual expert university teachers ($n = 10$). Further, to measure the study variables scales were identified and it was noted that though all the selected scales were developed in the west yet these are reported to be valid and reliable measures by previous researches conducted in Pakistan with the indigenized sample (Adil, 2015; Afzal, 2011; Bano & Malik, 2013; Bashir & Hanif, 2011; Fayyaz, 2008; Maqsood, 2012; Niazi, 2013;). Then these scales were administered on a sample of ($n = 20$) university teachers to found out their appropriateness and no suggestions were made by the sample. The instruments were further administered to check the psychometric properties in the next step of this phase.

Step II: This step of the phase I of the current study was commenced to establish the psychometric soundness of numerous measures used in the study. In this phase, a preliminary insight into the pattern of the relationship among variables was also yielded. An appropriate sample ($N = 200$) was selected from all the professions collectively by applying purposive convenience sampling technique. The sample was

selected on the base of some exclusive criterion i.e., having job experience of 1 year minimally.

Phase II: Main Study. Main study was carried out on a greater sample ($N = 621$) to test the proposed relationships of workplace bullying with its antecedents and outcomes. Furthermore, demographic differences with reference to age, gender, income level, and marital status on various variables of the present research were also explored. For hypotheses testing, the data collected using psychometrically reliable instruments were statistically analyzed on SPSS-21. This phase was conducted in further steps. The main study included data screening and analysis of missing values. Second objective of this phase of the current study was to test the descriptive statistics and factorial validity of instruments to check the factor structure of each instrument in the sample of current research. After confirming the factor structure of the measures, the data was then subject to further analysis. In main analysis, the prevalence, duration and perpetrator of workplace bullying were found out along with testifying the proposed relationships of the variables of study.

Chapter III**PHASE I: PILOT STUDY**

The phase I of the current study was designed to mention the details of pilot study containing its objectives, method, results and discussion.

Objectives of Pilot Study

The key goal of the pilot study was to establish the psychometric properties of all the instruments used in the present study for the indigenous sample of organizational employees. More precisely, pilot study was done to accomplish the following objectives:

1. To establish the preliminary psychometric properties (i.e., Alpha reliability and item total correlations) of the measures used in the study.
2. To find out the descriptive statistics including mean, standard deviation, kurtosis, and skewness of instruments used in the current study.
3. To measure the preliminary prevalence of perception of workplace bullying experience, duration, perpetrator and past bullying.
4. To find out the initial array of correlation among different variables of the study.

Sample

A convenient sample of N = 200 employees age ranged from 20 to 63 years (M= 31.54, S.D= 8.52) was taken for the pilot phase of the present study. The sample was comprised of employees of various professions (i.e., Banking, Telecommunications, Academic settings, & Medical) from Punjab Province of Pakistan; located in the cities of Islamabad, Lahore, Sargodha, Bahawalpur and Mianwali. The inclusion criterion was having minimum 16 years of formal education

and a minimum 1 year of experience of job. The sample included 131 male employees and 69 female employees among which 96 were bankers, 46 were university teachers, 33 were doctors and 25 telecommunication employees. 103 employees held masters/BS degrees, 57 has MPhil/MS degree, 7 having PhD while 33 having MBBS in their respective field.

Table 1

Demographic Characteristics of the Four Samples of Pilot Study (N = 200)

Variables	Bankers		Teachers		Doctors		Telecommunication employees	
	Male <i>f</i> (%)	Female <i>f</i> (%)	Male <i>f</i> (%)	Female <i>f</i> (%)	Male <i>f</i> (%)	Female <i>f</i> (%)	Male <i>f</i> (%)	Female <i>f</i> (%)
	86	10	13	33	15	18	17	08
Age								
Up to 30 Years	56	07	07	23	07	12	08	08
Above 30 Years	30	03	06	10	08	06	09	0
Marital Status								
Married	40	04	03	13	04	14	05	03
Unmarried	46	06	10	20	11	04	12	05
Qualification								
BS/Masters	76	10	05	09	0	0	17	06
MBBS	0	0	0	0	15	18	0	0
M.Phil/MS	10	0	03	22	0	0	0	2
PhD	0	0	05	02	0	0	0	0
Income								
Up to 50000/Month	50	06	08	05	11	14	09	08
More Than 50000/Month	36	04	05	28	04	04	08	0

Table 1 illustrates frequency and percentages of the demographic attributes of the four samples of the study with respect to gender. Table 1 depicts that samples are characterized with respect to age, marital status, qualification, and Income. Frequencies of males and females in relation to each category have been described.

Instruments

For achieving the objectives of the proposed study, the instrument that have been identified and developed during the first study was administered on the aforementioned sample. The selected instruments are as follows:

Negative Act Questionnaire (Einarsen & Rakens, 1997). The exposure and types of workplace bullying was measured by Negative Acts Questionnaire (Einarsen & Raknes, 1997) (see Appendix C). The NAQ is comprised of 29 statements measuring the extent to which respondents get victimized during the previous 6-months. It is a 5 point Likert type scale where 1 = never, 2 = now or then, 3 = monthly, 4 = about weekly, and 5 = about daily. The alpha reliability of original scale ranges from .87 to .93 and the reliability in the indigenized study on the Pakistani sample ranges from .83 to .93 (Bashir, 2009; Naseer & Khan, 2015). These values of reliability shows that the scale is suitable and appropriate for using with the Pakistani sample. High score on the scale considered as the high perception of workplace bullying. A definition of bullying is provided and 6 questions were included in the questionnaire on the basis of this definition. The scale is divided in to two subscales measuring two types of workplace bullying. The detail is as follows:

- i. *Person-related type of bullying* is measured through 16 items (2, 3, 6, 7, 8, 9, 10, 12, 13, 14, 15, 17, 18, 21, 23, & 25) and having a score ranged of 16 - 80 where high score symbolizes the greater perception of person-related bullying.
- ii. *Work-related type of bullying* is measured through 13 items (1, 4, 5, 11, 16, 19, 20, 22, 24, 26, 27, 28, & 29), having a score range of 13 - 65. Higher score on these items indicated an increased perception of work-related bullying.
- iii. The scale further contains a definition of workplace bullying and 6 (30, 31, 32, 33, 34, & 35) additional items based on this definition are included in the scale measuring the frequency, and duration of bullying experience, status of bully, and past bullying.

All the items of the scale are positive and no reverse coding is needed.

NEO-Five Factor Inventory (McCrae & Costa, 2004). The personality traits were measured by NEO- Five Factor Inventory (McCrae & Costa, 2004) (see Appendix D). The NEO-FFI comprised of 60 items with scoring on 5 point rating scale where 1= Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree. The reliability of NEO-FFI ranged from .59 to .83 (Afzal, 2011). Higher score on each subscale depicted the presence of that particular trait. Each trait has 12 items.

The explanation of five dimensions is as follows:

- i. Neuroticism is the first dimension measured by items (item no 1, 6, 11, 16, 21, 26, 31, 36, 41, 46, 51, & 56).
- ii. Extraversion is the second dimension measured by items (item no 2, 7, 12, 17, 22, 27, 32, 37, 42, 47, 52, & 57).
- iii. Openness to experience is the third dimension of personality that is measured by items (item no 3, 8, 13, 18, 23, 28, 33, 38, 43, 48, 53, & 58).

- iv. Agreeableness is the fourth dimension of personality that is measured by items (item no 4, 9, 14, 19, 24, 29, 34, 39, 44, 49, 54, & 59).
- v. Conscientiousness is the fifth and last dimension of personality that is measured by items (item no 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, & 60).

There are some reverse scored items (item no. 1, 3, 8, 9, 12, 14, 15, 16, 18, 23, 24, 27, 29, 30, 31, 33, 38, 39, 42, 44, 45, 46, 48, 54, 55, 57, 59). High score on any dimension reveals the presence of those traits (McCrae & Costa, 2004).

Positive and Negative Affect Schedule (PANAS). The affectivity was measured by Positive and Negative Affect Schedule (PANAS) (Watson, et al., 1988) (see Appendix E). PANAS has 20 items, comprising of two subscales, positive affect and negative affect. It is a 5-point Likert type scale where 1 = very slightly and 5 = extremely. It specifies that how much respondent is feeling in the specific way in a given time. The Cronbach's alpha coefficients for positive affectivity ranged from .86 to .90 and .84 - .87 for the negative affectivity (Saeed, 2013). The higher score on positive affect subscale depicted that the person has positive affectivity while higher score on negative affect shows that individual has negative affectivity. Both subscales include 10 items respectively and the complete explanation of these two subscales is as follows:

- i. First subscale of PANAS measures positive affect (item no 1, 2, 3, 4, 5, 6, 7, 8, 9, & 10).
- ii. Second subscale of PANAS measures negative affect (item no 11, 12, 13, 14, 15, 16, 17, 18, 19, & 20).

Compliance Scale (Gamian-Wilk, 2013). The group compliance was measured by Compliance Scale (Gamian-Wilk, 2013) (see Appendix F). The

compliance scale is comprised of 15 items measuring the extent of agreeing to requests offered by managers or colleagues. Item related to work and social demands are included in this scale. In certain items, the difficulty or absurdity of demands is focused. It has a 5-point likert type response format where 1 = “does not describe me,” 2 = “rather does not describe me well,” 3 = “hard to say,” 4 = “describes me rather well,” and 5 = “describes me well”. The reliability of original scale was .90. The higher score explains that the individual has a higher level of compliance at workplace. All the items are positive and no reverse coding is needed.

The Work Environment Scale (WES) (Moos, 1994). Employee’s view of their current workplace was determined by using The Work Environment Scale (Moos, 1994) (see Appendix G). The WES is a 66 item inventory intended to assess the employees’ perception of their work environment and how their perceptions influence their behavior. The reliability of three dimensions of WES ranged from .69 to .86 (Maqsood, 2012). The high score designated as the positive work environment. The WES measures three different dimensions of work setting: Relationship, Personal Growth and System Maintenance and Change. The detailed description of these dimensions is given below:

- i. First dimension of this scale is relationship dimension (items no. 6, 7, 8, 14, 20, 21, 29, 30, 31, 37, 44, 45, 46, 53, 60, 61, & 62).
- ii. Second dimension consisted of personal growth dimension (1, 2, 9, 10, 15, 16, 22, 23, 24, 32, 33, 34, 38, 39, 47, 48, 49, 54, 55, 56, 63, & 64). Third dimension consisted of system maintenance and change dimension (3, 4, 5, 11, 12, 13, 17, 18, 19, 25, 26, 27, 28, 35, 36, 40, 41, 42, 43, 50, 51, 52, 57, 58, 59, 65, 66).

Scale also has some reverse scored items (items no. 3, 6, 7, 10, 14, 17, 24, 27, 31, 34, 40, 42, 45, 46, 49, 51, 52, 53, 55, 61, & 64).

The Perceived Stress Scale (PSS). Stress perceived by the employees was measured by The Perceived Stress Scale (Cohen, et al., 1983) (see Appendix H). PSS is based on 14 items measuring the ability to manage general stressors. The scale contains 5 point response format where 0 = *Never* and 4 = *Very Often*. The reliability of the scale was .86 (Shah, Hasan, Malik, & Sreeramareddy, 2010). Higher score on PSS represent the higher level of perceived stress. Scale also has reverse scored items (item no 4, 5, 7, & 8).

General Health Questionnaire (GHQ) (Goldberg, Gater, Puccinelli, Gureje, & Rutter, 1997). Mental distress of the employees of different professions was assessed by using the General Health Questionnaire (Goldberg, et al., 1997) (see Appendix I). The GHQ consists of 12 items having 4 point likert type scoring ranging from 0 – 3. The Cronbach's alpha of the scale is .94 (Anwar, Ishak, Khan, & Suhail, 2013). The higher score on GHQ represents the poor health of the individual. Scale also has reverse scored items (item no 1, 3, 4, 7, 8, & 12).

Ryff Scale of Psychological Well-Being (RPWB). Psychological wellbeing of employees was measured by The Ryff Scale of Psychological Wellbeing (Ryff & Keyes, 1995) (see Appendix J). This inventory consists of 18 items with scoring on 6 point rating scale where 1 = strong disagreement and 6 = strong agreement. The Cronbach's alpha reliability of the scale was .92 (Ansari, 2010). The high score represents the higher level of psychological wellbeing. Scale also has some reverse scored items (item no 1, 4, 5, 15, 16, 17, & 18).

Maslach Burnout Inventory (MBI). The job burnout of employees was measured by Maslach Burnout Inventory (Maslach, et al., 1996) (see Appendix K). It is a 22 item based inventory that assesses burnout as reported by professionals. The inventory is a 7 point rating scale where 0 = never and 6 = always. The MBI is comprised of three subscales; emotional exhaustion, depersonalization and the lack of personal accomplishment. The score range is 0-88 (for 22 item inventory). The reliability of three subscales of MBI ranged from .70 to .76 and a reliability of .86 for total score of MBI (Khan, 2012). The detailed description of these three subscales is given below:

- i. Emotional exhaustion is the first subscale of MBI (item nos. 1, 2, 3, 6, 8, 13, 14, 16, & 20). The high score on this subscale represent the feeling of emotionally exhausted.
- ii. Depersonalization is the second subscale of MBI (measured by item nos. 5, 10, 11, 15, & 22). The high score on this subscale represent the feeling of depersonalization.
- iii. Lack of personal accomplishment is the third subscale of MBI (item no. 4, 7, 9, 12, 17, 18, 19, & 21). The high score on this subscale represent the feeling of personal unaccomplishment.

Scale also has reverse scored items (item no 4, 7, 9, 12, 17, 18, 19, & 21).

The Minnesota Satisfaction Questionnaire (MSQ) (Weiss, Davis, London, & Lofguist, 1967). The job satisfaction of employees was measured by The Minnesota Satisfaction Questionnaire (Weiss, et al., 1967) (see Appendix L). It consists of 20 items with scoring on 5-point Likert scale where 1 = very dissatisfied with this aspect of my job, 2 = dissatisfied with this aspect of my job, 3 = can't decide

if I'm satisfied or dissatisfied with this aspect of my job, 4 = satisfied with this aspect of my job and 5 = very satisfied with this aspect of my job. The reliability of scale was .88 (Ghazi, 2012). The responses on all items are summed up and a lower score on this scale indicated a lower level of job satisfaction.

Demographic information sheet. Demographic information sheet collected the information regarding the subjects' age, gender, job experience, income, and marital status (see Appendix A).

Procedure

A sample of 300 employees was approached, who belonged to four different professions (i.e., Banking, Telecommunications, Academic settings, & Medical). After selecting the four different professions as potential sample for the proposed study, the head of each organization/institute was contacted personally to get permission for the data collection. The objectives and importance of the study were explained to the concerned heads so that they can understand the importance of the study. After getting permission from the heads, the consent of individuals was sought out so for their effective participation in the study after explaining the purpose and objectives of this study. The sample was assured that confidentiality of their responses would be maintained. After taking the consent of the participants a questionnaire booklet (including informed consent form, demographic information sheet, and scales of study variables) was handed over to them. Besides the written instructions, participants were also instructed verbally to fill the questionnaire booklet. Participants were further requested to read every item carefully and give their true and honest response that is close to their personal experience. No personal information such as

name or contact information was obtained from participants. Organizations were assured to keep their names confidential and data obtained from them would be used only for research purposes. The response rate was as low as about 67 % and only a sample of 200 employees were used in this phase of the study.

Results

Pilot study was commenced in order to affirm the psychometric properties of the instruments used in the present study. To accomplish the objectives of this phase of study, alpha reliability and item total correlation coefficients were calculated to insure the internal consistency of measures, while correlation coefficient were computed to determine the preliminary relationship between perception of bullying and different personality and organizational factors. The results of this part of study are as follow:

Descriptive Statistics

Table 2

Descriptive Statistics and Cronbach's Alpha Coefficients of Scales and Subscales (N=200)

Scales	<i>M</i>	<i>S.D</i>	α	Potential	Actual	Sk	Ku
NAQ	45.61	16.82	.94	1-5	1.6-2.3	1.35	1.55
Person-related Subscal	24	9.49	.91	1-5	1.6-2.2	1.13	.135
Work-related Subscale	21.54	8.04	.87	1-5	1.8-2.3	1.67	4.13
NEO-FFI							
Neuroticism	37.54	4.33	.50	1-5	2.6-3.3	-.09	-.27
Extraversion	38.39	4.84	.68	1-5	2.8-3.4	-.08	-.29
Openness to Experience	37.37	3.74	.65	1-5	2.8-3.4	-.58	-.35
Agreeableness	38.82	4.42	.70	1-5	2.7-3.5	-.58	.30
Conscientiousness	41.96	5.07	.73	1-5	2.8-3.6	-.32	1.85

Continued...

Scales	<i>M</i>	<i>S.D</i>	α	Potential	Actual	Sk	Ku
PANAS							
Positive Affectivity	34.19	7.19	.85	1-5	2.6-3.6	.33	-.61
Negative Affectivity	20.98	7.95	.87	1-5	2.2-2.4	.82	-.09
Compliance Scale	53.47	11.84	.84	1-5	2.9-3.4	-.70	1.49
Work Environment Scale	97.11	16.77	.91	0-3	1.2-1.8	.29	2.50
Relationship	27.01	5.82	.64	0-3	1.2-1.7	.34	.11
Personal Growth	30.39	5.36	.53	0-3	1.3-1.7	.29	-.43
System Maintenance & change	40.69	7.52	.69	0-3	1.4-1.8	-.58	.28
Perceived Stress Scale	19.59	6.36	.80	0-4	1.5-2.1	-1.4	2.38
General Health Questionnaire	12.53	4.46	.80	0-3	.94-1.4	-.28	-.47
Psychological Wellbeing Scale	67.15	8.59	.82	1-6	3.3-4.2	-.42	-.81
Maslach Burnout Inventory	50.68	18.67	.82	0-6	1.9-3.6	-.45	-.59
Minnesota Satisfaction Questionnaire	66.92	13.67	.90	1-5	2.7-3.3	.67	.88

Table 2 indicates means, standard deviations, coefficient of skewness, and kurtosis, along with Cronbach's alpha coefficients of reliability for scales and their subscales used in the current study. Results indicated that majority of the scales and subscales show their internal consistency having satisfactory reliability coefficients. The alpha coefficient ranged from .50 to .94. Only Neuroticism subscale of NEO-FFI ($\alpha = .50$) and Personal Growth Dimension of Work Environment Scale ($\alpha = .53$) fell below the acceptable value of .60. All the remaining scales and their subscales depicted reliability more than .60. Though the alpha coefficients of certain subscales did not meet the typical bench mark of .70, yet it is adequate with regard to full scale as the present research has not focused upon the factor structure of the constructs of the current study, rather it has examined the correlation of variables with workplace

bullying. The moderate level values of standard deviations of variables described the sound range of data around the means.

Item total correlation.

Table 3

Item Total Correlations of Negative Acts Questionnaire and its Subscales (N=200)

Item No	Person-related	Item No	Work-related	Item No	Workplace bullying	Item No	Workplace bullying
2	.67**	1	.39**	1	.35**	17	.57**
3	.55**	4	.62**	2	.64*	18	.61**
6	.64**	5	.59**	3	.54**	19	.52**
7	.64**	11	.63**	4	.60**	20	.59**
8	.69**	16	.59**	5	.57**	21	.64**
9	.68**	19	.56**	6	.62**	22	.56**
10	.76**	20	.68**	7	.62**	23	.64**
12	.67**	22	.718**	8	.65**	24	.62**
13	.58**	24	.68**	9	.66**	25	.69**
14	.68**	26	.66**	10	.72**	26	.64**
15	.71**	27	.68**	11	.62**	27	.66**
17	.61**	28	.62**	12	.64**	28	.59**
18	.65**	29	.62**	13	.59**	29	.62**
21	.65**			14	.69**		
23	.66**			15	.69**		
25	.70**			16	.59**		

Table 3 indicates that all the items of the Negative Acts Questionnaire, and its types are significantly correlated with their subsequent total.

Table 4*Item Total Correlations of NEO-FFI and its Subscales (N=200)*

Item No	NET	Item No	EXT	Item No	OPE	Item No	AGB	Item No	CON
1	.14	2	.40**	3	.46**	4	.59**	5	.63**
6	.35**	7	.48**	8	.52**	9	.50**	10	.62**
11	.60**	12	.26**	13	.50**	14	.41**	15	.33**
16	.36	17	.56**	18	.48**	19	.51**	20	.65**
21	.49**	22	.49**	23	.42**	24	.22**	25	.48**
26	.40**	27	.49*	28	.35**	29	.55**	30	.05
31	.37**	32	.56**	33	.49**	34	.57**	35	.68**
36	.28**	37	.60**	38	.49**	39	.52**	40	.69**
41	.37**	42	.29**	43	.47**	44	.44**	45	.30**
46	.39**	47	.51*	48	.37**	49	.52**	50	.63**
51	.46**	52	.60**	53	.49**	54	.35**	55	.29**
56	.48**	57	.38**	58	.37**	59	.50**	60	.64**

Table 4 depicts that all the items of the NEO-FFI have significant relationship with the total of their respective subscale except item no 1 and 16 of neuroticism subscale.

Table 5*Item Total Correlations of Positive Affect Negative Affect Scale (N=200)*

Item No	PA	Item No	PA	Item No	NA	Item No	NA
1	.76**	6	.71**	11	.64**	16	.74**
2	.79**	7	.72**	12	.63**	17	.69**
3	.64**	8	.75**	13	.71**	18	.72**
4	.62**	9	.67**	14	.68**	19	.55**
5	.69**	10	.18**	15	.67**	20	.74**

Table 5 reveals that all the items of the positive affect negative affect scale have significant correlation with the total of their respective subscale total and only the item no 10 of positive affect has a lower magnitude of correlation coefficient with its total.

Table 6*Item Total Correlations of Compliance Scale (N=200)*

Item No	Compliance	Item No	Compliance	Item No	Compliance	Item No	Compliance
1	.71**	5	.51**	9	.63**	13	.32**
2	.69**	6	.63**	10	.54**	14	.64**
3	.62**	7	.59**	11	.49**	15	.34**
4	.63**	8	.43**	12	.45**		

Table 6 indicates the significant relationship of items of compliance scale with the total score of the scale.

Table 7

Item Total Correlations of Relationship Dimension of Work Environment Scale
(N=200)

Item No	RtD	Item No	RtD	Item No	RtD	Item No	RtD
6	.19**	20	.43**	31	.39**	46	.38**
7	.24**	21	.55**	37	.47**	53	.46**
8	.33**	29	.47**	44	.48**	60	.48**
14	.33**	30	.54**	45	.32**	61	.53**
						62	.44**

Table 7 reported that all the items of relationship dimension have significant correlation with the total of this dimension.

Table 8

Item Total Correlations of Personal Growth Dimension of Work Environment Scale
(N=200)

Item No	PGD	Item No	PGD	Item No	PGD	Item No	PGD
1	.52**	22	.44**	38	.34**	55	.02
2	.35**	23	.48**	39	.40**	56	.35**
9	.29**	24	.24**	47	.41**	63	.41**
10	.15*	32	.29**	48	.37**	64	.24**
15	.36**	33	.45**	49	.17*		
16	.42*	34	.01	54	.33**		

Table 8 depicted the item total correlation of personal growth dimension with its items and it was revealed that all the items were significantly linked with the full score of personal growth dimension.

Table 9

Item Total Correlations of System Maintenance Dimension of Work Environment Scale (N=200)

Item No	SMD	Item No	SMD	Item No	SMD	Item No	SMD
3	.24**	18	.27**	36	.45**	52	.28**
4	.28**	19	.37**	40	.24**	57	.39**
5	.21**	25	.40**	41	.29**	58	.46**
11	.46**	26	.46**	42	.25**	59	.63**
12	.28**	27	.26**	43	.59**	65	.35**
13	.46**	28	.36**	50	.41**	66	.35**
17	.22**	35	.54**	51	.31**		

Table 9 reveals the significant relationship of items of the system maintenance dimension with the overall score of this dimension.

Table 10

Item Total Correlations of Perceived Stress Scale (N=200)

Item No	PSS	Item No	PSS	Item No	PSS	Item No	PSS
1	.69**	4	.59**	7	.63**	10	.64**
2	.58**	5	.56**	8	.59**		
3	.58**	6	.56**	9	.54**		

Table 10 depicts the significant correlation between perceived stress scale and its items.

Table 11*Item Total Correlations of General Health Questionnaire (N=200)*

Item No	GHQ	Item No	GHQ	Item No	GHQ	Item No	GHQ
1	.49**	4	.43**	7	.68**	10	.61**
2	.65**	5	.51**	8	.63*	11	.52**
3	.64**	6	.58**	9	.55**	12	.42**

Table 11 indicates the significant relationship of items of the General Health Questionnaire with the total score.

Table 12*Item Total Correlations of Psychological wellbeing Scale (N=200)*

Item No	PWB	Item No	PWB	Item No	PWB	Item No	PWB	Item No	PWB	Item No	PWB
1	.56**	2	.64**	3	.64**	4	.42**	5	.29**	6	.49**
7	.63**	8	.32**	9	.64**	10	.64**	11	.64**	12	.68**
13	.60**	14	.61**	15	.27**	16	.35**	17	.32**	18	.24**

Table 12 reveals that all the items of the Psychological wellbeing Scale have significant association with the total.

Table 13*Item Total Correlations of Maslach Burnout Inventory (N=200)*

Item No	Emo Exha	Item No	Emo Exha	Item No	Depersonal	Item No	RSOPA	Item No	RSOPA
1	.68**	13	.43**	5	.43**	4	.59**	18	.65**
2	.61**	14	.39**	10	.65**	7	.69**	19	.56**
3	.69**	16	.49**	11	.66**	9	.69**	21	.54**
6	.63**	20	.59**	15	.68**	12	.58**		
8	.63**			22	.64**	17	.74**		

Table 13 reveals the significant association of items of the *Maslach Burnout Inventory* with the overall score.

Table 14*Item Total Correlations of Minnesota Satisfaction Questionnaire (N=200)*

Item No	MSQ	Item No	MSQ	Item No	MSQ	Item No	MSQ
1	.61**	6	.56**	11	.69**	16	.59**
2	.71**	7	.45**	12	.61**	17	.59**
3	.61**	8	.59**	13	.50**	18	.63**
4	.59**	9	.61**	14	.63**	19	.65**
5	.52**	10	.59**	15	.61**	20	.49**

Table 14 depicts the relationship between all the items of the *Minnesota Satisfaction Questionnaire* and the overall score on the scale.

Prevalence of workplace bullying. The following section of pilot study presented the results of prevalence of workplace bullying in Pakistani employees

Table 15

Frequency and Percentage of Victimized Respondents (N = 200)

	Men (n = 131)	Women (n = 69)	Total (N=200)
No (%)	83 (64)	34 (47)	117 (58)
Yes (Total) (%)	45 (36)	38 (53)	83 (42)
Yes very rarely (%)	18 (14)	20 (29)	38 (20)
Now and then (%)	8 (6)	6 (8)	14 (6)
Several times a month (%)	13 (10)	6 (8)	19 (10)
Several times a week (%)	4 (4)	3 (4)	7 (4)
Almost daily (%)	2 (2)	3 (4)	5 (2)

Table 15 reveals the results of respondents who reported to being victimized and almost 58 % of the respondents have no experience of bullying while 42 % of the respondents perceived workplace bullying at varying extent. Similarly frequency and percentage of victimized men and women employees is also depicted in the above table.

Table 16*Frequencies and Percentages of Duration of Bullying Experience (N = 200)*

	Men (n = 131)	Women (n = 69)	Total
Not responded (%)	77 (59)	29 (42)	106(53)
Within last 6 months (%)	18 (16)	18 (26)	36 (18)
Between 6 and 12 months ago (%)	21 (15)	10 (14)	31 (16)
Between 1 and 2 years ago (%)	2 (1)	9 (14)	11 (5)
More than two years ago (%)	13 (9)	3 (4)	16 (8)

Tables 16 describes the duration of bullying experience and results showed that highest percentage (18 %) of bullying experience was reported to in the last 6 months.

Table 17*Frequencies and Percentages of Perpetrators of Bullying (N = 200)*

	Men (n = 131)	Women (n = 69)	Total
Not responded	72 (55%)	34 (49%)	105 (52)
Supervisor/manager	24 (18%)	11 (15%)	35 (17)
Colleagues	14 (11%)	13 (19%)	27 (14)
Subordinates	11 (9%)	5 (7%)	16 (8)
Clients	10 (7%)	7 (10%)	17 (8)

Table 17 shows the frequencies of employees' perception about the culprits of bullying. Table reveals that men and women employees are equally bullied by the same perpetrator. Table shows that almost 18 % of men employees perceive

supervisor as perpetrator of workplace bullying and 15% of women employees perceive supervisor as perpetrator.

Table 18

Past Bullying: Frequency and Percentage of Respondents Experience of Bullying in the Last 1 Year (N = 200)

	Yes (%)	No (%)
Men	26 (20)	105 (80)
Women	23 (34)	46 (66)
Total	49 (25)	151 (75)

Table 18 reveals that 25% of the respondents have reported to be victimized in the previous 1 year and women become more targets of bullying as compare to men in the last 1 year.

Relationship among the Variables of the Study. In the following section of pilot study, Pearson product moment correlations were computed to determine the preliminary relationship between the workplace bullying and other factors. The aim of this investigation was to get the initial insight of the basic relationships and directions of these relationships. So the correlations of bullying and both types of bullying (person-related & work-related) were computed with antecedents and outcomes simultaneously.

Table 19

Pearson Product Moment Correlation between Workplace Bullying, Antecedents and Outcomes (N = 200)

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	WB	-	.16*	-.16*	-.07	-.21**	-.41**	-.13	.36**	-.14*	-.03	-.02	.10	.08	.16*	.37**	-.17*	.43**	.03
2	NET		-	-.06	-.17*	-.29**	-.12	-.14*	.23**	-.01	.12	.13	.14*	.15*	.08	.21**	.05	.22**	.18*
3	EXT			-	-.04	.12	.57**	.32	-.13	.35**	.25**	.28**	.20**	.24**	.18*	-.08	.36**	-.29**	.28*
4	OTE				-	.34	-.11	-.13	-.04	-.17*	-.20**	-.22**	-.24**	-.20**	-.10	.01	-.24**	-.07	-.18*
5	AGR					-	.05	-.07	-.25**	-.04	.05	-.08	-.11	-.09	-.12	-.19**	-.14	-.22**	-.05
6	COS						-	.51	-.34**	.46**	.22**	.32**	.22**	.26**	.15*	-.15*	.53**	-.52**	.25**
7	PA							-	-.28**	.57**	.32**	.35**	.34**	.41**	.24**	.01	.53**	-.30**	.35**
8	NA								-	-.14	-.03	.02	.13	.06	.21**	.24**	-.12	.54**	.01
9	COM									-	.29**	.49**	.46**	.51**	.33**	.16**	.70**	-.20**	.45**
10	WES										-	.59**	.64**	.78**	.22**	.21**	.43**	-.15**	.63**
11	RtD											-	.74**	.75**	.45**	.33**	.62**	-.07	.49**
12	PGD												-	.77**	.44**	.37**	.58**	.04	.52**
13	SMD													-	.40**	.39**	.59**	-.03	.59**
14	PST														-	.25**	.42**	.15*	.36**
15	GH															-	.20**	.20**	.15*
16	PWB																-	.37**	-.21**
17	MBI																	-	-.13
18	JST																		-

Note. WB = workplace bullying, NET = neuroticism, EXT = extraversion, OTE = openness to experience, AGR = agreeableness, COS = conscientiousness, PA = positive affect, NA = negative affect, COM = compliance, WES = work environment, RtD = relationship dimension, PGD = personal growth dimension, SMD = system maintenance dimension, PST = perceived stress, GH = general health, PWB = psychological wellbeing, MBI = burnout, and JST = job satisfaction

Table 19 depicts that there is significant relationship between study variables. Results depicted that workplace bullying has significant positive relationship with neuroticism while has negative correlation with extraversion, agreeableness and conscientiousness. Workplace bullying is positively associated with negative affect while there is nonsignificant correlation between workplace bullying and work environment. Compliance is negatively associated with workplace bullying which means that higher the compliance with the group will lower the chances of being victim of workplace bullying. Psychological wellbeing is significantly negatively associated with workplace bullying while perceived stress, general health and job burnout are positively correlated with workplace bullying.

It means that due to workplace bullying general health has been deteriorated and perception of stress also increases due to experience of workplace bullying. Job burnout also increases due to workplace bullying as person feels emotionally exhaust and have feelings of depersonalization.

Table 20

Pearson Product Moment Correlation between Forms, Antecedents and Outcomes of Workplace Bullying (N = 200)

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	WRB	-	.83**	.17*	-.12	-.10	-.21**	-.37**	-.08	.29**	-.10	-.04	.04	.12	.13	.18**	.37**	-.12	.40**	.03
2	PRB		-	.14	-.18**	-.05	-.19**	-.41**	-.16*	.38**	-.16*	-.05	-.06	.07	.04	.13	.34**	-.19**	.42**	.03
3	NET			-	-.06	-.17*	-.29**	-.12	-.14*	.23**	-.011	.12	.13	.14*	.15*	.08	.21**	.05	.22**	.18*
4	EXT				-	-.04	.12	.57**	.32**	-.13	.35**	.25**	.28**	.20**	.24**	.18*	-.08	.36**	-.29**	.28**
5	OTE					-	.34**	-.11	-.13	-.04	-.17*	-.20**	-.22**	-.24**	-.20**	-.11	.01	-.24**	-.07	-.18*
6	AGR						-	.05	-.07	-.25**	-.04	.04	-.07	-.11	-.09	-.12	-.19**	-.14	-.22**	-.05
7	COS							-	.51**	-.34**	.46**	.22**	.32**	.22**	.26**	.15*	-.15*	.53**	-.52**	.25**
8	PA								-	-.28**	.57**	.32**	.35**	.34**	.41**	.24**	.01	.53**	-.30**	.35**
9	NA									-	-.14	-.03	.02	.13	.06	.21**	.24**	-.12	.54**	.01
10	COM										-	.29**	.49**	.46**	.51**	.33**	.16*	.70**	-.20**	.45**
11	WES											-	.59**	.64**	.78**	.22**	.21**	.43**	-.15*	.63**
12	RtD												-	.74	.75**	.45**	.33**	.62**	-.07	.49**
13	PGD													-	.77**	.44**	.37**	.58**	.04	.52**
14	SMD														-	.40**	.39**	.59**	-.03	.59**
15	PST															-	.25**	.42**	.15*	.36**
16	GH																-	.19**	.20**	.15*
17	PWB																	-	-.17*	.52**
18	MBI																		-	-.13
19	JST																			-

Note. WRB = work-related bullying, PRB = person-related bullying, NET = neuroticism, EXT = extraversion, OTE = openness to experience, AGR = agreeableness, COS = conscientiousness, PA = positive affect, NA = negative affect, COM = compliance, WES = work environment, RtD = relationship dimension, PGD = personal growth dimension, SMD = system maintenance dimension, PST = perceived stress, GH = general health, PWB = psychological wellbeing, MBI = burnout, and JST = job satisfaction

Table 20 shows the correlation of forms of workplace bullying with antecedents and outcomes. Table depicts that work-related type of bullying is significantly positively correlated with the neuroticism, negative affect, perceived stress, general health and burnout while it has negative correlation with agreeableness and conscientiousness. Table also shows that Person-related type of bullying has negative association with extraversion, agreeableness, conscientiousness, positive affect, group compliance, and psychological well being. Results also depicted that person-related bullying is positively correlated with negative affect, general health and job burnout but the perceived stress has non-significant correlation with person-related form of workplace bullying.

Discussion of Pilot Study

Pilot study was carried out to determine the psychometric properties of several variables of the present study among the sample of Pakistani employees. This kind of psychometric analysis aids in determining the appropriateness of various instruments that were developed in western cultures for the indigenous population.

In order to achieve the above mentioned objectives, pilot study was comprised of various steps. The first step was a tryout of the selected scales and its main objective was to get feedback from a small sample. The respondents in this step provided some valuable information. The views of experts were sought out for estimating the face and content validity of the instrument used for operationalizations of different constructs. All the instruments were found to have content validity, yet the experts emphasized the need for translating some difficult words. A committee approach was adopted for the modification and rephrasing of certain words. The

problematic words were replaced by their equivalent and suitable identical words. Thus, by providing the ready to use instruments, this step directed the researcher to the subsequent stage of selection of sample collection of data for pilot study.

The finalized instruments were administered on a sample of 200 employees from various professional organizations of different cities of the Punjab province. The pilot study was conducted for collecting the data to establish the psychometric properties of the scales. The reliability of scales and subscales has been estimated by Cronbach's alpha coefficients. Results indicated that majority of the scales have good alpha coefficients of .70 to .90s. The alpha coefficients of all scales and respective subscales appeared to be above the threshold of .60 except Neuroticism Subscale of NEO-FFI, Personal Growth Dimension of Work Environment Scale, and Depersonalization Subscale of Maslach Burnout Inventory. The further inspection of data revealed that the above mentioned subscales have some reverse scored items, which involve principally positive items. The reverse or negative items involved in these scales are the major factors for low reliability.

A lot of indigenous studies used English version of Work Environment Scale in numerous occupational cultures yielded satisfactory evidence. For instance, on a sample of 500 Pakistani university teachers, satisfactory estimates of reliability coefficients for total score of WES (.78) and subscales including relationship dimension (.71), personal growth dimension (.52), and system maintenance and change dimension (.75) have been reported (Rehman & Maqsood, 2008). The study also verifies the factor structure of the WES. Maqsood and Rehman (2004) found out the acceptable reliability estimates of WES on a sample 130 telecommunication

employees. Munir's study (2005) has also used the WES in source language within academic settings.

Item total correlations were also conducted in order to check the association of each item with its respective scale/subscale total. It was found out that all the items of Negative Acts Questionnaire had significant correlation with its total and with the subscale total respectively (See table 2). Further it was revealed that item no. 1 and 16 of Neuroticism subscale of NEO-FFI had non-significant correlation with the total of the subscale. Both these items were reverse coded and that explained the low reliability of that particular subscale mentioned in the previous discussion. Similarly all the items of remaining scales and their subscales had significant correlation with their respective total which confirmed the validity of these instruments.

The next portion of pilot study consisted of prevalence of workplace bullying and results depicted that 42% of the employees reported to being victimized by different perpetrators. The results on workplace bullying experience further indicated that workplace bullying prevailed among Pakistani employees belonging to different professional sectors and almost half of the respondents testified to be the target of bullying (see Table 15). These findings are in-line with the past studies which suggested that prevalence of workplace bullying ranges from 1 % to 50 % on the basis of measuring instrument professional sector and country as well (Cusack, 2000; Martino et al., 2003). Hubert and Veldhoven (2001) also reported that the sectors of education and industry are more liable workplace bullying. Similarly, Rutherford and Rissel (2004) suggested that almost 50% of the respondents reported to experience one or more forms of bullying if a particular definition of bullying is given. The results on duration of bullying indicated that a large number of respondents reported

to be victimized in the last 6 months (see Table 16) as almost 47% of respondents experienced workplace bullying at different times. These findings get a support from previous researches which indicated bullying as a long lasting process comprising of frequent negative actions and the duration of bullying varies from 6 months to 24 months on average (Einarsen & Skogstad, 1996; Leymann, 1996; Zapf et al., 2003).

The results regarding the identification of perpetrator revealed that most of the respondents perceived supervisors/managers as the perpetrator of bullying (see Table 17). These findings are inline with previous findings which stated that mostly a leader is a bully (Einarsen & Skogstad, 1996). The results on past bullying showed that a high proportion of employees become the target of workplace bullying in the last 6 months (see Table 18).

The next portion of pilot study aimed to explore an initial relationship between the study variables and results revealed that all the relationships were in expected directions. Workplace bullying was found to be positively associated with neuroticism, negative affectivity, perceived stress, general health, and job burnout. It was found to be negatively related with extraversion, agreeableness, conscientiousness, compliance, psychological wellbeing and job satisfaction. Relationship of forms of bullying with variables of the study revealed that person-related form of bullying is significantly positively related with negative affectivity, general health, and job burnout whereas it is negatively related with extraversion, agreeableness, conscientiousness, positive affect, compliance, and psychological wellbeing. Work-related form of bullying is also positively associated with neuroticism, negative affect, perceived stress, general health, and job burnout whereas it is negatively related with agreeableness and conscientiousness. It had non-

significant relationship with rest of the variables. All the associations were in line with the conceptual model of the current research and supported the predictable association of constructs.

Conclusion

Overall the results of pilot study were fairly promising in relation to psychometric properties of all the instruments. Majority of the instruments appeared to be reliable and internally consistent. Lastly, the array of associations among numerous constructs of the study found to be in the desired direction. These findings delivered a preliminary comprehension of the hypothesized relationship of constructs and propose an initial support to the findings of the study.

Though pilot study provides sufficient grounds for the further use of the scales in the fourth coming main study and drawing inferences by using these scales, however, the further factorial validation through CFA is highly desirable to ensure the factor structure of the scales. Similarly for model testing by using the latest structural equation modeling is a commendable method of data analysis and drawing empirical inferences. Thus a step ahead of pilot testing, testing model and measurement models are need of the main study.

Chapter IV**PHASE II: MAIN STUDY**

In main study, the major objective was to test the study hypotheses.

Objectives

As it was discussed in the pilot study that CFA would be conducted in main study so this phase comprised of Confirmatory Factor Analysis of the instruments used in the present study along with major hypotheses testing. The major objectives were listed in chapter II (see pp. 56).

Hypotheses

On the basis of pertinent literature, different hypothesis have been projected that depicted the relationships among variables of the present research. The detailed list of hypotheses has been presented in chapter II (see pp. 57).

Sample

As the selected instruments proved to be reliable and internally consistent and the array of associations among numerous constructs of the study found to be in desired direction so the sample of the pilot study was added into the data set of main study because there is no difference between the methodology, instruments and the characteristics of the sample of both phases. In total a sample of 110 employees was initially approached, who belonged to four different professions but the response rate was low (56%) that is why the G*Power was used to check the appropriate size of the sample.

In order to determine the appropriate sample size for the present research, power analysis was undertaken through G*Power 3.0 (Faul, 2008). The analysis revealed that for multiple regression analysis based on three predictors with $\alpha = .05$, power of *.90*, a small effect size of Cohen's $f^2 = .05$ could reliably be assessed with $N = 528$. Based upon findings of the power analyses where small effects can be detected from a sample size of 528 to 625, a convenient sample of $N = 621$ employees was recruited in the present study.

For the main study of the present research, a sample of $N = 621$ employees was conveniently drawn from the various organizations (i.e., Banking, Telecommunications, Academic settings, & Medical etc) located in the cities of Islamabad, Lahore, Sargodha, Bahawalpur and Mianwali of the Punjab province. All the organizations are national and indigenized having their own specific culture. The inclusion criterion was having a minimum job experience of 1 year ($M = 30.34$, $SD = 5.46$), an age range of 22 to 60 ($M = 30.34$, $SD = 5.46$) years and an educational baseline of masters (16 years of formal education). The criterion of labelling an act as workplace bullying is that it should prevail for at least six months but the line of reasoning behind the inclusion criterion of job experience of 1 year is that the employees of different organizations like banks and telecommunication works as the internees and their contract last for only six months and after that time duration they leave the organization due to the completion of their contract, so by taking those employees who have job experience of at least 1 year helps to recruit the suitable candidates who meet the criteria of workplace bullying. The selected job experience was also supported by previous research conducted on telecommunication employees (Bashir & Hanif, 2011). Both male and female employees were included from

various organizations. The detailed characteristics of sample are presented in the Table 21.

Table 21

Demographic Characteristics of the Four Samples of Main Study (N = 621)

Variables	Bankers n = 261		Teachers n = 147		Doctors n = 108		Telecommunication employees n = 105	
	Male f(%)	Female f(%)	Male f(%)	Female f(%)	Male f(%)	Female f(%)	Male f(%)	Female f(%)
	195	66	67	80	58	50	77	28
Age (Years)								
Up to 30	92	51	25	53	17	22	36	12
Above 30	92	09	39	23	41	25	19	04
Marital Status								
Married	119	24	36	32	45	27	42	10
Unmarried	75	41	30	48	11	23	33	18
Qualification								
BS/Masters	156	49	24	34	0	2	67	27
MBBS	0	15	0	0	57	46	0	0
M.Phil/MS	38	17	27	36	1	2	9	1
PhD	1	0	16	10	0	0	1	0
Income								
Up to 50000/Month	139	50	29	45	16	19	33	13
More Than 50000/Month	26	3	27	19	31	16	4	02

Table 21 illustrates frequency of the demographic attributes of the four samples of the study with respect to gender. Table 21 depicts that samples are

characterized with respect to age, marital status, Qualification, and Income. Frequencies of males and females in relation to each professional category have been described.

Instruments

For achieving the objectives of the proposed study, the instrument that have been identified and psychometrically tested in the phase I: pilot study was administered on the aforementioned sample. All the instruments were in English language having valid self-report operationalizations of their corresponding constructs on Likert type format. The descriptions of these have already been mentioned in Pilot Study (see pp. 68).

1. Negative Act Questionnaire (Einarsen & Rakens, 1997)
2. NEO-Five Factor Inventory (McCrae & Costa, 2004)
3. Positive and Negative Affect Schedule (Watsen et al., 1988)
4. Compliance Scale (Gamian-Wilk, 2013)
5. The Work Environment Scale (Moos, 1994)
6. The Perceived Stress Scale (Cohen et al, 1983)
7. General Health Questionnaire (Goldberg, Gater, Puccinelli, Gureje, & Rutter, 1997)
8. Ryff Scale of Psychological Well-Being (Ryff & Keyes, 1995)
9. Maslach Burnout Inventory (Maslach et al, 1996)
10. The Minnesota Satisfaction Questionnaire (Weiss, Davis, London, & Lofguist, 1967)
11. Demographic data sheet

Procedure

After identifying the potential sample for the proposed study, the consent of individuals as well as their employing organizations was sought out so for their effective participation in the study. The sample was assured that confidentiality of their responses will be maintained. The instruments booklet was provided and received back from employees individually. No personal information such as name or contact information was obtained from participants. Organizations were assured to keep their names confidential and data obtained from them will be used only for research purposes. In total, a sample of 1100 employees was approached, who belonged to four different professions (i.e., Banking, Academic settings, Medical, & Telecommunications). The participants were reluctant to provide the information especially on items which are related to workplace bullying and work environment as they consider that their heads or organizations might get offended if they respond truly. Attitude of the participants was not supportive as many of them refused to participate in the study. Furthermore those participants who showed willingness to participate in the study they responded after many reminders were given to them. Participants were assured that their responses will be kept confidential still the response rate was as low as about 56 % and only a sample of 621 employees were obtained to use for further analysis in the phase II: main study.

Results

Main study was conducted to testify the hypotheses of the current study. Different statistical methods; alpha reliability coefficients, percentages, frequencies, chi-square and Pearson Product Moment correlation coefficient, Regression analysis

have been used to attain the above mentioned objective. The results of this part of study are as follow:

Data screening and analysis of missing values. Primarily, a data of 650 cases was exposed to screening and to the identify the univariate and multivariate outliers of numerous constructs of the current study. To calculate the accuracy of data, frequency and range on all responses of each variable were measured. In approximately 10 % of cells of SPSS data sheet, errors of data entry were found that were corrected matching with the originally filled questionnaire booklets of those cases. After standardizing the total scores of constructs, scores greater than the absolute value of 3.29 were taken as univariate outliers. After identification of univariate outliers through box plot, these cases ($n = 11$) were deleted from the data set.

Mahalanobis D^2 was calculated to inspect the multivariate outliers by regressing the main variables on dummy coded demographic variables in multiple regression. Mahalanobis D^2 examines the dispersion from the center for a set of scores for every variables involved in the investigation. The large value of Mahalanobis D^2 will have the smaller corresponding probability value which will label the case as a multivariate outlier. If the value of probability accompanying Mahalanobis D^2 is ≤ 0.001 then the case will be considered as multivariate outlier. The accumulative density function of SPSS was applied to measure the area under the chi-square curve from the left end of the distribution to the point matching to our arithmetical significance. By subtracting the cumulative density function value from 1, right-tail probability of Mahalanobis D^2 was obtained. Eighteen cases were identified as

multivariate outliers through this analysis, and were removed from the data set and finally a comprehensive data set of $N = 621$ were retained.

Confirmatory factor analysis. In this stage data was further subjected to confirmatory factor analysis for confirming the factor structure and establishing the construct validity of all the measures in Pakistani culture. Construct validity helps to find out the psychometric practicability of administering English versions of these instruments on the selected population as English is not their first language. To attain this goal, by using confirmatory factor analysis items of all the instruments were factor analyzed using AMOS-18. In order to determine the factor structure of all the selected variables, confirmatory factor analysis was done on a sample of 621 Pakistani employees belonging to different professional categories to verify the factor structure of all the instruments indigenously. The main goal of conducting CFA is to explore the extent of consistency between the factor structure and empirical data of the study. It is labeled as goodness of fit indices and a variety of indices are used in order to specify the model fit of instruments. In the current study, numerous indices including RMR, RMSEA, CFI, GFI, AGFI, TLI, and NFI were taken as criteria to describe the superlative model fit on the basis of available literature (McDonald & Ringo Ho, 2002). The benchmark used for the explanation of the above mentioned indices are as Root Mean Square Error of Approximation ($RMSEA < .05$) (Bentler, 1990; Browne & Cudeck, 1993); Goodness of Fit Index ($GFI > .90$) (Joreskog & Sorborn, 1989), Normed Fit Index ($NFI > .90$) (Bentler & Bonett, 1980), Comparative Fit Index ($CFI > .90$) (Bentler, 1990), and Tucker-Lewis Index ($TLI > .90$) (Tucker & Lewis, 1973). The findings of CFA in the present study are as follows;

Table 22*Model Fit for Two Factor Model of Workplace Bullying (N = 621)*

Fit statistics	χ^2	<i>df</i>	RMR	RMSEA	GFI	AGFI	NFI	TLI	CFI
Two Model	-factor 1049.14	348	.06	.05	.90	.87	.86	.80	.90

Table 22 showed the significant value of chi-square that is undesirable but if the sample is large then this significant value of chi-square is adequate. To get a good model fit, other indices will be evaluated. The value of RMR must be less than .05, and in the present case it is in acceptable range. The final model containing 29 items depicted a good model fit to the data showing chi square 1049.14 (*df* = 348), RMSEA = .06, GFI = .90, AGFI = .87, and TLI, = .80. The factor loadings ranged from .32 to .71. The value of RMSEA drops in the acceptable range. The values of GFI and AGFI should be closer to 1 and the results revealed that it falls under the reasonable level fit.

Factor loadings of items with corresponding factors. In the next table the factor loadings for two factor model of NAQ have been given.

Table 23

Factor Loadings for Two Factor Model of Negative Acts Questionnaire (N = 621)

Item No	Factor Loading	Item No	Factor Loading
Person-related		Work-related	
2	.37	1	.32
3	.50	4	.47
6	.54	5	.53
7	.57	11	.63
8	.65	16	.61
9	.66	19	.38
10	.68	20	.51
12	.62	22	.54
13	.61	24	.63
14	.66	26	.62
15	.69	27	.68
17	.64	28	.65
18	.63	29	.64
21	.54		
23	.62		
25	.71		

Table 23 depicts the factor loadings for the two factors structure of Negative Acts Questionnaire. The factor loading ranged from .32 to .71 meeting the set criterion of factor loading > .30.

Table 24*Model Fit for Five Factor Model of NEO-FFI (N = 621)*

Fit statistics	χ^2	df	RMR	RMSEA	GFI	AGFI	NFI	TLI	CFI
Five -factor Model	5890.59	1671	.10	.05	.76	.74	.42	.50	.52

Table 24 showed the significant value of chi-square that is undesirable but if the sample is large then this significant value of chi-square is adequate. To get a good model fit, other indices will be evaluated. The value of RMSEA must be less than .05, and in the present case it is in acceptable range. The final model containing 60 items depicted a good model fit to the data showing chi square 5890.59 ($df = 1671$), RMSEA = .05, GFI = .76, AGFI = .74, and TLI, = .50. The value of RMSEA drops in the acceptable range. The values of GFI and AGFI should be closer to 1 and the results revealed that it falls under the mediocre level fit.

Factor loadings of items of NEO-FFI. In the next table the factor loadings for five factor model of NEO-FFI have been given.

. Table 25*Factor Loadings for Five Factor Model of NEO-FFI (N=621)*

Item No	Factor Loading	Item No	Factor Loading	Item No	Factor Loading	Item No	Factor Loading	Item No	Factor Loading
1	.27	2	.32	3	.34	4	.24	5	.60
6	.50	7	.41	8	.37	9	.34	10	.51
11	.53	12	.34	13	.27	14	.23	15	.27
16	.30	17	.47	18	.25	19	.27	20	.60

Continued...

Item No	Factor Loading	Item No	Factor Loading	Item No	Factor Loading	Item No	Factor Loading	Item No	Factor Loading
21	.40	22	.44	23	.27	24	.27	25	.39
26	.30	27	.12	28	.28	29	.25	30	.30
31	.13	32	.42	33	.25	34	.24	35	.55
36	.30	37	.56	38	.73	39	.47	40	.59
41	.38	42	.19	43	.28	44	.25	45	.26
46	.60	47	.41	48	.29	49	.18	50	.57
51	.30	52	.49	53	.22	54	.31	55	.26
56	.44	57	.25	58	.24	59	.46	60	.57

Table 25 depicts the factor loadings for the five factors of NEO-FFI. The factor loading ranged from .12 to .60 meeting the set criterion of factor loading > .30 while certain items does not meet the set criterion as they have low factor loadings so the decision about these items were made on the basis of magnitude of item total correlation, item corrected correlation and committee approach.

Table 26

Model Fit Indices for Positive Affect & Negative Affect Scale (N = 621)

Fit statistics	χ^2	df	RMR	RMSEA	GFI	AGFI	NFI	TLI	CFI
Two -factor Model	482.38	150	.08	.06	.93	.90	.91	.88	.93

Table 26 showed the significant value of chi-square that is undesirable but if the sample is large then this significant value of chi-square is adequate. To get a good model fit, other indices will be evaluated. The value of RMR must be less than .05,

and in the present case it is not in the acceptable range. The final model containing 20 items depicted a good model fit to the data showing chi square 482.38 ($df = 150$), RMSEA = .06, GFI = .93, AGFI = .90, TLI, = .88, and CFI = .93. The factor loadings ranged from .30 to .78. The value of RMSEA drops in the acceptable range. The values of GFI and AGFI falls under the reasonable level fit.

Table 27

Factor Loadings for Two Factor Model of Positive Affect Negative Affect Scale (N=621)

Item No	Factor Loading	Item No	Factor Loading	Item No	Factor Loading	Item No	Factor Loading
1	.66	6	.74	11	.43	16	.78
2	.65	7	.64	12	.57	17	.71
3	.54	8	.65	13	.66	18	.66
4	.59	9	.44	14	.64	19	.51
5	.66	10	.30	15	.69	20	.67

Table 27 depicts the factor loadings for the two factors structure of Positive Affect and Negative Affect Schedule. The factor loading ranged from .30 to .78 meeting the set criterion of factor loading $> .30$

Table 28

Model Fit Indices for Compliance Scale (N = 621)

Fit statistics	χ^2	df	RMR	RMSEA	GFI	AGFI	NFI	TLI	CFI
One-factor Model	252.29	68	.07	.06	.95	.91	.92	.90	.94

Table 28 showed the significant value of chi-square that is undesirable but if the sample is large then this significant value of chi-square is adequate. To get a good

model fit, other indices will be evaluated. The value of RMR must be less than .05, and in the present case it is not in the acceptable range. The final model containing 15 items depicted a good model fit to the data showing chi square 252.29 ($df = 68$), RMSEA = .06, GFI = .95, AGFI = .91, TLI, = .90, and CFI = .94. The factor loadings ranged from .32 to .71. The value of RMSEA drops in the acceptable range. The values of GFI and AGFI should be closer to 1 and the results revealed that it falls under the reasonable level fit.

Table 29

Factor Loadings for One Factor Model of Compliance Scale (N=621)

Item No	Factor Loading	Item No	Factor Loading	Item No	Factor Loading	Item No	Factor Loading
1	.71	5	.32	9	.58	13	.32
2	.67	6	.61	10	.65	14	.53
3	.63	7	.48	11	.50	15	.41
4	.56	8	.42	12	.44		

Table 29 depicts the factor loadings for the single factor structure of Compliance Scale. The factor loading ranged from .32 to .71 meeting the set criterion of factor loading > .30.

Table 30

Model Fit for Three Factor Model of Work Environment (N = 621)

Fit statistics	χ^2	df	RMR	RMSEA	GFI	AGFI	NFI	TLI	CFI
Three-factor Model	4688.45	2047	.01	.05	.80	.77	.49	.50	.62

Table 30 showed the significant value of chi-square that is undesirable but if the sample is large then this significant value of chi-square is adequate. To get a good

model fit, other indices will be evaluated. The value of RMSEA must be less than .05, and in the present case it is in acceptable range. The final model containing 66 items depicted a moderate level model fit to the data showing chi square 4688.45 ($df = 2047$), RMSEA = .05, GFI = .80, AGFI = .77, and TLI, = .50. The values of GFI and AGFI should be closer to 1 and the results revealed that it falls under the mediocre level fit.

Factor loadings of items with corresponding factors. In the next table the factor loadings for three factor model of Work Environment Scale have been given.

Table 31

Factor Loadings for Three Factor Model of Work Environment Scale (N = 621)

Item Nos	Factor Loading	Item Nos	Factor Loading	Item Nos	Factor Loading	Item Nos	Factor Loading
Relationship Dimension							
6	.35	7	.47	8	.43	14	.23
20	.47	21	.60	29	.45	30	.31
31	.32	37	.36	44	.50	45	.46
46	.37	53	.34	60	.33	61	.28
62	.33						
Personal Growth Dimension							
1	.48	2	.38	9	.21	10	.26
15	.29	16	.23	22	.47	23	.48
24	.26	32	.32	33	.40	34	.24
38	.43	39	.34	47	.47	48	.43
49	.24	54	.24	55	.32	56	.33
63	.46	64	.32				

Continued...

Item Nos	Factor Loading	Item Nos	Factor Loading	Item Nos	Factor Loading	Item Nos	Factor Loading
System Maintenance Dimension							
3	.21	4	.39	5	.27	11	.42
12	.34	13	.46	17	.25	18	.38
19	.28	25	.46	26	.51	27	.24
28	.42	35	.43	36	.51	40	.32
41	.31	42	.29	43	.48	50	.52
51	.23	52	.28	57	.44	58	.39
59	.47	65	.41	66	.49		

Table 31 depicts the factor loadings for the three factors structure of Work Environment Scale. The factor loading ranged from .21 to .52 and some of the factor loadings fall below the set criterion of factor loading $> .30$. The decision about these items were made on the basis of magnitude of item total correlation, item corrected correlation and committee approach.

Table 32

Model Fit for One Factor Model of Perceived Stress Scale (N = 621)

Fit statistics	χ^2	df	RMR	RMSEA	GFI	AGFI	NFI	TLI	CFI
One -factor Model	66.06	25	.04	.04	.98	.96	.95	.96	.97

Table 32 showed the significant value of chi-square that is undesirable but if the sample is large then this significant value of chi-square is adequate. To get a good model fit, other indices will be evaluated. The value of RMR must be less than .05, and in the present case it is in the acceptable range. The final model containing 10 items depicted a good model fit to the data showing chi square 66.06 ($df = 25$), RMSEA = .04, GFI = .98, AGFI = .96, TLI, = .96, and CFI = .97. The factor loadings ranged from .30 to .69.

Table 33*Factor Loadings for One Factor of Perceived Stress Scale (N=621)*

Item No	Factor Loading	Item No	Factor Loading	Item No	Factor Loading	Item No	Factor Loading
1	.58	4	.36	7	.32	10	.30
2	.64	5	.31	8	.32		
3	.69	6	.42	9	.34		

Table 33 depicts the factor loadings for the single factor structure of Perceived Stress Scale. The factor loading ranged from .30 to .69 meeting the set criterion of factor loading > .30.

Table 34*Model Fit for One Factor Model of General Health Questionnaire (N = 621)*

Fit statistics	χ^2	df	RMR	RMSEA	GFI	AGFI	NFI	TLI	CFI
One -factor Model	206.17	44	.05	.07	.95	.91	.87	.90	.90

Table 34 showed the significant value of chi-square that is undesirable but if the sample is large then this significant value of chi-square is adequate. To get a good model fit, other indices will be evaluated. The value of RMR must be less than .05, and in the present case it is in the acceptable range. The final model containing 12 items depicted a good model fit to the data showing chi square 206.17 ($df = 44$), RMSEA = .07, GFI = .95, AGFI = .91, TLI, = .90, and CFI = .97 The factor loadings ranged from .30 to .65. The value of RMSEA are little greater than the acceptable criterion. The values of GFI and AGFI should be closer to 1 and the results revealed that it falls under the reasonable level fit.

Table 35*Factor Loadings for One Factor Model of General Health Questionnaire (N=621)*

Item No	Factor Loading	Item No	Factor Loading	Item No	Factor Loading	Item No	Factor Loading
1	.38	4	.33	7	.55	10	.62
2	.63	5	.44	8	.53	11	.52
3	.60	6	.40	9	.65	12	.30

Table 35 depicts the factor loadings for the single factor structure of General Health Questionnaire. The factor loading ranged from .30 to .65 meeting the set criterion of factor loading > .30.

Table 36*Model Fit for One Factor Model of Psychological Wellbeing Scale (N = 621)*

Fit statistics	χ^2	df	RMR	RMSEA	GFI	AGFI	NFI	TLI	CFI
One-factor Model	273.56	116	.05	.04	.95	.93	.90	.92	.94

Table 36 showed the significant value of chi-square that is undesirable but if the sample is large then this significant value of chi-square is adequate. To get a good model fit, other indices will be evaluated. The value of RMR must be less than .05, and in the present case it is in the acceptable range. The final model containing 18 items depicted a good model fit to the data showing chi square 273.56 ($df = 116$), RMSEA = .04, GFI = .95, AGFI = .93, TLI, = .92, and CFI = .94 The factor loadings ranged from .30 to .73. The value of RMSEA are little greater than the acceptable criterion. The values of GFI and AGFI should be closer to 1 and the results revealed that it falls under the reasonable level fit.

Table 37*Factor Loadings for One Factor Model of Psychological Wellbeing Scale (N=621)*

Item No	Factor Loading	Item No	Factor Loading	Item No	Factor Loading	Item No	Factor Loading
1	.32	2	.56	3	.65	4	.48
5	.33	6	.45	7	.52	8	.31
9	.68	10	.66	11	.73	12	.62
13	.58	14	.61	15	.30	16	.30
17	.30	18	.31				

Table 37 depicts the factor loadings for the single factor structure of Ryff's Scale of Psychological Wellbeing. The factor loading ranged from .30 to .73 meeting the set criterion of factor loading > .30.

Table 38*Model Fit for Three Factor Model of Maslach Burnout Inventory (N=621)*

Fit statistics	χ^2	df	RMR	RMSEA	GFI	AGFI	NFI	TLI	CFI
Three-factor Model	1038.43	195	.06	.08	.96	.98	.90	.90	.94

Table 38 showed the significant value of chi-square that is undesirable but if the sample is large then this significant value of chi-square is adequate. To get a good model fit, other indices will be evaluated. The value of RMR must be less than .05, and in the present case it is little bit higher than the acceptable range. The final model containing 22 items depicted a good model fit to the data showing chi square 1038.43 ($df = 195$), RMSEA = .08, GFI = .96, AGFI = .98, TLI, = .90, and CFI = .94 The factor loadings ranged from .30 to .66. The value of RMSEA are little greater than the

acceptable criterion. The values of GFI and AGFI should be closer to 1 and the results revealed that it falls under the reasonable level fit.

Factor loadings of items of Maslach Burnout Inventory. In the next table the factor loadings for three factors model of Maslach Burnout Inventory have been given.

Table 39

Factor Loadings for Three Factor Model of Maslach Burnout Inventory (N=621)

Item No	Factor Loading	Item No	Factor Loading	Item No	Factor Loading	Item No	Factor Loading	Item No	Factor Loading
1	.33	13	.57	5	.38	4	.44	18	.52
2	.30	14	.38	10	.66	7	.58	19	.43
3	.30	16	.56	11	.58	9	.57	21	.39
6	.39	20	.47	15	.60	12	.47		
8	.56			22	.56	17	.56		

Table 39 depicts the factor loadings for the three factor structure of Maslach Burnout Inventory. The factor loading ranged from .30 to .66 meeting the set criterion of factor loading > .30.

Table 40

Model Fit for one Factor Model of Minnesota Satisfaction Questionnaire (N=621)

Fit statistics	χ^2	df	RMR	RMSEA	GFI	AGFI	NFI	TLI	CFI
One -factor Model	455.76	154	.06	.05	.93	.91	.88	.90	.91

Table 40 showed the significant value of chi-square that is undesirable but if the sample is large then this significant value of chi-square is adequate. To get a good model fit, other indices will be evaluated. The value of RMR must be less than .05, and in the present case it is little bit higher than the acceptable range. The final model

containing 20 items depicted a good model fit to the data showing chi square 455.76 ($df = 154$), RMSEA = .05, GFI = .93, AGFI = .91, TLI, = .90, and CFI = .91. The factor loadings ranged from .45 to .69. The values of GFI and AGFI falls under the reasonable level fit.

Factor loadings of items of Minnesota Satisfaction Questionnaire. In the next table the factor loadings for three factors model of Minnesota Satisfaction Questionnaire have been given.

Table 41

Factor Loadings for Model of Minnesota Satisfaction Questionnaire (N=621)

Item No	Factor Loading	Item No	Factor Loading	Item No	Factor Loading	Item No	Factor Loading
1	.48	6	.48	11	.69	16	.51
2	.54	7	.48	12	.52	17	.51
3	.52	8	.50	13	.46	18	.55
4	.57	9	.50	14	.50	19	.59
5	.49	10	.56	15	.45	20	.52

Table 41 depicts the factor loadings for the three factor structure of Minnesota Satisfaction Questionnaire. The factor loading ranged from .45 to .69 meeting the set criterion of factor loading $> .30$.

Descriptive statistics. This part of the results of main study is established to determine the psychometric properties of the scales and subscales on the large sample.

Table 42

Descriptive Statistics and Cronbach's Alpha Coefficients of Scales and Subscales used in the Current Study (N=621)

Scales	<i>M</i>	<i>S.D</i>	α	Potential	Actual	Sk	Ku
Negative Acts Questionnaire	45.61	16.82	.94	1-5	1.6-2.3	1.35	1.55
Person-related Subscale	24	9.49	.91	1-5	1.6-2.2	1.13	.14
Work-related Subscale	21.54	8.04	.87	1-5	1.8-2.3	1.67	4.13
NEO-FFI							
Neuroticism	37.54	4.33	.52	1-5	2.6-3.3	-.09	-.27
Extraversion	38.39	4.84	.62	1-5	2.8-3.4	-.08	-.29
Openness to Experience	37.37	3.74	.50	1-5	2.8-3.4	-.58	-.35
Agreeableness	38.82	4.42	.60	1-5	2.7-3.5	-.58	.30
Conscientiousness	41.96	5.07	.68	1-5	2.8-3.6	-.32	1.85
PANAS							
Positive Affectivity	34.19	7.19	.85	1-5	2.6-3.6	.33	-.61
Negative Affectivity	20.98	7.95	.88	1-5	2.2-2.4	.82	-.09
Compliance Scale	53.47	11.84	.86	1-5	2.9-3.4	-.70	1.49
Work Environment Scale	97.11	16.77	.89	0-3	1.2-1.8	.29	2.50
Relationship	27.01	5.82	.66	0-3	1.2-1.7	.35	.11
Personal Growth	30.39	5.36	.70	0-3	1.3-1.7	.29	-.44
System Maintenance & change	40.69	7.52	.80	0-3	1.4-1.8	-.58	.28
Perceived Stress Scale	19.59	6.36	.67	0-4	1.5-2.1	-1.3	2.38
General Health Questionnaire	12.53	4.46	.74	0-3	.94-1.4	-.28	-.47
Psychological Wellbeing Scale	67.15	8.59	.78	1-6	3.3-4.3	-.42	-.81
Maslach Burnout Inventory	50.68	18.67	.78	0-6	1.9-3.6	-.45	-.59
Minnesota Satisfaction Questionnaire	66.92	13.67	.89	1-5	2.7-3.3	.671	.883

Table 42 indicated the alpha reliability coefficients for all the scales and subscales, it shows that the all the scales and subscales have satisfactory level of internal consistency. The alpha coefficient ranged from .50 to .94. Neuroticism and openness to experience have a reliability less than the accepted criterion of .60. Overall, the reliability coefficients of scales and subscales are greater than .60.

Prevalence of workplace bullying. In the following section of this part of research, the prevalence of workplace bullying has been reported in terms of frequency and percentages.

Table 43

Frequencies, Percentages and Chi-square values of Reported Victimization by Respondents (N = 621)

	Men (n = 397)	Women (n = 224)	Total (N=621)	χ^2
No (%)	210 (61)	108 (56)	318 (59)	
Yes (Total) (%)	154 (39)	98 (44)	252 (41)	
Yes very rarely (%)	80 (20)	50 (23)	130 (28)	
Now and then (%)	19 (6)	18 (8)	37 (6)	6.90
Several times a month (%)	37 (9)	23 (10)	60 (10)	
Several times a week (%)	12 (3)	2 (1)	14 (3)	
Almost daily (%)	6 (1)	5 (2)	12 (2)	

p = n.s

Table 43 reveals that almost 59 % of the respondents reported that they have not been victimized and almost 41 % of the employees reported to being targeted in the work settings at diverse time durations. Women reported to have high experience of workplace bullying than men.

Table 44

Frequency, Percentages and Gender Differences on the Time Duration for being victimized (N = 621)

	Men (n = 397)	Women (n = 224)	Total	χ^2
Not responded (%)	173 (43)	98 (42)	271 (43)	
Within last 6 months (%)	71 (19)	39 (19)	110 (19)	
Between 6 & 12 months ago (%)	75 (18)	39 (18)	114 (18)	2.91
Between 1 & 2 years ago (%)	40 (10)	19 (8)	59 (9)	
More than two years ago (%)	37 (9)	29 (13)	66 (11)	

p = n.s

Table 44 describes the duration of bullying experience and the results revealed that majority of the employees reported to being victimized in the previous 6 months. Secondly respondents reported that in the previous 1 year they have high experience of bullying.

Table 45

Frequency, Percentages and Gender Differences on the Identification of Perpetrators of Bullying (N = 621)

	Men (n = 397)	Women (n = 224)	Total	χ^2
Not responded	177 (44%)	98 (43%)	280 (43%)	
Supervisor/Manager	131 (33%)	70 (32%)	201 (33%)	
Colleagues	42 (11%)	32 (14%)	74 (12%)	3.55
Subordinates	31 (8%)	12 (5%)	43 (7%)	
Clients	16 (4%)	12 (6%)	28 (5%)	

p = n.s

Table 45 shows perception of bullying from different perpetrators and the results revealed that supervisors are reported to be the perpetrators of bullying. Table shows that almost 33 % of men employees perceive supervisor as perpetrator of workplace bullying and 32% of women employees perceive supervisor as perpetrator.

Table 46

Frequency, Percentages and Gender Differences on being Victimized in the Previous 6 Months (N = 621)

	Men (n = 397)	Women (n = 224)	Total	χ^2
No, never	248 (23%)	129 (19%)	377 (21%)	
Yes, but rarely	149 (22%)	95 (25%)	244 (62%)	2.84
Yes, but rarely	87 (7%)	58 (8%)	145 (7%)	
Yes, now and then	27 (7%)	17 (8%)	44 (7%)	
Yes, often	35 (9%)	20 (8%)	55 (9%)	

$p = n.s$

Table 46 shows that 62 % of the respondents claimed to be victimized in the past 6 months and among these total 9% reported to experienced bullying on regular basis. Results further revealed that bullying experience was high among men than women employees.

Table 47

Past Bullying: Frequency, Percentages and Gender Differences regarding the Past Bullying (N = 621)

	Men	Women	Total	χ^2
Yes (%)	127 (42%)	90 (50%)	217 (45%)	4.69*
No (%)	233 (58%)	112 (50%)	345 (55%)	

$p < .05$

Table 47 indicates the highest bullying experience was reported to be in the previous 1 year. Findings further revealed that in the previous 1 year men employees were more victimized than women employees.

Table 48

Witnessing of Past Bullying: Frequency, Percentages and Gender Differences for Witnessing Bullying in the Past 1 Year (N = 621)

	Men	Women	Total	χ^2
Yes (%)	174 (53%)	102 (55%)	276 (45%)	.22
No (%)	187 (47%)	101 (45%)	288 (55%)	

$p = n.s$

Table 48 shows 45% of employees witnesses the victimization of fellow colleagues in the past 1 year. Findings further revealed the non-significant gender differences regarding witnessing of bullying.

Correlations among variables of the present study. Table 49 present the Pearson Product Moment correlation among main variables of the current research. Most of the coefficients of relationships appeared to be significant and in the desired directions. Values of correlation coefficients ranged from -.11 to .94. Furthermore, relationship of types of workplace bullying (work-related and person-related) with other variables of the study was also calculated and it was found that both forms of workplace bullying has significant relationship with most of the study variables and these relationships were in the same direction which were reported by the previous studies.

Table 49

Pearson Product Moment Correlation between Workplace Bullying, Antecedents and Outcomes (N = 621)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
WB	1	.09*	-.12**	-.06	-.14**	-.24**	-.20**	.31**	-.17**	-.12**	-.11**	-.09*	-.03	.002	.27**	-.14**	.14**	-.20**
NET		1	.48	.45**	.54**	.39**	.11*	.18**	.13**	.29**	.24**	.27**	.28**	.28**	.24**	.24**	.15**	.20**
EXT			1	.69**	.68**	.73**	.36**	-.08	.27**	.36**	.35**	.29**	.34**	.19**	.02	.39**	.12**	.35**
OTE				1	.68**	.71**	.39**	-.05	.28**	.43**	.38**	.34**	.45**	.23**	.04	.46**	.16**	.30**
AGR					1	.72**	.34**	-.07	.22**	.41**	.35**	.34**	.41**	.20**	.08	.40**	.16**	.29**
COS						1	.43**	-.12**	.36**	.43**	.41**	.34**	.43**	.20**	.01	.44**	.18**	.37**
PA							1	-.28**	.36**	.42**	.36**	.34**	.43**	.23**	-.11*	.55**	.11**	.38**
NA								1	-.057	-.03	-.04	.00	-.05	.11**	.33**	-.09*	.24**	-.13**
COM									1	.42**	.41**	.38**	.38**	.20**	.02	.53**	.31**	.52**
WES										1	.88**	.92**	.94**	.37**	.20**	.53**	.26**	.50**
RtD											1	.74**	.74**	.37**	.18**	.49**	.22**	.44**
PGD												1	.78**	.34**	.20**	.48**	.27**	.41**
SMD													1	.31**	.17**	.50**	.21**	.47**
PST														1	.22**	.36**	.29**	.09*
GH															1	.045	.15**	-.042
PWB																1	.28**	.44**
MBI																	1	.16**
JST																		1

Note. WB = workplace bullying, NET = neuroticism, EXT = extraversion, OTE = openness to experience, AGR = agreeableness, COS = conscientiousness, PA = positive affect, NA = negative affect, COM = compliance, WES = work environment, RtD = relationship dimension, PGD = personal growth dimension, SMD = system maintenance dimension, PST = perceived stress, GH = general health, PWB = psychological wellbeing, MBI = burnout, and JST = job satisfaction

Table no 49 shows the correlation of the workplace bullying with its antecedents and outcomes. Table depicts that workplace bullying is significantly positively correlated with the neuroticism while negatively correlated with extraversion, agreeableness, and conscientiousness. Table also shows that positive affect, compliance, work environment, relationship dimension, personal growth dimension, psychological wellbeing, and job satisfaction had significant negative correlation with workplace bullying. Negative affect, general health, and job burnout had significant positive relationship with workplace bullying. Perceived stress is significantly related with agreeableness, conscientiousness, general health, work environment and job satisfaction. Similarly job burnout is significantly negatively correlated with the work environment and job satisfaction, but is positively correlated with the perceived stress. Result also shows that compliance is positively correlated with the work environment, positive affect, psychological wellbeing and job burnout.

On the basis of these correlation coefficients, further hypotheses for mediation analysis were developed which were tested later in this chapter.

Table 50

Pearson Product Moment Correlation between Forms, Antecedents and Outcomes of Workplace Bullying (N = 621)

	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
PRB	.06	-.15**	-.08*	-.15**	-.27**	-.23*	.34**	-.19**	-.15**	-.15**	-.11**	-.06	.02	.26**	-.18**	.11**	-.21**
NET	-	.47**	.45**	.53**	.39**	.11*	.17**	.13**	.29**	.24**	.27**	.28**	.27**	.24**	.24**	.15**	.24**
EXT	.34**	-	.69**	.67**	.73**	.36**	-.08	.27**	.36**	.35**	.29**	.34**	.18**	.023	.39**	.13**	.36**
OTE	.35**	.49**	-	.68**	.71**	.39**	-.04	.28**	.43**	.38**	.34**	.45**	.23**	.047	.46**	.16**	.39**
AGR	.27**	.51**	.52**	-	.72**	.34**	-.06	.22**	.41**	.35**	.34**	.41**	.19**	.80	.40**	.16**	.34**
COS	.26**	.62**	.42**	.48**	-	.43**	-.12**	.36**	.43**	.41**	.34**	.43**	.19**	.01	.44**	.18**	.43**
PA	.05	.36**	.25**	.25**	.42**	-	-.28**	.36**	.42**	.36**	.34**	.43**	.23**	-.114	.55**	.11*	.39**
NA	.10*	-.18**	-.17**	-.11**	-.21**	-.34**	-	-.05	-.03	-.039	.000	-.045	.11**	.33**	-.088*	.24**	-.11
COM	.20**	.36**	.27**	.31**	.36**	.42**	-.16**	-	.42**	.41**	.38**	.38**	.19**	.02	.53**	.31**	.55**
WES	.19**	.25**	.30**	.31**	.27**	.29**	-.13**	.36**	-	.88**	.92**	.93**	.36**	.19**	.53**	.26**	.52**
RtD	.21**	.27**	.27**	.30**	.32**	.32**	-.11**	.32**	.58**	-	.74	.73**	.36**	.18**	.49**	.22**	.45**
PGD	.21**	.29**	.32**	.30**	.32**	.39**	-.12**	.39**	.61**	.65**	-	.77**	.34**	.19**	.48**	.27**	.46**
SMD	.23**	.32**	.34**	.34**	.36**	.36**	-.10**	.45**	.79**	.800	.88**	-	.31**	.17**	.49**	.22**	.51**
PST	.32**	.15**	.28**	.24**	.10**	.13**	.03	.24**	.23**	.29**	.20**	.24**	-	.22**	.36**	.29**	.22**
GH	.27**	.03	.04	.09*	.06	-.09*	.25**	.03	.11**	.14**	.12**	.12**	.11**	-	.045	.18**	-.045
PWB	.19**	.43**	.37**	.40**	.47**	.46**	-.25**	.52**	.40**	.40**	.38**	.44**	.23**	.09	-	.35**	.43**
MBI	.22**	.15**	.18**	.16**	.15**	.07	.17**	.28**	.17**	.20**	.18**	.24**	.23**	.13**	.27**	-	.17**
JST	.19**	.35**	.29**	.24**	.36**	.38**	-.13**	.50**	.42**	.39**	.49**	.57**	.11**	-.05	.39**	.16**	-
WRB	.12**	-.07	-.03	-.12**	-.18**	-.14**	.25**	-.13**	-.05	-.07	-.01	-.07*	.03	.26**	-.09*	.17**	-.17**

Note. WRB = work-related bullying (Off diagonal), PRB = person-related bullying (On diagonal), NET = neuroticism, EXT = extraversion, OTE = openness to experience, AGR = agreeableness, COS = conscientiousness, PA = positive affect, NA = negative affect, COM = compliance, WES = work environment, RtD = relationship dimension, PGD = personal growth dimension, SMD = system maintenance dimension, PST = perceived stress, GH = general health, PWB = psychological wellbeing, MBI = burnout, and JST = job satisfaction; Off Diagonal = work-related bullying; On Diagonal = person-related bullying

Table 50 shows the correlation of forms of workplace bullying (person-related on diagonal & work-related off diagonal) with the antecedents and outcomes of bullying. Table depicts that person-related form of workplace bullying has significant positive association with negative affect, general health and burnout whereas a significant negative relationship of person-related form of bullying was found out with extraversion, openness to experience, agreeableness, conscientiousness, positive affect, and compliance. Results further revealed that person-related form of bullying had significant negative correlation with total score of work environment scale along with its two dimensions i.e., relationship dimension and personal growth dimension but had a non-significant relationship with system maintenance dimension. Furthermore, the relationships with outcomes of bullying were also depicted in the table as person-related form is negatively associated with psychological wellbeing and job satisfaction. Similarly the work-related form of bullying is significantly positively associated with neuroticism, negative affect, general health, and job burnout. Table further indicated that work-related form had significant negative relationship with agreeableness, conscientiousness, positive affect, compliance and total score of work environment scale while the relationship with the dimensions of work environment was found to be non-significant. The significant negative relationship between work-related form of bullying, psychological wellbeing and job satisfaction was found out. Further, next portion of results entailed three parts of analysis; antecedents, outcomes and mediation analysis.

Antecedents Predicting Workplace Bullying.

Table 51

Hierarchical Regression Analysis on scores of Workplace Bullying by Personality Traits (N = 621)

	Workplace Bullying				
	<i>B</i>	<i>SE B</i>	β	95% CI	
				LL	UL
Age	.05	.11	.02	-.16	.25
Gender	-3.84	1.85	-.09	-7.47	-.21
<i>R</i> = .09, <i>R</i> ² = .009, (<i>F</i> = 2.59, <i>df</i> = 2, 557)					
Age	.02	.10	.01	-.18	.21
Gender	-4.18	1.76	-.09	-7.64	-.71
Neuroticism	.85	.17	.22***	.52	1.18
Extraversion	.09	.19	.03	-.29	.48
Openness to experience	.05	.20	.01	-.34	.44
Agreeableness	-.28	.20	-.07	-.68	.13
Conscientiousness	-.94	.18	-.28***	-1.28	-.598
<i>R</i> = .34, <i>R</i> ² = .11, $\Delta R^2 = .10$ (<i>F</i> = 10.11***, <i>df</i> = 5, 552)					

***p* ≤ .00

Table 51 presents the prediction of workplace bullying by personality traits. Results revealed that when the age and gender are controlled then from the personality traits; neuroticism positively predicted workplace bullying whereas conscientiousness significantly negatively predicted workplace bullying. It is depicted in the results that when age and gender are controlled then neuroticism contribute 22% of variance in the workplace bullying where as the conscientiousness contributed 28% of variance in the workplace bullying. Our hypotheses 1a and 1e were supported.

Table 52

Hierarchical Regression Analysis on scores of Workplace Bullying by Affectivity (N = 621)

	Workplace Bullying				
	<i>B</i>	<i>SE B</i>	β	95% CI	
				LL	UL
Age	.05	.11	.02	-.16	.25
Gender	-3.84	1.85	-.09	-7.47	-.21
<i>R</i> = .09, <i>R</i> ² = .009, (<i>F</i> = 2.59, <i>df</i> = 2, 557)					
Age	.06	.10	.02	-.14	.25
Gender	-4.18	1.76	-.09	-6.81	-.06
Positive Affect	-.43	.11	.16**	-.65	-.20
Negative Affect	.71	.11	.28**	.50	.92
<i>R</i> = .38, <i>R</i> ² = .15, ΔR^2 = .14 (<i>F</i> = 23.54***, <i>df</i> = 4, 555)					

***p* ≤ .00

Table 52 presents the prediction of workplace bullying by affectivity. Results revealed that when the age and gender are controlled then positive affectivity significantly negatively predicted workplace bullying and negative affectivity positively predicted workplace bullying. Table further indicated positive affectivity contributed 16% of variance and negative affectivity explains 28% of variance in workplace bullying when age and gender are controlled. Our hypotheses 2a and 2 b were supported.

Table 53

Hierarchical Regression Analysis on scores of Workplace Bullying by Group Compliance (N = 621)

	Workplace Bullying				
	<i>B</i>	<i>SE B</i>	β	95% CI	
				LL	UL
Age	.05	.11	.02	-.16	.25
Gender	-3.84	1.85	-.09	-7.47	-.21
<i>R</i> = .09, <i>R</i> ² = .009, (<i>F</i> = 2.59, <i>df</i> = 2, 557)					
Age	.08	.10	.03	-.12	.28
Gender	-3.25	1.82	-.09	-6.82	.33
Group Compliance	-.40	.09	-.19**	-.57	-.22
<i>R</i> = .21, <i>R</i> ² = .04, $\Delta R^2 = .04$ (<i>F</i> = 8.60***, <i>df</i> = 3, 556)					

***p* ≤ .00

Table 53 presents the prediction of workplace bullying by group compliance and the results revealed that compliance significantly negatively predicted workplace bullying. Table further indicated that when the effect of age and gender are controlled then the compliance explains 19% of variance in workplace bullying. Our hypothesis 3 was supported.

Table 54

Hierarchical Regression Analysis on scores of Workplace Bullying by Dimensions of Work Environment (N = 621)

	Workplace Bullying				
	<i>B</i>	<i>SE B</i>	β	95% CI	
				LL	UL
Age	.05	.11	.02	-.16	.25
Gender	-3.84	1.85	-.09	-7.47	-.21
<i>R</i> = .09, <i>R</i> ² = .009, (<i>F</i> = 2.59, <i>df</i> = 2, 557)					
Age	.05	.10	.02	-.16	.26
Gender	-3.94	1.85	-.09	-7.56	-.31
Relationship Dimension	-.46	.39	-.07	-1.23	.30
Personal Growth Dimension	-.11	.33	-.02	-.76	.54
System Maintenance Dimension	-.07	.25	-.02	-.56	.43
<i>R</i> = .14, <i>R</i> ² = .02, ΔR^2 = .01 (<i>F</i> = 2.06, <i>df</i> = 5, 554)					
<i>p</i> ≤ n.s					

Table 54 presents the prediction of workplace bullying by dimensions of work environment and results revealed that after controlling age and gender all the three dimensions; relationship, personal growth and system maintenance dimension had no significant prediction for workplace bullying.

Table 55

Hierarchical Regression Analysis on scores of Workplace Bullying by Work Environment (N = 621)

	Workplace Bullying				
	<i>B</i>	<i>SE B</i>	β	95% CI	
				LL	UL
Age	.05	.11	.02	-.16	.25
Gender	-3.84	1.85	-.09	-7.47	-.21
<i>R</i> = .09, <i>R</i> ² = .009, (<i>F</i> = 2.59, <i>df</i> = 2, 557)					
Age	.04	.11	.02	-.16	.25
Gender	-3.95	1.84	-.09	-7.57	-.32
Work Environment	-.15	.08	-.08	-.31	-.004
<i>R</i> = .13, <i>R</i> ² = .02, $\Delta R^2 = .01$ (<i>F</i> = 2.97*, <i>df</i> = 3, 556)					

***p* ≤ .00

Table 55 presents the prediction of workplace bullying by work environment and it is depicted from results that work environment had no significant prediction for workplace bullying when the age and gender are controlled in the analysis.

Regression analysis for prediction of person-related form of bullying. In this analysis the prediction of person-related form of workplace bullying by antecedents of all three levels was explored. For this purpose regression analysis was conducted in the following table.

Table 56

Hierarchical Regression Analysis on scores of Person-related and Work-related Bullying by Personality Traits (N = 621)

	Person-related Bullying					Work-related Bullying				
	<i>B</i>	<i>SE B</i>	β	95% CI		<i>B</i>	<i>SE B</i>	β	95% CI	
				LL	UL				LL	UL
Age	.05	.16	.04	-.07	.17	-.01	.05	-.01	-.10	.09
Gender	-2.38	1.08	-.09	-4.51	-.26	-1.50	.85	-.08	-3.12	.21
<i>R</i> = .11, <i>R</i> ² = .01, (<i>F</i> = 3.42, <i>df</i> = 2, 557)					<i>R</i> = .07, <i>R</i> ² = .01, (<i>F</i> = 1.50, <i>df</i> = 2, 557)					
Age	.04	.06	.03	-.08	.15	-.02	.05	-.02	-.11	.07
Gender	-2.57	1.03	-.10	-4.60	-.54	-1.61	.82	-.08	-3.21	-.002
Neuroticism	.44	.10	.20**	.25	.64	.41	.08	.23**	.25	.56
Extraversion	.02	.12	.01	-.21	.25	.08	.09	.05	-.10	.26
Openness to experience	.002	.12	.001	-.23	.23	.05	.09	.03	-.13	.23
Agreeableness	-.14	.12	-.06	-.37	.10	-.14	.09	-.08	-.33	.05
Conscientiousness	-.57	.10	-.29**	-.77	-.37	-.36	.08	-.24**	-.53	-.21
<i>R</i> = .34, <i>R</i> ² = .12, ΔR^2 = .10 (<i>F</i> = 10.57**, <i>df</i> = 5, 552)					<i>R</i> = .31, <i>R</i> ² = .09, ΔR^2 = .09 (<i>F</i> = 8.12**, <i>df</i> = 7, 552)					

***p* ≤ .00

Table 56 presents the prediction of person-related and work-related form of bullying by personality traits. Results revealed that when the age and gender are controlled then from the personality traits; neuroticism positively predicted both types of workplace bullying as results revealed that neuroticism contributed for 20% of variance in person-related bullying and 23% variance in work-related form of bullying. Similarly, results also depicted that conscientiousness significantly negatively predicted types of workplace bullying by contributing 29% variance in person-related and 24% variance in work-related bullying.

Table 57

Hierarchical Regression Analysis on scores of Person-related and Work-related Bullying by Affectivity (N = 621)

	Person-related Bullying					Work-related Bullying				
	<i>B</i>	<i>SE B</i>	β	95% CI		<i>B</i>	<i>SE B</i>	β	95% CI	
				LL	UL				LL	UL
Age	.05	.06	.04	-.07	.17	-.01	.05	-.01	-.10	.09
Gender	-2.38	1.08	-.09	-4.51	-.26	-1.50	.85	-.08	-3.12	.21
<i>R</i> = .11, <i>R</i> ² = .01, (<i>F</i> = 3.42, <i>df</i> = 2, 557)					<i>R</i> = .07, <i>R</i> ² = .01, (<i>F</i> = 1.50, <i>df</i> = 2, 557)					
Age	.06	.06	.04	-.05	.17	-.003	.05	-.003	-.09	.09
Gender	-2.12	.99	-.09	-4.07	-.18	-1.31	.81	-.07	-2.91	.29
Positive Affect	-.28	.07	-.18**	-.41	-.15	-.15	.05	-.12**	-.25	-.04
Negative Affect	.46	.06	.31**	.34	.57	.26	.05	.22**	.16	.35
<i>R</i> = .42, <i>R</i> ² = .18, ΔR^2 = .16 (<i>F</i> = 29.63**, <i>df</i> = 4, 555)					<i>R</i> = .30, <i>R</i> ² = .09, ΔR^2 = .08 (<i>F</i> = 13.25**, <i>df</i> = 4, 555)					

***p* ≤ .00

Table 57 presents the prediction of person-related and work-related form of bullying by affectivity. Results revealed that when the age and gender are controlled then positive affectivity significantly negatively predicted both forms of workplace bullying; person-related and work-related whereas negative affectivity positively predicted person-related and work-related bullying. Table further indicated positive affectivity contributed 18% of variance in person-related bullying and 12% variance in work-related bullying. Table further revealed that negative affectivity explains 31% of variance in person-related bullying and 22% of variance in work-related form of bullying when age and gender are controlled.

Table 58

Hierarchical Regression Analysis on scores of Person-related and Work-related Bullying by Group Compliance (N = 621)

	Person-related Bullying					Work-related Bullying				
	<i>B</i>	<i>SE B</i>	β	95% CI		<i>B</i>	<i>SE B</i>	β	95% CI	
				LL	UL				LL	UL
Age	.05	.06	.04	-.07	.17	-.01	.05	-.01	-.10	.09
Gender	-2.38	1.08	-.09	-4.51	-.26	-1.50	.85	-.08	-3.12	.21
<i>R</i> = .11, <i>R</i> ² = .01, (<i>F</i> = 3.42, <i>df</i> = 2, 557)						<i>R</i> = .07, <i>R</i> ² = .01, (<i>F</i> = 1.50, <i>df</i> = 2, 557)				
Age	.08	.06	.05	-.04	.19	.003	.05	.003	-.09	.09
Gender	-1.99	1.06	-.08	-4.08	.09	-1.25	.84	-.06	-2.91	.40
Group Compliance	-.26	.05	-.21**	-.36	-.16	-.14	.04	-.14**	-.22	-.06
<i>R</i> = .24, <i>R</i> ² = .06, $\Delta R^2 = .04$ (<i>F</i> = 11.03**, <i>df</i> = 3, 556)						<i>R</i> = .16, <i>R</i> ² = .03, $\Delta R^2 = .02$ (<i>F</i> = 4.75**, <i>df</i> = 3, 556)				

***p* ≤ .00

Table 58 presents the prediction of types of workplace bullying by group compliance and the results revealed that compliance significantly negatively predicted person-related and work-related form of bullying. Table further indicated that when the effect of age and gender are controlled then the compliance explains 21% of variance in person-related and 14% of variance in work-related bullying.

The analysis on prediction of types of work place bullying by work environment revealed that work environment was a non-significant predictor of types of bullying.

Workplace bullying predicting outcomes . The following section consisted of regression analysis for prediction of different outcomes of workplace bullying.

Table 59

Hierarchical Regression Analysis on Scores of Perceived Stress by Workplace Bullying
($N = 621$)

Predictor Variables	Perceived Stress				
	<i>B</i>	<i>SE B</i>	β	95% CI	
				LL	UL
Age	.02	.02	.04	-.03	.07
Gender	1.07	.41	.11	-.83	1.88
$R = .11, R^2 = .01, (F = 3.54, df = 2, 557)$					
Age	.02	.02	.04	-.03	.07
Gender	1.06	.41	.11	.26	1.87
Workplace Bullying	.003	.01	.01	-.02	.02
$R = .11, R^2 = .01, \Delta R^2 = .00 (F = 2.40, df = 3, 556)$					

$p = n.s$

Table 59 depicted that perceived stress is non-significantly predicted by the workplace bullying when the gender and age are controlled.

Table 60

Hierarchical Regression Analysis on Scores of General Health by Workplace Bullying (N = 621)

General Health					
Predictor Variables	<i>B</i>	<i>SE B</i>	β	95% CI	
				LL	UL
Age	.02	.03	.03	-.04	.07
Gender	.11	.48	.01	-.83	1.06
<i>R</i> = .03, <i>R</i> ² = .001, (<i>F</i> = .23, <i>df</i> = 2, 557)					
Age	.02	.03	.02	-.04	.07
Gender	.40	.46	.04	-.51	1.31
Workplace Bullying	.08	.01	.29**	.06	.09
<i>R</i> = .24, <i>R</i> ² = .06, ΔR^2 = .04 (<i>F</i> = 11.03**, <i>df</i> = 3, 556)					

***p* ≤ .00

Table 60 depicted the prediction of general health by workplace bullying and it is revealed in the table that workplace bullying positively predicted the general health; it means that when the age and gender are controlled then workplace bullying contributed 29% of variance in general health. It can also be explained as person experiencing workplace bullying will have lower general health.

Table 61

Hierarchical Regression Analysis on Scores of Psychological Wellbeing by Workplace Bullying (N = 621)

Predictor Variables	Psychological Wellbeing				
	<i>B</i>	<i>SE B</i>	β	95% CI	
				LL	UL
Age	.02	.06	.01	-.09	.13
Gender	1.44	.99	.06	-.51	3.38
<i>R</i> = .06, <i>R</i> ² = .004, (<i>F</i> = 1.06, <i>df</i> = 2, 557)					
Age	.02	.06	.02	-.09	.13
Gender	1.13	.98	.05	-.80	3.06
Workplace Bullying	-.08	.02	-.15**	-.13	-.04
<i>R</i> = .16, <i>R</i> ² = .03, ΔR^2 = .02 (<i>F</i> = 5.00**, <i>df</i> = 3, 556)					

***p* ≤ .00

Table 61 depicted the prediction of psychological wellbeing by workplace bullying and it is revealed in the table that workplace bullying negatively predicted the psychological wellbeing. Table further revealed that when the effect of gender and age are controlled then workplace bullying explains 15% of variance in psychological wellbeing.

Table 62

Hierarchical Regression Analysis on Scores of Job Burnout by Workplace Bullying (N = 621)

Predictor Variables	Job Burnout				
	<i>B</i>	<i>SE B</i>	β	95% CI	
				LL	UL
Age	-.02	.08	.01	-.18	.13
Gender	3.44	1.42	.11	.66	6.24
<i>R</i> = .11, <i>R</i> ² = .01, (<i>F</i> = 3.34, <i>df</i> = 2, 557)					
Age	-.03	.08	-.02	-.19	.13
Gender	4.06	1.39	.12	1.32	6.80
Workplace Bullying	.16	.03	.21**	.09	.22
<i>R</i> = .23, <i>R</i> ² = .05, ΔR^2 = .04 (<i>F</i> = 10.62**, <i>df</i> = 3, 556)					

***p* ≤ .00

Table 62 depicted the prediction of job burnout by workplace bullying and it is revealed in the table that workplace bullying positively predicted the job burnout as the variance explained by bullying contributed 21% in job burnout when the gender and age are taken as controlled variables.

Table 63*Hierarchical Regression Analysis on Scores of Job Satisfaction by Workplace Bullying**(N = 621)*

Predictor Variables	Job Satisfaction				
	<i>B</i>	<i>SE B</i>	β	95% CI	
				LL	UL
Age	-.04	.07	-.02	-.17	.09
Gender	.87	1.18	.03	-1.46	3.19
<i>R = .04, R² = .002, (F = .55, df = 2, 557)</i>					
Age	-.03	.06	-.02	-.16	.09
Gender	.40	1.17	.01	-1.90	2.69
Workplace Bullying	-.12	.03	-.19**	-.18	-.07
<i>R = .20, R² = .04, $\Delta R^2 = .03$ (F = 7.49**, df = 3, 556)</i>					

** $p \leq .00$

Table 63 depicted the prediction of job satisfaction by workplace bullying and it is revealed in the table that workplace bullying negatively predicted the job satisfaction. Table further revealed that when the effect of gender and age are controlled then workplace bullying explains 19% of variance in job satisfaction.

Indirect effect of antecedents on outcomes through workplace bullying.

Table 64

Standardized Path Coefficients for Direct and Indirect Effects of Neuroticism on Outcomes of Workplace Bullying (N = 621)

Paths	Outcome Variable	Predictor Variable	β	95%CI	
				LL	UL
a	PST	NEU	.29**	.23	.36
b	WB	NEU	.55**	.25	.85
c	PST	WB	.01	-.02	.00
d	PST	NEU through WB	.006	-.02	.002
a	GH	NEU	.24**	.17	.32
b	WB	NEU	.55**	.25	.85
c	GH	WB	.06**	.03	.07
d	GH	NEU through WB	.03**	.01	.05
a	PWB	NEU	-.47**	.31	.63
b	WB	NEU	.55**	.25	.85
c	PWB	WB	-.09**	-.13	-.05
d	PWB	NEU through WB	-.05	-.09	-.02
a	JB	NEU	.55**	.31	.78
b	WB	NEU	.55**	.25	.85
c	JB	WB	.11**	.05	.17
d	JB	NEU through WB	.06**	.02	.12
a	JS	NEU	-.52**	.33	.71
b	WB	NEU	.55**	.25	.85
c	JS	WB	-.15**	-.19	-.10
d	JS	NEU through WB	-.08**	-.13	-.03

Note. PST = Perceived Stress; NEU = Neuroticism; WB = workplace Bullying, GH = general health; PWB = psychological wellbeing; JB = job burnout; JS = job satisfaction; ** $p < .000$.

Table 64 summarizes the findings of mediation analysis conducted through PROCESS macro for SPSS (Hayes, 2013) for testing the proposed model of workplace bullying. Model 4 was specified in the PROCESS macro for SPSS. Results revealed that NEU is a significant positive predictor of PST $\{F(1, 638) = 12.94, p < .05\}$, and $(\beta = .55, t = 7.12, p < .05)$. However, the Table 59 suggests that when indirect effects of workplace bullying are controlled, NEU does not significantly predict PST suggesting no mediation. Whereas, the Bootstrap Upper and Lower limits indicate that the path 4 (i.e., NEU predicting PST through WB) is non-meaningful in a sense that workplace bullying is found not to be a complete mediator for the relationship of these two variables. Moreover, the results of Sobel's Z are also non-significant for the indirect effect of NEU where $(Z = -1.24, p = n.s)$.

Furthermore to measure the independent effects of neuroticism on general health, a separate linear regression analysis suggests that NEU is a significant positive predictor of GH $\{F(1, 638) = 12.94, p < .05\}$, and $(\beta = .24, t = 3.57, p < .05)$. Furthermore, the Table 59 suggests that when indirect effects of workplace bullying are controlled, NEU significantly predict GH suggesting complete mediation and the Bootstrap Upper and Lower limits indicate that the path 4 (i.e., NEU predicting GH through WB) is meaningful in a sense that workplace bullying is found to be a complete mediator for the relationship of these two variables. Moreover, the results of Sobel's Z are also significant for the indirect effect of NEU where $(Z = 3.04, p < .002)$.

To measure the independent effects of neuroticism on psychological wellbeing, a separate linear regression analysis showed that NEU is a significant negative predictor of psychological wellbeing $\{F(1, 638) = 12.80, p < .05\}$, and $(\beta = .47, t = 5.93, p < .05)$.

However, the Table 64 suggests that when indirect effects of workplace bullying are controlled, NEU does not significantly predict psychological wellbeing suggesting no mediation. Whereas, the Bootstrap Upper and Lower limits indicate that workplace bullying is not a significant mediator for the relationship of these two variables. Moreover, the results of Sobel's Z are also non-significant for the indirect effect of NEU where ($Z = -2.79, p < .005$).

Table further revealed the independent effects of neuroticism on job burnout where neuroticism appeared to be a significant positive predictor of burnout $\{F(1, 638) = 20.43, p < .05\}$, and ($\beta = .54, t = 4.61, p < .05$) and results showed that when indirect effects of workplace bullying are controlled, NEU significantly predict burnout suggesting complete mediation. Whereas, the Bootstrap Upper and Lower limits indicate that the path 4 (i.e., NEU predicting JB through WB) is meaningful in a sense that workplace bullying is found to be a complete mediator for the relationship of these two variables. Moreover, the results of Sobel's Z are also significant for the indirect effect of NEU where ($Z = 2.53, p < .01$).

Table 64 further revealed that neuroticism is a significant negative predictor of job satisfaction $\{F(1, 638) = 29.03, p < .05\}$, and ($\beta = .52, t = 5.45, p < .05$) and when indirect effects of workplace bullying are controlled, neuroticism significantly predict job satisfaction suggesting complete mediation. The Bootstrap Upper and Lower limits indicate that the path 4 (i.e., NEU predicting JS through WB) is meaningful in a sense that workplace bullying is found to be a complete mediator for the relationship of these two variables. Moreover, the results of Sobel's Z are also significant for the indirect effect of NEU where ($Z = -3.04, p < .005$).

Table 65

Standardized Path Coefficients for Direct and Indirect Effects of Agreeableness on Outcomes of Workplace Bullying (N = 621)

Paths	Outcome Variable	Predictor Variable	β	95%CI	
				LL	UL
a	PST	AGB	.21**	.14	.28
b	WB	AGB	-.55**	-.87	-.24
c	PST	WB	.006	-.01	.02
d	PST	AGB through WB	-.003	-.01	.005
a	GH	AGB	.13**	.06	.21
b	WB	AGB	-.55**	-.87	-.24
c	GH	WB	.07**	.05	.09
d	GH	AGB through WB	-.04**	-.06	-.02
a	PWB	AGB	.88**	.73	1.04
b	WB	AGB	-.55**	-.87	-.24
c	PWB	WB	-.04*	-.08	-.01
d	PWB	AGB through WB	.02	.006	.06
a	JB	AGB	.52**	.28	.77
b	WB	AGB	-.55**	-.87	-.24
c	JB	WB	.15**	.09	.21
d	JB	AGB through WB	-.08**	-.14	-.02
a	JS	AGB	.57**	.37	.77
b	WB	AGB	-.55**	-.87	-.24
c	JS	WB	-.11**	-.16	-.06
d	JS	AGB through WB	.06**	.02	.12

Note. PST = Perceived Stress; AGB = Agreeableness; WB = workplace Bullying, GH = general health;

PWB = psychological wellbeing; JB = job burnout; JS = job satisfaction; ** $p < .000$.

Table 65 summarizes the findings of mediation analysis conducted through PROCESS macro for SPSS (Hayes, 2013) for testing the proposed model of workplace bullying. Model 4 was specified in the PROCESS macro for SPSS. Results revealed that agreeableness is a significant positive predictor of PST $\{F(1, 638) = 12.94, p < .05\}$, and $(\beta = .55, t = 7.12, p < .05)$. However, the Table 60 suggests that when indirect effects of workplace bullying are controlled, AGR does not significantly predict PST suggesting no mediation at all. Whereas, the Bootstrap Upper and Lower limits indicate that the path 4 (i.e., AGR predicting PST through WB) is non-meaningful in a sense that workplace bullying is found not to be a complete mediator for the relationship of these two variables. Moreover, the results of Sobel's Z are also non-significant for the indirect effect of NEU where $(Z = -1.24, p = \text{n.s.})$.

Furthermore to determine the independent effects of agreeableness on general health a separate linear regression analysis was conducted which suggests that agreeableness is a significant positive predictor of general health $\{F(1, 638) = 29.59, p < .05\}$, and $(\beta = .13, t = 3.46, p < .05)$ and the Table 60 further revealed that when indirect effects of workplace bullying are controlled, agreeableness significantly predict general health suggesting complete mediation where the Bootstrap Upper and Lower limits indicate that the path 4 (i.e., AGR predicting GH through WB) is meaningful as workplace bullying is found to be a complete mediator for the relationship of these two variables. Moreover, the results of Sobel's Z are also significant for the indirect effect of agreeableness where $(Z = -3.09, p < .002)$.

Linear regression analysis for independent effects of agreeableness on psychological wellbeing suggests that agreeableness is a significant positive predictor of

psychological wellbeing $\{F(1, 638) = 72.59, p < .05\}$, and $(\beta = .88, t = 11.32, p < .05)$. Whereas, the Bootstrap Upper and Lower limits indicate that the path 4 (i.e., AGR predicting PWB through WB) is meaningful in a sense that workplace bullying is found to be a complete mediator for the relationship of these two variables as the results of Sobel's Z are also significant for the indirect effect of agreeableness on psychological wellbeing where $(Z = 1.98, p < .05)$.

Table also revealed that agreeableness is a significant positive predictor of burnout $\{F(1, 638) = 18.73, p < .05\}$, and $(\beta = .52, t = 4.20, p < .05)$. The Bootstrap Upper and Lower limits indicate that the path 4 (i.e., AGR predicting JB through WB) is meaningful in a sense that workplace bullying is found to be a complete mediator for the relationship of these two variables and the results of Sobel's Z are also significant for this indirect effect of agreeableness $(Z = -2.79, p < .005)$.

Lastly in the table a separate linear regression analysis for independent effects of agreeableness on job satisfaction has been reported which suggests that agreeableness is a significant positive predictor of job satisfaction $\{F(1, 638) = 30.66, p < .05\}$, and $(\beta = .52, t = 5.73, p < .05)$ and when indirect effects of workplace bullying are controlled, agreeableness significantly predict job satisfaction suggesting complete mediation. Whereas, the Bootstrap Upper and Lower limits indicate that the path 4 (i.e., AGR predicting job satisfaction through WB) is meaningful in a sense that workplace bullying is found to be a complete mediator for the relationship of these two variables as the results of Sobel's Z are also significant for the indirect effect of AGR where $(Z = 2.69, p < .005)$.

Table 66

Standardized Path Coefficients for Direct and Indirect Effects of Conscientiousness on Outcomes of Workplace Bullying (N = 621)

Paths	Outcome Variable	Predictor Variable	β	95%CI	
				LL	UL
a	PST	CON	.08**	.01	.02
b	WB	CON	-.81**	-1.1	-.54
c	PST	WB	.005	-.01	.02
d	PST	CON through WB	-.004	-.02	.01
a	GH	CON	.12**	.05	.18
b	WB	CON	-.81**	-1.06	-.54
c	GH	WB	.07**	.05	.09
d	GH	CON through WB	-.06**	-.08	-.04
a	PWB	CON	.88**	.74	1.0
b	WB	CON	-.81**	-1.07	-.54
c	PWB	WB	-.02	-.05	.02
d	PWB	CON through WB	.01	-.02	.05
a	JB	CON	.46**	.26	.67
b	WB	CON	-.81**	-1.07	-.54
c	JB	WB	.16**	.10	.23
d	JB	CON through WB	-.13**	-.22	-.07
a	JS	CON	.77**	.61	.93
b	WB	CON	-.81**	-1.06	-.54
c	JS	WB	-.08**	-.12	-.03
d	JS	CON through WB	.06**	.02	.12

Note. PST = Perceived Stress; CON = Conscientiousness; WB = workplace Bullying, GH = general health; PWB = psychological wellbeing; JB = job burnout; JS = job satisfaction; ** $p < .000$.

Table 66 summarizes the findings of mediation analysis conducted through PROCESS macro for SPSS (Hayes, 2013) for testing the proposed model of workplace

bullying. Model 4 was specified in the PROCESS macro for SPSS. Table 66 depicted the indirect effects of conscientiousness on outcomes of workplace bullying. The very first part of the table showed that conscientiousness is a significant positive predictor of perceived stress $\{F(2, 637) = 3.17, p < .05\}$, and $(\beta = .07, t = 2.51, p < .05)$. However, the Table 66 reveals that when indirect effects of workplace bullying are controlled, conscientiousness does not significantly predict perceived stress and workplace bullying is found not to be a complete mediator for the relationship of these two variables. The results of Sobel's Z are also non-significant for the indirect effect of conscientiousness ($Z = -.51, p = n.s$) which confirms the absence of mediation.

Analysis for independent effects of conscientiousness on general health suggests that conscientiousness is a significant positive predictor of general health $\{F(1, 638) = 29.20, p < .05\}$, and $(\beta = .12, t = 3.35, p < .05)$ and when indirect effects of workplace bullying are controlled, conscientiousness significantly predict general health suggesting complete mediation. Whereas, the Bootstrap Upper and Lower limits indicate that the path 4 (i.e., CON predicting GH through WB) is meaningful in a sense that workplace bullying is found to be a complete mediator for the relationship of these two variables, having significant results of Sobel's Z for the indirect effect of conscientiousness ($Z = -4.68, p < .002$).

Results for independent effects of conscientiousness on psychological wellbeing proposes that conscientiousness is a significant positive predictor of psychological wellbeing $\{F(1, 638) = 101.03, p < .05\}$, and $(\beta = -.81, t = -6.07, p < .05)$. Table further shows that when indirect effects of workplace bullying are controlled, conscientiousness

does not significantly predict psychological wellbeing and no mediation is found out as the results of Sobel's Z are also non-significant ($Z = .90, p = n.s.$).

Results of conscientiousness predicting job burnout found to be significant $\{F(1, 638) = 19.35, p < .05\}$, and ($\beta = .46, t = 4.38, p < .05$) and when indirect effects of workplace bullying are controlled, conscientiousness significantly predict burnout suggesting complete mediation. Whereas, the Bootstrap Upper and Lower limits indicate that workplace bullying is found to be a complete mediator for the relationship of these two variables having significant results of Sobel's Z ($Z = -3.98, p < .005$).

The findings of independent effects of conscientiousness on job satisfaction found to be significant $\{F(1, 638) = 59.30, p < .05\}$, and ($\beta = .77, t = 9.36, p < .05$) and when indirect effects of workplace bullying are controlled, conscientiousness significantly predict job satisfaction suggesting complete mediation. Whereas, the Bootstrap Upper and Lower limits indicate that the path 4 (i.e., CON predicting job satisfaction through WB) is meaningful in a sense that workplace bullying is found to be a complete mediator for the relationship of these two variables. Moreover, the results of Sobel's Z are also significant for the indirect effect of AGR where ($Z = 2.78, p < .005$).

Table 67

Standardized Path Coefficients for Direct and Indirect Effects of Positive Affect on Outcomes of Workplace Bullying (N = 621)

Paths	Outcome Variable	Predictor Variable	β	95%CI	
				LL	UL
a	PST	PA	-.08**	.04	.14
b	WB	PA	-.81**	-1.1	-.54
c	PST	WB	.01	-.01	.02
d	PST	PA through WB	-.004	-.02	.01
a	GH	PA	-.03**	-.08	.02
b	WB	PA	-.65**	-.86	-.44
c	GH	WB	.07**	.04	.08
d	GH	PA through WB	-.04**	-.06	-.03
a	PWB	PA	.64**	.53	.74
b	WB	PA	-.64**	-.85	-.44
c	PWB	WB	-.02	-.06	.02
d	PWB	PA through WB	.01	-.02	.04
a	JB	PA	-.30**	.14	.47
b	WB	PA	-.65**	-.86	-.44
c	JB	WB	.16**	.09	.22
d	JB	PA through WB	-.10**	-.16	-.06
a	JS	PA	.58**	.45	.71
b	WB	PA	-.65**	-.85	-.44
c	JS	WB	-.08**	-.12	-.03
d	JS	PA through WB	.05**	.02	.09

Note. PST = Perceived Stress; PA = Positive Affect; WB = workplace Bullying, GH = general health; PWB = psychological wellbeing; JB = job burnout; JS = job satisfaction; ** $p < .000$.

Table 67 summarizes the findings of mediation analysis conducted through PROCESS macro for SPSS (Hayes, 2013) for testing the proposed model of workplace

bullying. Model 4 was specified in the PROCESS macro for SPSS. The results of independent effects of positive affect on perceived stress suggests that positive affect is a significant negative predictor of PST $\{F(2, 637) = 6.40, p < .05\}$, and $(\beta = .08, t = 3.59, p < .05)$. However when indirect effects of workplace bullying are controlled, positive affect does not significantly predict PST so no mediation has been found out.

The linear regression analysis for independent effects of positive affect on general health are significant $\{F(1, 638) = 23.87, p < .05\}$, and $(\beta = -.03, t = -1.15, p < .05)$ and the Bootstrap Upper and Lower limits indicate that the path 4 (i.e., PA predicting GH through WB) is meaningful in a sense that workplace bullying is found to be a complete mediator for the relationship of these two variables with the significant results of Sobel's Z ($Z = -4.68, p < .002$). Results further revealed that positive affect is a significant positive predictor of psychological wellbeing $\{F(1, 638) = 82.83, p < .05\}$, and $(\beta = .64, t = 12.17, p < .05)$ yet when indirect effects of workplace bullying are controlled, it does not significantly predict psychological wellbeing. Moreover, the Bootstrap Upper and Lower limits indicate no mediation as the results of Sobel's Z are non-significant ($Z = .90, p = n.s$). The secondary effects of PA on job burnout $\{F(1, 638) = 16.02, p < .05\}$, and $(\beta = .30, t = 3.56, p < .05)$ found to be significant as when the indirect effects of workplace bullying are controlled, it significantly predict burnout suggesting complete mediation and the results of Sobel's Z are also significant for the indirect effect of positive affect ($Z = -3.98, p < .005$).

Results of independent effects of positive affect on job satisfaction suggests that positive affect is a significant positive predictor of job satisfaction $\{F(1, 638) = 53.99, p < .05\}$, and $(\beta = .58, t = 8.81, p < .05)$. Moreover, the Table 67 suggests that when indirect effects of workplace bullying are controlled, positive affect significantly predict job satisfaction suggesting complete mediation and the Bootstrap Upper and Lower limits

indicate that workplace bullying is found to be a complete mediator for the relationship of these two variables and the results of Sobel's Z are also significant ($Z = 2.83, p < .005$).

Table 68

Standardized Path Coefficients for Direct and Indirect Effects of Negative Affect on Outcomes of Workplace Bullying (N = 621)

Paths	Outcome Variable	Predictor Variable	β	95%CI	
				LL	UL
a	PST	NA	.08**	.04	.05
b	WB	NA	.82**	.63	1.0
c	PST	WB	-.002	-.02	.01
d	PST	NA through WB	-.002	-.02	.02
a	GH	NA	.12**	.07	.17
b	WB	NA	.82**	.63	1.0
c	GH	WB	.05**	.03	.07
d	GH	NA through WB	.04**	.03	.07
a	PWB	NA	-.32**	-.42	-.22
b	WB	NA	.82**	.63	1.0
c	PWB	WB	-.04	-.08	.01
d	PWB	NA through WB	-.03	-.06	.004
a	JB	NA	.26**	.11	.42
b	WB	NA	.82**	.63	1.0
c	JB	WB	.09**	.03	.16
d	JB	NA through WB	.08**	.02	.14
a	JS	NA	-.15**	-.28	-.02
b	WB	NA	.82**	.63	1.0
c	JS	WB	-.11**	-.16	-.06
d	JS	NA through WB	-.09**	-.15	-.05

Note. PST = Perceived Stress; NA = Negative Affect; WB = Workplace Bullying, GH = General Health;

PWB = Psychological Wellbeing; JB = Job Burnout; JS = Job Satisfaction; ** $p < .000$.

Table 68 summarizes the findings of mediation analysis conducted through PROCESS macro for SPSS (Hayes, 2013) for testing the proposed model of workplace bullying. Model 4 was specified in the PROCESS macro for SPSS. Table 68 depicts the indirect effects of negative affect on outcomes of workplace bullying. Results revealed that negative affect significantly predict perceived stress $\{F(2, 637) = .068, p = n.s.\}$, and $(\beta = .008, t = .36, p < .05)$ but when indirect effects of workplace bullying are controlled, this prediction becomes non-significant showing no mediation at all as the results of Sobel's Z are also non-significant for the indirect effect of negative affect on perceived stress $(Z = -.19, p = n.s.)$.

A separate linear regression analysis for independent effects of negative affect on general health found to be significant $\{F(1, 638) = 34.72, p < .05\}$, and $(\beta = .12, t = 4.64, p < .05)$. Furthermore, the Table suggests that when indirect effects of workplace bullying are controlled, negative affect significantly predict general health suggesting complete mediation as the Bootstrap Upper and Lower limits indicate that the path 4 (i.e., NA predicting GH through WB) is meaningful in a sense that workplace bullying is found to be a complete mediator for the relationship of these two variables. Moreover, the results of Sobel's Z are also significant $(Z = 4.31, p < .002)$.

Negative affect also found to be a significant positive predictor of psychological wellbeing $\{F(1, 638) = 25.67, p < .05\}$, and $(\beta = -.33, t = -6.04, p < .05)$ but results suggests that when indirect effects of workplace bullying are controlled, negative affect is a non-significant predictor of psychological wellbeing suggesting no mediation. Similarly, the Bootstrap Upper and Lower limits indicate that workplace bullying is not a

significant mediator for the relationship of these two variables as the results of Sobel's Z are also non-significant ($Z = -1.59, p = \text{n.s.}$).

Results further revealed that negative affect is a positive predictor of job burnout $\{F(1, 638) = 15.13, p < .05\}$, and $(\beta = .26, t = 3.31, p < .05)$. However, the Bootstrap Upper and Lower limits indicate that the path 4 (i.e., NA predicting JB through WB) is meaningful in a sense that workplace bullying is found to be a complete mediator for the relationship of these two variables and the results of Sobel's Z are also significant for the ($Z = 2.85, p < .005$).

A separate linear regression analysis for independent effects of negative affect on job satisfaction suggests that negative affect is a significant negative predictor of job satisfaction $\{F(1, 638) = 16.27, p < .05\}$, and $(\beta = -.15, t = -2.30, p < .05)$. Furthermore, the Table 83 suggests that when indirect effects of workplace bullying are controlled, negative affect significantly predict job satisfaction suggesting complete mediation. Whereas, the Bootstrap Upper and Lower limits indicate that the path 4 (i.e., NA predicting JS through WB) is meaningful in a sense that workplace bullying is found to be a complete mediator for the relationship of these two variables. Moreover, the results of Sobel's Z are also significant for the indirect effect of negative affect on job satisfaction ($Z = -3.70, p < .005$).

Table 69

Standardized Path Coefficients for Direct and Indirect Effects of Compliance on Outcomes of Workplace Bullying (N = 621)

Paths	Outcome Variable	Predictor Variable	β	95%CI	
				LL	UL
a	PST	COM	.12**	.09	.16
b	WB	COM	-.38**	-.54	-.22
c	PST	WB	.01	-.01	.03
d	PST	COM through WB	-.004	-.01	.001
a	GH	COM	.04*	-.001	.08
b	WB	COM	-.38**	-.54	-.22
c	GH	WB	.07**	.05	.09
d	GH	COM through WB	-.03**	-.04	-.02
a	PWB	COM	.59**	.51	.66
b	WB	COM	-.38**	-.54	-.22
c	PWB	WB	-.02	-.06	.01
d	PWB	COM through WB	.01	-.001	.03
a	JB	COM	.52**	.40	.65
b	WB	COM	-.38**	-.54	-.22
c	JB	WB	.18**	.12	.24
d	JB	COM through WB	-.07**	-.11	-.04
a	JS	COM	.59**	.50	.69
b	WB	COM	-.38**	-.54	-.22
c	JS	WB	-.08**	-.12	-.03
d	JS	COM through WB	.03**	.01	.06

Note. PST = Perceived Stress; COM = Compliance; WB = Workplace Bullying, GH = General Health; PWB = Psychological Wellbeing; JB = Job Burnout; JS = Job Satisfaction; ** $p < .000$.

Table 69 summarizes the findings of mediation analysis conducted through PROCESS macro for SPSS (Hayes, 2013) for testing the proposed model of workplace

bullying. Model 4 was specified in the PROCESS macro for SPSS. Table 69 reveals the direct and indirect effects compliance on outcomes of workplace bullying. Results reveals that although compliance is a significant negative predictor of perceived stress $\{F(2, 637) = 22.73, p < .05\}$, and $(\beta = .12, t = 6.74, p < .05)$ but when indirect effects of workplace bullying are controlled, compliance does not significantly predict perceived stress and the workplace bullying is not to a significant mediator for the relationship of these two variables ($Z = -1.09, p = \text{n.s.}$). Table further shows that compliance is a significant positive predictor of general health $\{F(1, 638) = 25.09, p < .05\}$, and $(\beta = .04, t = 1.90, p < .05)$. Furthermore workplace bullying is found to be a complete mediator for the relationship of compliance and general health as the results of Sobel's Z are also significant ($Z = -3.80, p < .0001$).

Results also shows that compliance is a significant positive predictor of psychological wellbeing $\{F(1, 638) = 82.83, p < .05\}$, and $(\beta = .64, t = 12.17, p < .05)$. but there is no mediation of workplace bullying as the results of Sobel's Z are also non-significant ($Z = 1.41, p = \text{n.s.}$). The linear regression analysis for independent effects of compliance on job burnout suggests that compliance is a significant negative predictor of burnout $\{F(1, 638) = 46.35, p < .05\}$, and $(\beta = .52, t = 8.46, p < .05)$. Results also elaborated that workplace bullying is a significant mediator between compliance and job burnout with the significant value of Sobel's Z ($Z = -3.63, p < .005$). Findings further suggests that compliance is a significant positive predictor of job satisfaction $\{F(1, 638) = 94.48, p < .05\}$, and $(\beta = .59, t = 12.45, p < .05)$ and the workplace bullying found to be a significant mediator for this relationship with the significant Sobel's Z ($Z = 2.72, p < .005$).

Table 70

Standardized Path Coefficients for Direct and Indirect Effects of Work Environment on Outcomes of Workplace Bullying (N = 621)

Paths	Outcome Variable	Predictor Variable	β	95%CI	
				LL	UL
a	PST	WE	-.09**	.06	.12
b	WB	WE	-.20*	-.35	-.06
c	PST	WB	.01	-.01	.02
d	PST	WE through WB	-.001	-.01	.002
a	GH	WE	.09**	.05	.13
b	WB	WE	-.20**	-.35	-.06
c	GH	WB	.07**	.05	.09
d	GH	WE through WB	-.01**	-.03	-.04
a	PWB	WE	.44**	.37	.51
b	WB	WE	-.20**	-.35	-.06
c	PWB	WB	-.05	-.09	-.02
d	PWB	WE through WB	.01	.002	.03
a	JB	WE	.39**	.28	.49
b	WB	WE	-.20**	-.35	-.06
c	JB	WB	.18**	.09	.22
d	JB	WE through WB	-.03**	-.06	-.01
a	JS	WE	.61**	.53	.69
b	WB	WE	-.20**	-.35	-.06
c	JS	WB	-.09**	-.14	-.05
d	JS	WE through WB	.02**	.01	.04

Note. PST = Perceived Stress; WE = Work Environment; WB = Workplace Bullying, GH = General

Health; PWB = Psychological Wellbeing; JB = Job Burnout; JS = Job Satisfaction; ** $p < .000$.

Table 70 summarizes the findings of mediation analysis conducted through PROCESS macro for SPSS (Hayes, 2013) for testing the proposed model of workplace bullying. Model 4 was specified in the PROCESS macro for SPSS. Table 70 shows the results of direct and indirect effects of work environment on outcomes of workplace bullying. A linear regression analysis for independent effects of work environment on perceived stress suggests that work environment is a significant negative predictor of perceived stress $\{F(2, 637) = 17.51, p < .05\}$, and $(\beta = .09, t = 5.92, p < .05)$. However, the Table 70 further suggests that when indirect effects of workplace bullying are controlled, work environment does not significantly predict perceived stress suggesting no mediation and the Bootstrap Upper and Lower limits also indicate that the workplace bullying is not a significant mediator for the relationship of these two variables as the results of Sobel's Z are also non-significant ($Z = -.53, p = \text{n.s.}$). Furthermore, a linear regression analysis for measuring the independent effects of work environment on general health shows work environment as a significant positive predictor of general health $\{F(1, 638) = 36.98, p < .05\}$, and $(\beta = .09, t = 5.07, p < .05)$. Results further depicts that when indirect effects of workplace bullying are controlled, work environment significantly predict general health as the Bootstrap Upper and Lower limits indicate that the path 4 (i.e., WE predicting GH through WB) is meaningful in a sense that workplace bullying is found to be a complete mediator for the relationship of these two variables. Moreover, the results of Sobel's Z are also significant for the indirect effect of work environment ($Z = -2.57, p < .001$). Table also shows that although work environment is a significant positive predictor of psychological wellbeing $\{F(1, 638) = 90.25, p < .05\}$, and $(\beta = .44, t = 12.76, p < .05)$ however, when indirect effects of workplace bullying are

controlled, work environment does not significantly predict psychological wellbeing suggesting no mediation. The Bootstrap Upper and Lower limits also indicate that workplace bullying is not a significant mediator for the relationship of these two variables as the results of Sobel's Z are also non-significant ($Z = 1.89, p < n.s$).

Results of linear regression analysis for independent effects of work environment on job burnout suggests that work environment is a significant negative predictor of burnout $\{F(1, 638) = 35.99, p < .05\}$, and ($\beta = .39, t = 7.17, p < .05$) and it was further revealed from results that when indirect effects of workplace bullying are controlled, work environment significantly predict burnout suggesting complete mediation. Similarly, the Bootstrap Upper and Lower limits indicate that the path 4 (i.e., WE predicting JB through WB) is meaningful in a sense that workplace bullying is found to be a complete mediator for the relationship of work environment and job burnout. Moreover, the results of Sobel's Z are also significant for the indirect effect of work environment ($Z = -2.42, p < .01$). Lastly table depicts that the work environment is a significant positive predictor of job satisfaction $\{F(1, 638) = 136.11, p < .05\}$, and ($\beta = .61, t = 15.32, p < .05$). Moreover, results submit that when indirect effects of workplace bullying are controlled, work environment significantly predict job satisfaction suggesting complete mediation. The Bootstrap Upper and Lower limits indicate that the path 4 (i.e., PA predicting job satisfaction through WB) is meaningful in a sense that workplace bullying is found to be a complete mediator for the relationship of work environment with job satisfaction. Additionally, the results of Sobel's Z are also significant for the indirect effect of work environment ($Z = 2.29, p < .02$).

Model testing. In the previous section the indirect effects of antecedents on outcomes through workplace bullying have been measured and results revealed different significant and non-significant paths between antecedents and outcomes through workplace bullying. So the next portion is aimed to established a complete and comprehensive model including all the significant relationships between antecedents, outcomes and workplace bullying.

Table 71

Stepwise Model Fit Indices for a Proposed Model of Relationship between Antecedents, Outcomes and Workplace Bullying (N = 621)

Fit statistics	χ^2	df	RMR	RMSEA	GFI	AGFI	NFI	TLI	CFI
M 1	58.71	8	.04	.10	.98	.85	.94	.90	.97
M 2	80.49	23	.06	.06	.98	.93	.96	.94	.97

Table 71 reveals that second model with value of chi-square (23) = 80.49, is best fit as it has the greater values for attaining the best fit model. This Model presents a GFI (.98), AGFI (.93), TLI (.94), CFI (.97), and NFI (.96). RMSEA get an improved value closer to the set criterion (.06). Anyhow, second model appeared to have the best fit indices as compare to the first model presented in the table 71. The analysis further revealed that in order to achieve the best model fit, certain in-significant relating paths were removed as we move from the first model to the second. In the model 1 non-significant paths from agreeableness to workplace bullying, workplace bullying to psychological wellbeing and from positive affect, compliance and work environment to workplace bullying were removed from the proposed model. The removal of non-

significant paths upgraded the indices and give better model fit, so the table 66 exhibits that value of AGFI increased to .93 from .85 and NFI to .97 from .94 and RMSEA to .06 from .10.

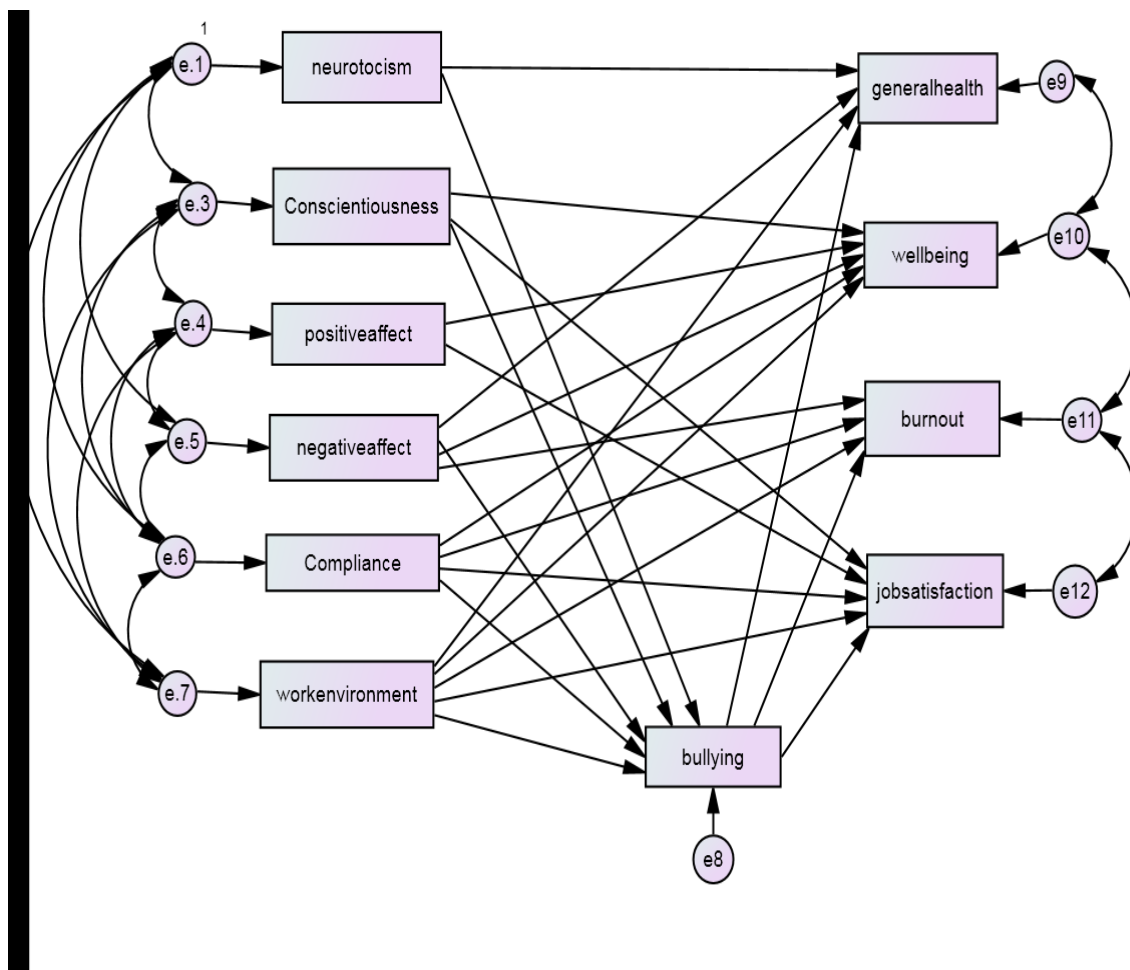


Figure 3. Model representing relationship between antecedents and outcomes of workplace bullying.

Figure 3 for sample of the study demonstrated that significant relationships exist between antecedents and outcomes of workplace bullying. Findings showed that positive significant prediction of job burnout ($\beta = .13, p = .001$) and general health ($\beta = .04, p = .001$) from workplace bullying. Furthermore, regarding the assumptions of paths from antecedents to workplace bullying, figure showed that neuroticism and negative affect is positively and significantly predicting the workplace bullying ($\beta = .66, p = .001$; $\beta = .64, p = .001$) contrary to that conscientiousness is negatively predicting workplace bullying ($\beta = -.74, p = .001$) whereas agreeableness didn't predict workplace bullying at all. The figure above also demonstrates that compliance and work environment as the significant predictor of workplace bullying.

Table 72

Stepwise Model Fit Indices for a Proposed Model of Relationship between Antecedents, Outcomes and Workplace Bullying for the Sample having Moderate to High Level of Experience of Bullying (N = 379)

Fit statistics	χ^2	df	RMSEA	GFI	AGFI	NFI	TLI	CFI
M 1	50.20	8	.11	.97	.86	.89	.67	.91
M 2	31.14	7	.09	.98	.90	.93	.80	.95

Table 72 reveals that second model with value of chi-square (7) = 31.14, is best fit as it has the greater values for attaining the best fit model. RMSEA get an improved value closer to the set criterion (.09). Anyhow, second model appeared to have the best fit indices as compare to the first model presented in the table 72. The analysis further revealed that in order to achieve the best model fit, certain insignificant relating paths were removed as we move from the first model to the

second. In the model 1 non-significant paths from agreeableness to workplace bullying, workplace bullying to psychological wellbeing and from positive affect and work environment to workplace bullying were removed from the proposed model. The removal of non-significant paths upgraded the indices and give better model fit, so the table 72 exhibits that value of AGFI increased to .90 from .86 and NFI to .93 from .89 and RMSEA to .09 from .11.

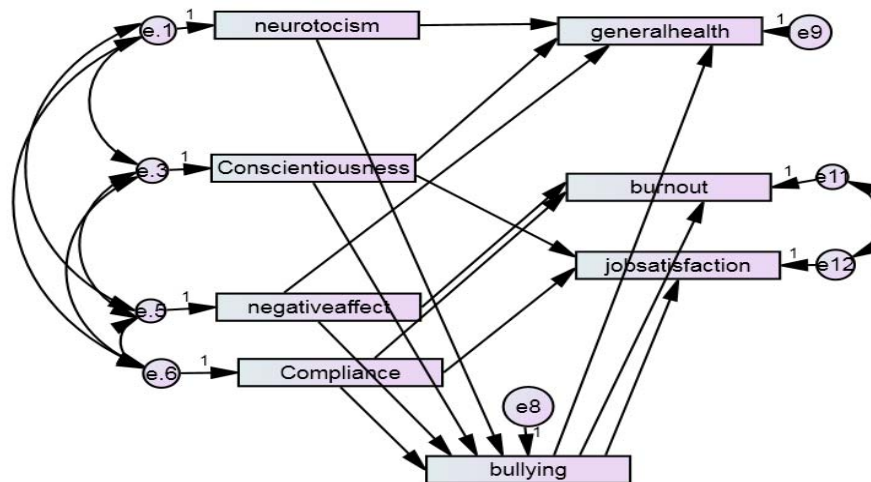


Figure 4. Model representing relationship between antecedents and outcomes of workplace bullying among sample experiencing moderate to high level of bullying.

Figure 4 for sample experiencing moderate to high level of bullying demonstrated that significant relationships exist between antecedents and outcomes of workplace bullying. Findings showed that positive significant prediction of job burnout ($\beta = .15, p = .001$) and general health ($\beta = .04, p = .001$) from workplace bullying. Furthermore, regarding the assumptions of paths from antecedents to workplace bullying, figure showed that neuroticism and negative affect is positively and significantly predicting the workplace bullying ($\beta = .76, p = .001$; $\beta = .52, p = .001$) contrary to that conscientiousness is negatively predicting workplace bullying ($\beta = -.08, p = .001$) whereas compliance negatively predicts ($\beta = -.16, p = .001$) the workplace bullying. The figure above also demonstrates that work environment is not the significant predictor of workplace bullying.

The model of the present study was tested across gender. For this purpose, firstly the model was freely estimated across the samples of men and women ($\chi^2 = 108.72, df = 42$). Secondly, all paths were constrained to be equal across the samples of men and women ($\chi^2 = 142.58, df = 67$). The non-significant difference in the chi square test was suggestive of the invariance of the model across the two groups ($\Delta\chi^2 = 33.85, \Delta df = 25, p = .11$). Thus, it was concluded that the gender of the employees did not moderate any path in the model of the present study.

Analysis on demographic characteristics.

Table 73

Analysis of Variance of Person-related, Work-related, and Workplace Bullying for all Sample (N = 621)

	Bankers (n = 261)		Teachers (n = 147)		Doctors (n = 108)		Telecom Employees (n = 105)		F	p
	M	SD	M	SD	M	SD	M	SD		
P-B	31.55	12.11	30.20	12.01	33.81	12.26	34.57	10.11	3.75	.01
W-B	27.01	9.08	25.56	9.77	27.92	9.18	30.68	8.49	6.71	.00
WB	58.55	20.24	55.76	21.07	61.73	20.58	65.25	17.41	5.21	.00

Note. P-B = Person-related Bullying; W-B = Work-related Bullying; WB = Workplace Bullying.

Table 73 is showing the overall comparison of employees from four different professions on the perception and forms of bullying. The results show that there is significant difference among four professions in the perception of workplace bullying and its forms. Results revealed that the highest perception of workplace bullying and its forms (person-related and work-related) are prevalent among telecommunication employees and doctors come on the second number as the victims of workplace bullying.

Table 74

Analysis of Variance of Person-related, Work-related, and Workplace Bullying for all Income Groups (N =621)

	Group 1 (n = 173)		Group 2 (n = 181)		Group 3 (n = 85)		Group 4 (n = 43)		F	η^2	λ
	M	SD	M	SD	M	SD	M	SD			
	P-B	30.58	11.12	32.08	12.66	36.88	11.51	35.47			
W-B	26.09	8.45	27.64	9.87	31.49	9.34	29.49	8.68	4.92**	.05	
WB	56.67	18.26	59.71	21.63	66.37	20.13	64.96	18.74	6.03**	.04	

Note. $p < .001$, P-B = Person-related Bullying; W-B = Work-related Bullying; WB = Workplace

Bullying, Group 1 = income upto 30000, Group 2 = income 30000 to 60000, Group 3 = income from 60000 to 90000, Group 4 = income above 90000.

Table 74 is showing the overall comparison of sample in terms of income level with reference to workplace bullying and its types. The findings illustrate significant differences in perception of bullying and its forms on the basis of income as the employees from third income group experience highest bullying at workplace as compare to other income groups.

Table 75

Means, Standard Deviations, & t-Values of Gender wise differences on Person-related Form, Work-related Form, Workplace Bullying, Perceived Stress, Emotional Exhaustion, Personal Accomplishment, and Job Burnout (N =621)

Variables	Men		Women		<i>t-value</i>	95%CI		Cohen's <i>d</i>
	<i>(n = 397)</i>		<i>(n = 224)</i>			LL	UL	
	<i>Mean</i>	<i>S.D</i>	<i>Mean</i>	<i>S.D</i>				
Person-related	32.92	11.79	30.74	11.93	2.20*	.24	4.12	0.18
Work-related	27.86	8.99	26.71	9.79	1.48	-.37	2.67	0.12
Workplace Bullying	60.78	19.77	57.45	20.97	1.97*	.01	6.64	0.16
Perceived Stress	19.22	4.43	20.33	4.44	-2.99**	-1.83	-.38	0.25
Emotional Exhaustion	22.96	8.64	24.34	8.28	-1.94*	-2.78	.012	0.16
Per.Accomplishment	26.07	8.82	27.58	7.84	-2.14*	-2.91	-.12	0.18
Job Burnout	60.90	16.11	64.32	14.75	-2.16**	-5.98	-.85	0.22

Table 75 identified significant gender differences on person-related form and workplace bullying. As above findings explain that men appeared to be significantly higher on person-related form of bullying { $t(621) = 2.20, p < .05$ } and workplace bullying { $t(621) = 1.97, p < .05$ } than women. Contrary to that, women ($M = 19.22, SD = 4.43$) scored significantly higher on perceived stress { $t(621) = -2.99, p < .05$ }. Additionally, results revealed significant differences regarding gender on emotional exhaustion { $t(621) = -1.94, p < .05$ } where women scored higher ($M = 24.34, SD = 8.28$) as compared to men ($M = 22.96, SD = 8.64$) and women also scored higher ($M = 27.58, SD = 7.84$) on personal accomplishment. The findings in table 86 also

confirmed significant gender differences $\{t(621) = -2.16, p < .05\}$ for job burnout where women employees seemed to be significantly high than men employees. Gender differences on other variables found to be non-significant so those are not reported in the table.

Discussion of Main Study

The aim of the current chapter is to describe the main findings of the current study in connection to relevant empirical literature and theory. The current section describes the results as well as it signifies their importance. In this section, the findings have been integrated with the previous existing literature in order to fill in the gap present in the literature.

The current section is arranged in such order as the results about the prevalence of workplace bullying originate the chapter along with the psychometric analysis. Then the relationship of workplace bullying with various important antecedents and outcomes are elaborated. This is followed by an explanation of predictive relationship between antecedents and workplace bullying along with forms of bullying. Impact of workplace bullying on its outcomes are explicated next. Lastly, this section ends by discussing the role of significant mediators and demographic influences of employees.

Psychometric analysis. The first and foremost aim of the current study was determining the psychometric properties of the instruments. The selected measures were presented to a convenient sample of 621 employees from various professional organizations of capital city and the Punjab province. Employees were selected from four different professions i.e., Banking, Teaching, Medicine, and Telecommunication.

The selection of employees from four different professional categories has its significance in term that the research literature suggests that prevalence rate depends on the sector and occupation as Hubert and Veldhoven (2001) designated the educational and industrial sectors as more prone to workplace bullying and abuse. Similarly, the professional and occupational settings in which these employees perform are also very important in relation to workplace bullying with respect to workplace bullying. As workplace bullying, its antecedents and outcomes does not happen in vacuum that is why organizational structure and culture is very important factor that can lead to workplace bullying. Alternatively, organizations can also be get affected by the victimization of their employees of workplace bullying which can hinder their performance and organizational progress at longer run. Keeping in view the significance of organizational structure or occupation in workplace bullying, current research was proposed to explore these variables across different professions.

First of all the instruments' psychometric soundness has been confirmed. This phase started with a confirmatory factor analysis in which the factor structure of each measure has been testified by analyzing the data using AMOS-18. The good model fit indices were retrieved from the analysis except for the NEO-FFI and Work Environment Scale. The indices for the NEO-FFI are below the acceptable threshold but that is because of the some issues in the scale. This scale has been reported previously to have low reliability coefficients in studies conducted in Pakistan (Afzal, 2011; Fayyaz, 2008). The lower indices for the work environment scale have the support from a previous study conducted in Pakistan (Maqsood, 2012) which reported the values as low as .60 - .78. In Pakistan, English version of Work Environment Scale (Moos, 1994) was administered on different occupational samples (Imam, 1993;

Maqsood & Rehman, 2004; Rehman & Maqsood, 2008). The confirmatory factor analysis on WES conducted in different studies revealed discrepancy in results. A study conducted by Booth, Norton, Webster, and Berry, (1976) suggested seven factors, and two factors were identified by Brookings, Chacos, Hightower, Howard, and Weiss, (1985). However, according to Moos (1994) the identification of three basic dimensions is necessary for an ample understanding of major features of work settings. Moos (1994) further mentioned that this identification of three factor structure is depending on the conceptualization, features of the selected population, applied statistical techniques and indices of goodness of fit. On the basis of this rationality the primary factor structure of work environment has been used in the present study that is comprised of three dimensions i.e., “relationship dimension, personal growth dimension and system maintenance dimension”. The factor loadings of most of the items meet the set criterion which represents the suitability and usability of these measures in the Pakistani culture. The factor loadings less than .30, were obtained for few items of the NEO-FFI and WES. Though certain items have low loadings but these items were not deleted from the scale during the analysis. This decision was made on the base of previous indigenous researches reporting the factor structure of these scales and a committee approach was also done to make decision about items having low factor loadings. The committee suggested that as these items were very important regarding the measurement of their particular construct and the study was not aimed to validate these instruments so we can retain these factors having factor loadings in the range of .20 for the sake of measuring the construct. Furthermore, the item total correlations and item corrected correlations found to be

significant having comparatively high magnitudes of correlation coefficients. So these items were retained and included in the further analysis.

Further, the internal consistency of all the measures was estimated by Cronbach's alpha coefficient. Findings depicted that most of the scales and their subscales have good alpha coefficients of .70 to .90s (see Table 42). The alpha reliability coefficients of all scales and respective subscales appeared to be above the threshold of .60 except Neuroticism and Openness to Experience Subscale of NEO-FFI. The further scrutiny of data revealed that the above mentioned subscales have some reverse scored items in scales, which involve principally positive items. The reverse or negative items involved in these scales are the major factors for low reliability. These scales had been reported to have low reliabilities in previous empirical studies conducted in Pakistan (Fayyaz, 2008). The reliability estimates of affectivity scale are .85 and .88 for the positive affect and negative affect respectively. Moreover, results also indicate that the reliability estimate for compliance scale is high (.86).

Findings of Work Environment Scale (WES) show significant alpha reliability coefficients for dimensions of Relationship ($\alpha = .66$), Personal Growth ($\alpha = .70$) and System Maintenance and Change ($\alpha = .80$) and a total score reliability for the WES was reported to be ($\alpha = .89$) that is quite high.

Results of Perceived Stress Scale also depicted satisfactory alpha reliability (.67). Furthermore, the results also revealed the reliability of general health and psychological wellbeing in acceptable range respectively (.74 & .78). the high reliability coefficient ($\alpha = .86$) of Maslach Burnout Inventory delivered reasonable proof for its psychometric soundness. In comparison to the pilot study, an increased

values of reliability coefficients have been obtained in the main study. The reliability of job satisfaction scale is also high (.89) depicting its internal consistency.

Prevalence of workplace bullying. The present study was mainly commenced to measure the exposure of workplace bullying among employees of different professions. The results of prevalence of workplace bullying depicted that workplace bullying existed among Pakistani employees and almost 41% of the employees reported to be victimized at different time durations (see Table 43) but the gender differences are non-significant. The findings of previous studies supported our results as on the basis of measuring technique and profession, the prevalence of workplace bullying ranges from 1 % to 50 % (Fonts, Santana, Pelloso, & Carvalho, 2013; Martino et al., 2003). Cusack (2000) also reported that 38% of employees become target of workplace bullying. Rutherford and Rissel (2004) described that providing a definition of bullying, 50% of the selected subjects claimed to be the target of bullying.

The findings regarding the duration of experience of bullying suggested highlighting the past 6 months as the most crucial time period for the onset of bullying and the second highest percentage was reported in the past year (see Table 44). On average 57% of respondents reported to be victimized at different periods of times. The past literature supported these results by explaining the bullying as a negative phenomenon having average time duration from 6 to 24 months (Einarsen & Skogstad, 1996; Leymann, 1996; Zapf et al., 2003). Results on gender differences were reported to be non-significant. The results also revealed that the highest ratio of perception of workplace bullying was among bank employees. The findings on

identifying the bully exposed that maximum number of respondents mentioned that mostly the bully is a supervisors / managers (see Table 45) and again experiencing the workplace bullying from supervisor was reported by bank employees. The reason for bank employees' high perception of bullying is perhaps their nature of work. As they have to meet the annual targets which automatically put them on risk to face negative acts from supervisor or boss. These results get support from the past empirical evidences which explain that mostly a boss is a perpetrator (Einarsen & Skogstad, 1996). Furthermore it was also found out that men employees were more targeted by the subordinates as compare to the women employees where as women employees are more victimized by coworkers and customers yet these differences were found to be non-significant. The findings regarding the bullying experience in the previous 6 months indicated an increase reporting of victimization in this time period (see Table 46). Table 47 suggested an increased number of respondents claimed to be victimized for more than 12 months and are supported by the existing literature on past bullying (Hoel & Cooper, 2000; Hoel et al., 2001; Salin, 2001).

Relationship of workplace bullying with variables of the study. The next part of the results entailed the correlation of workplace bullying with different variables of the study (see Table 49). The correlation matrix depicted a distinctive array of important negative and positive associations among variables of the current study. Majority of the findings regarding the correlation are in the direction of existing literature. The major assumption with reference to the relationship of workplace bullying with personality traits was supported by the findings that workplace bullying has significant positive correlation with neuroticism, but on the

contrary is significantly negatively correlated with extraversion, agreeableness, and conscientiousness. These results are supported by the previous research findings which suggest that victims of workplace bullying are less extrovert, less agreeable and less conscientiousness. It can be described as a more extraverted, agreeable and conscientious person is less likely to suffer from workplace bullying. Results further indicated the non-significant relationship between openness to experience and workplace bullying. Existing literature also supported these findings by disregarding the importance of personal traits in workplace bullying (Leymann, 1996; Leymann & Gustafsson, 1996).

The study revealed that extroversion is significantly negatively associated with workplace bullying and suggested that targets will be less extraverted. Correspondingly, workplace bullying has a significant negative relation with agreeableness and conscientiousness. This can be explained as a less agreeable and less conscientious individual will be more susceptible to be victimized because the person scoring low will be dependent, unrealistic and chaotic and can be victimized easily. Existing empirical literature supported these results as the targets are less extroverted, less agreeable and less conscientious but are emotionally unstable (Brodsky 1976; Coyne, et al., 2000; Einarsen et al., 1994; Mikkelsen & Einarsen 2002; Niedle, 1995; O'Moore et al., 1998; Olweus, 1993; Thylefor, 1987; Vartia, 1996).

Results further revealed that workplace bullying is positively related with negative affect but is negatively related with positive affect (see Table 49). Results revealed that person scoring high on negative affect experienced high bullying whereas person scoring high on the positive affect experienced low level of workplace

bullying. These results are supported by the research findings in which extraversion and neuroticism are taken as the parallel term for positive affect and negative affect and it was revealed from those studies that extraversion that is equated with positive affectivity and neuroticism with negative affectivity was found to be positively related with workplace bullying while a significant negative relationship was found between extraversion and workplace bullying (Coyne, et al., 2000; Mikkelsen & Einarsen, 2002; Vartia, 1996; Zapf, 1999). According to Zellars et al., (2004) neurotic people are more likely to experience unpleasant moods while people high on PA are likely to have broader sense of well-being as they engaged more in pleasurable activities, and they are in positive emotional states (Tellegen, 1985).

Further, table revealed that workplace bullying is negatively associated with group compliance (see Table 49). It means that person scoring high on compliance is considered as a part of in-group and are treated more positively which lead to a lower level of bullying experience. These findings are in-line with the previous empirical findings (Gamian-Wilk, 2013) which elaborated that workplace bullying is significantly negatively correlated with the compliance.

Results on the relationship of workplace bullying with work environment depicted that work environment is significantly negatively related with bullying. Similarly the bullying has negative association with relationship dimension and personal growth dimension. It means that if a person scores high on these dimensions he/she will have lower experience of bullying as he/she have good relations with others at workplace and have a unique sense of personal growth. These findings are also supported by the previous research findings where workers report high percentage of exposure to workplace bullying when workplaces are hectic, volatile,

and discernible by high levels job insecurity, role-conflict or strain, workers are far more likely to report being bullied (Hodson et al., 2006; Lawrence, 2001). The physical environment can also intensify hostile acts. The risk of bullying may increase due to electronic surveillance, lack of space or privacy, physically uncomfortable equipment and accommodations may increase the risk of bullying (Barling, 1996).

Perceived stress has been found non-significantly related with bullying. General health is positively associated with workplace bullying while psychological wellbeing is significantly negatively associated with bullying. It can be elaborated as the high score on the general health questionnaire depicts the low level of health. So if a person has high perception of bullying, he will suffer from a decline in general health. Similarly the high score of bullying will leads towards a decline in the psychological wellbeing of employees. These findings are supported by the previous research findings as due to the exposure of workplace bullying, there is a high probability that victims will suffer from various health consequences as a result of social stress (Vartia, 2001; Zapf, 1999). According to Einarsen and Mikkelsen (2003) the most common types of health consequences are incidents of mental and emotional distress, aggravations, and symptoms of depression. Agervold and Mikkelsen (2004) also noted that frequent targets of workplace bullying demonstrated negative health behaviors such as psychological stress and mental distress and they showed more absenteeism than those who were not bullied. Empirical evidences indicate that bullying has an important impact on all aspects of targets' lives. The self-esteem (Price-Spratlen, 1995), physical and emotional health (Duffy, et al., 2002; Rospenda, 2002), and cognitive functioning (Brodsky, 1976) of victims are all at risk.

Similarly results also revealed that workplace bullying is positively associated with job burnout whereas it is negatively associated with job satisfaction. Previous empirical studies also supported these findings by reporting that significant relationships has been found out between perceived bullying and overall job satisfaction, (Einarsen & Raknes, 1997; Einarsen, Matthiesen, & Skogstad, 1998; Quine, 1999). Many researches regarded bullying as a severe social stressor at work, and as a critical life event (Mikkelsen & Einarsen, 2002; Niedl, 1996; Zapf et al., 1996) that cause lowered job satisfaction, lowered well-being, and increased job burnout.

The correlation of forms of workplace bullying (person-related on diagonal & work-related off diagonal) with the antecedents and outcomes of bullying was presented in the next section (see Table 50). Table depicts that person-related form of workplace bullying has significant positive association with negative affect, general health and burnout whereas a significant negative relationship of person-related form of bullying was found out with extraversion, openness to experience, agreeableness, conscientiousness, positive affect, and compliance. These findings are supported by previous research findings (Tellegen, 1985; Zellars et al., 2004). Similarly literature supported that victims of bullying suffer a decline in general health and have an increased level of job burnout (Einarsen & Mikkelsen, 2003; Hoel & Cooper, 2000; Keashly & Jagatic, 2000; Leymann & Gustafsson, 1996; Mikkelsen & Einarsen, 2002; Price-Spratlen, 1995).

Results further revealed that person-related form of bullying had significant negative correlation with total score of work environment scale along with its two dimensions i.e., relationship dimension and personal growth dimension but had a non-

significant relationship with system maintenance dimension. These findings are supported by the findings that suggested that physical environment is the key factor in perception of bullying (Barling, 1996). Furthermore, the relationships with outcomes of bullying were also depicted in the table as person-related form is negatively associated with psychological wellbeing and job satisfaction.

Similarly the work-related form of bullying is significantly positively associated with neuroticism, negative affect, general health, and job burnout. Table further indicated that work-related form had significant negative relationship with agreeableness, conscientiousness, positive affect, compliance and total score of work environment scale while the relationship with the dimensions of work environment was found to be non-significant. The significant negative relationship between work-related form of bullying, psychological wellbeing and job satisfaction was found out. All these findings are in-line with the previous research findings. Seeing these relationships in serial fashion elucidated that employees having the positive characteristics and working in positive work environment will have a decreased level of bullying experience which will further reduced the level of negative outcomes.

Antecedents predicting workplace bullying. The very basic aim of the current research was to inspect how antecedents may influence workplace bullying. The present study has conceptualized the personality traits, affectivity, compliance and work environment as the predictors of workplace bullying and forms of bullying among Pakistani employees.

Personality traits as predictor of workplace bullying. In the current study, results have supported our hypothesis 1a as neuroticism turned out to be a significant positive predictor of workplace bullying and both of its forms i.e., person-related and work-related when demographic variables have been controlled (see Table 51 & 56). Employees having the high score on neuroticism tend to experience more bullying as compare to the persons scoring low on neuroticism. Results also confirmed our hypotheses 1e as it revealed that conscientiousness significantly negatively predicted the workplace bullying, person related form and work-related form of bullying when the effect of gender and age are controlled. It means that despite the gender and age, person who is more conscientious will experience less bullying. But our hypotheses 1b, 1c, and 1d are rejected as extraversion, openness to experience, and agreeableness had non-significant prediction of workplace bullying. These findings are supported by existing research results (Nielsen, & Einarsen, 2013; Nielsen, & Knardahl, 2015)

Similarly hypotheses 2a and 2b are accepted as results revealed that positive affect had significant negative relationship with workplace bullying, person-related and work-related form. It means that positive affectivity will lead to less exposure to workplace bullying. Negative affect positively predicted workplace bullying and both of its forms i.e., person-related and work-related. Coyne et al. (2000) supported these results by suggesting that personal factors can be an important predictor of workplace bullying. Furthermore, Einarsen (2000) reported that the target's personality is an important factor in dealing with exposure of workplace bullying.

Results also revealed that workplace bullying is significantly negatively predicted by group compliance and hypothesis 3 is fully supported by these findings as compliance not only predicted bullying but it also significantly predicted both

forms of bullying i.e., person-related and work-related when we controlled the gender and age. These findings are supported by the previous research of Gamian-Wilk (2013) on significant relationship between compliance and bullying.

The hypothesis number 4 is not supported as results revealed that work environment is non-significantly predicted workplace bullying. The hypotheses 4a, 4b and 4c are also rejected as the relationship, personal growth and system maintenance dimension had non-significant prediction for workplace bullying and both of its form; person-related and work-related form of bullying. All these findings are against the previous literature which suggested that work environment is very crucial regarding perception of workplace bullying (Tambur & Vadi, 2012).

Bullying as predictor of outcomes. The present research further made assumption that workplace bullying had significant impact on certain individual as well as organizational factors. The findings on this assumption demonstrated that when we controlled gender and age, bullying and both of its forms significantly predicted the general health, psychological wellbeing, job burnout and job satisfaction. But the direction of prediction varies for outcomes as workplace bullying positively predicted general health and job burnout whereas psychological wellbeing and job satisfaction were negatively predicted by the bullying and forms of bullying i.e., person-related and work-related. These findings are in-line with the previous research findings which depicted the same line of direction among bullying and these outcome variables (Hoel & Cooper, 2000; Keashly & Jagatic, 2000; Leymann & Gustafsson, 1996; Mikkelsen & Einarsen, 2002; Price-Spratlen, 1995; Theorell, et al., 2015; Torok, et al., 2016; Verkuil, et al., 2015).

It can be concluded that workplace bullying is an important phenomenon at workplace which is triggered by different antecedents working on each level; individual, group, and organizational and this bullying then further leads to different negative outcomes that hinder not only the employees' performance but also the organizational performance.

Indirect effects of antecedents through workplace bullying. The next portion of analysis includes the indirect effects of antecedents on outcomes through workplace bullying. The results reported that hypothesis 10a was partially accepted as findings supported the mediational hypothesis (see Table 64) which demonstrated that neuroticism was no longer a significant predictor of perceived stress after controlling for the mediator workplace bullying. Results further revealed that when the effect of mediator workplace bullying was controlled, neuroticism positively predicted the general health and job burnout and workplace bullying enhances this relationship. Table further revealed that neuroticism is a negative predictor of job satisfaction and workplace bullying significantly negatively mediates this relationship.

Results on the indirect effects of agreeableness reveal that agreeableness is a negative predictor of decrease in health and workplace bullying also negatively mediates this relationship (see Table 65). Table further demonstrated that agreeableness negatively predicted the job burnout and when workplace bullying is taken as a mediator it negatively impacts this relationship. Results also depicted that agreeableness positively predicted the job satisfaction and workplace bullying negatively mediates this relationship. No significant effect was found out on

perceived stress and psychological wellbeing thus hypothesis 10b was also partially accepted.

The results also demonstrated that conscientiousness is a significant negative predictor of general health and job burnout while significant positive predictor of the job satisfaction and workplace bullying negatively mediates these relationships (see Table 66). However, no significant mediation was found out for perceived stress and psychological wellbeing.

The findings on mediating role of workplace bullying on relationship of positive affect with general health, job burnout and job satisfaction was found to be significant where workplace negatively mediates these relationships (see Table 67). However no significant mediation was found on relationship of positive affect with perceived stress and psychological wellbeing. Thus hypothesis 11a is partially accepted.

The hypothesis 11b is also partially supported as the findings demonstrated that negative affect is a positive predictor of perceived stress, general health and job burnout while is a negative predictor of psychological wellbeing and job satisfaction (see Table 68). However, results further revealed that workplace bullying has a significant mediating affect with general health, job burnout and job satisfaction only as no mediation was found out on relationship of negative affect with perceived stress and psychological wellbeing.

Results supported the hypothesis 12 as the findings depicted that compliance is a positive predictor of psychological wellbeing and job satisfaction but is a negative predictor of perceived stress, general health, and job burnout (see Table 69). The mediating analysis depicted that workplace bullying significantly negatively mediate

the relationship of compliance with general health, job burnout and job satisfaction while no mediation was found with perceived stress and psychological wellbeing.

The analysis on mediating effect of workplace bullying on relationship of work environment with general health, job burnout and job satisfaction was found to be negatively significant whereas it is non-significant on relationship of work environment perceived stress and psychological wellbeing (see Table 70). Thus hypothesis 13 is also partially accepted.

Model testing. This portion of results was established for the testing of proposed model of relationship between antecedents, outcomes and workplace bullying. Results depicted significant prediction of antecedents and outcomes on workplace bullying. Supplementary, the results of Structure Equation Modeling reveal that the correlation of antecedents and outcomes was interceded by workplace bullying as a new addition in existing literature.

The outcome of SEM (see Table 71) determine good model fit for proposed model of relationship for Pakistani sample. Previous research findings supported these results as neuroticism and negative affect emerged as significant positive factors of workplace bullying and conscientiousness as negative predictor of workplace bullying (Coyne et al., 2000; Einarsen, 2000) whereas for compliance similar lines were seen as determined in previous researches that compliance and work environment were negative predictors of workplace bullying (Ashforth, 1994; Bjorkqvist et al., 1994, Einarsen et al., 1994; Gamian-Wilk, 2013; Vartia, 1996). Similarly Zapf et al., (1996b) also mentioned that worst work environment is associated with most severely bullied. Additionally, certain amendments in array of association between variables

of the current study has been done for Pakistani employees, agreeableness and positive affect appeared non-significant predictor of workplace bullying. According to Thylefors (1987) compliance may be more relevant to workplace bullying in cases where individuals are perceived as strangers and are dissimilar to the group. These persons can be targeted more and taken as scapegoat but the compliance doesn't appear as significant predictor of workplace bullying in our culture.

Similarly work environment plays a very important role in the explanation of workplace bullying (Einarsen, 2000; Hoel et al., 1999). Furthermore, another study indicated that organizational change including downscaling and de-layering also funded in the ambiguous authority interactions among individuals and on the basis of this argument it is found a very competitive and politicized work environment is associated with workplace bullying (O'Moore et al., 1998; Salin, 2001a, Vartia, 1996). Therefore, tension and conflict between individuals employed in independent and self-governing teams can be heightened due to pressure of work. It might also be explained that the existence of stressors at workplace may lead to the perception of hostility (Brotsky, 1976; Einarsen et al., 1994a).

At a broader level both individual and organizational level factors along with workplace bullying play an important role in explaining the outcomes of workplace bullying (Vartia, 1996). The suggested model of the current study also reveals the mediating role of workplace bullying for antecedents and outcomes and provides a comparatively novel trend to the prevailing literature. The existing empirical literature also provide certain confirmation like workplace bullying leads to negative individual and organizational outcomes (Hoel & Cooper, 2000a; Keashly & Jagatic, 2000; Mikkelsen & Einarsen, 2002a; Niedle, 1996; Quine, 1999). The current study

mentions the role of workplace bullying as a mediator between antecedents and outcomes in four different professions as the relationship strengthens with the intermediation of workplace bullying. Though the very small variation has been seen due to the increased beta values however, the obtained good fit of model ensures the existence of mediation. It can be said that individuals who possess certain traits and are victims of workplace bullying suffer from different negative physical and psychological outcomes which further lead to deteriorate organization related factors. Therefore present research take individual characteristics and work environment preceding the workplace bullying and our proposed model (where bullying mediates between antecedents and outcomes) provided a better fit model to the current data.

Model testing for sample reporting moderate to high level of bullying experience. Furthermore, the model was tested on the specific sample which reported to have moderate to high level of workplace bullying. The sample which demonstrated low or no bullying experience has been excluded from the sample and the remaining sample was used to further testify the proposed model of variables by AMOS. The model emerged somewhat differently for this specific sample as compare to the total sample as certain paths become non-significant for this specific sample. Results revealed that the outcome of SEM (see Table 72) determine good model fit for proposed model of relationship for Pakistani sample reported being bullied. Previous research findings supported these results as neuroticism and negative affect emerged as significant positive predictors of workplace bullying and conscientiousness emerged as negative predictor of workplace bullying (Einarsen, 2000). Compliance revealed to be the significant negative predictor similar to previous model and is also supported by previous findings (Ashforth, 1994; Einarsen

et al., 1994; Gamian-Wilk, 2013; Vartia, 1996). According to Thylefors (1987), compliance may be more relevant to workplace bullying in cases where individuals are perceived as strangers and are dissimilar to the group. These persons can be targeted more and taken as scapegoat. But the model differs from the model tested on the total sample as the work environment appeared to be the non-significant predictor of workplace bullying. Additionally, certain amendments in array of association between variables of the current study has been done for Pakistani employees, extraversion, openness to experience, agreeableness, positive affect, and work environment appeared non-significant predictor of workplace bullying.

At a broader level both individual and organizational level factors along with workplace bullying play an important role in explaining the outcomes of workplace bullying (Vartia, 1996). The suggested model of the current study also reveals the mediating role of workplace bullying for antecedents and outcomes and provides a comparatively novel trend to the prevailing literature. The existing empirical literature also provide certain confirmation like workplace bullying leads to negative individual and organizational outcomes (Hoel & Cooper, 2000a; Keashly & Jagatic, 2000; Mikkelsen & Einarsen, 2002a; Niedle, 1996; Quine, 1999). The current study mentions the role of workplace bullying as a mediator between antecedents and outcomes in four different professions as the relationship strengthens with the intermediation of workplace bullying. Though the very small variation has been seen due to the increased beta values however, the obtained good fit of model ensures the existence of mediation. It can be said that individuals who possess certain traits and are victims of workplace bullying suffer from different negative physical and psychological outcomes which further lead to deteriorate organization related factors.

Therefore present research take individual characteristics and work environment preceding the workplace bullying and our proposed model (where bullying mediates between antecedents and outcomes) provided a better fit model to the current data.

Demographic. The role of the demographic variables was also studied in this research.

Profession. The results of the current study on the comparison of four professions for the workplace bullying and its forms showed significant difference on workplace bullying and its forms i.e., Person-related and Work-related (see Table 67). Results revealed that employees of telecommunication have highest score on workplace bullying and doctors have second highest score respectively while the university teachers have lowest score on workplace bullying. The reason for high score on workplace bullying in telecommunication sector and health sector may be due to nature of job as the employees of both these professions have a direct contact with customers and their job is a full time job with an attempt to help the customers.

Income group. The significant differences on the level of income were reported in the current study for workplace bullying and its types (see Table 68). Though the differences significant but the average scores of third (having income from 60000 to 90000) income group are to some extent high than the other income groups for workplace bullying and its types i.e., person-related and work-related. The presence of professional jealousy explains these findings as a person having low income tries to compensate this deficiency by criticizing the person having high income.

Gender. The gender differences with regard to prevalence of workplace bullying revealed that there are non-significant gender differences on the perception of bullying experience, duration of bullying, perception of perpetrator of bullying and witnessing the bullying in the past (see table 43, 44, 45, & 47). Results further depicted significant gender differences regarding the victimization in the previous 12 months. The results also showed that the men employees reported to experience person-related form of bullying more than women employees (see Table 74). It can be inferred that in our culture men become more targets of bullying than women because in Pakistan, women get more respect and prestige and people prefer not to give comments about them whereas the men are more susceptible to comments and jokes related to personal life. Another reason can be the lack of reporting the bullying by women, as mostly women accepted the negative behavior silently and never reported these due to the fear of getting labialized by others. In the male oriented society, women never get a chance to go to certain high job designation due to glass ceiling effect that's why they are less prone to be the target of bullying as no one perceives them as a threat for themselves. These findings are supported by a previous unpublished research which explains that men experience more person-related bullying than women (Bashir, 2009).

Findings of Table 75 further described significant gender differences of employees on perceived stress, emotional exhaustion, personal accomplishment and job burnout whereas no significant gender differences of employees were found out on personality traits, affectivity, compliance and work environment. The similar findings have been reported in a previous study regarding non-significant gender differences on extroversion, agreeableness, and conscientiousness (Mastor, 2006).

These non-significant gender differences can be originated due to cultural characteristics. The social settings, norm and values of Pakistani culture are significantly contradictory from the cultures of other countries of the world. Furthermore, significant inconsistencies have been found in comparing the Pakistani culture with other Asian cultures. Furthermore, no significant differences have been found out on marital status.

GENERAL DISCUSSION

(Overview of Study)

Within a time-span of few decades, the concept of workplace bullying has found a significance among a lot of European employees along with the academic community. The phenomenon of exposure to constant abuses or aggressive remarks, obstinate condemnation, and physical abuse is being labeled as mobbing at work in Scandinavian and German countries (Leymann, 1996) and bullying at work in many English-speaking countries (Liefoghe & Olafsson, 1999). The causes of bullying is a hot issue of debate as some argue that individual antecedents are undeniably involved in the bullying (Coyne et al., 2000) while others deny the importance of individual characteristics by claiming that organizational factors relating to work environment were the main cause of bullying (Leymann, 1996). Furthermore, exposure to workplace bullying has been suggested as a substantial cause of social stress at work (Zapf, 1999a; Vartia, 2001) and as a crippling and devastating problem for employees (Wilson, 1991). Though, the effects on the targets' life gained much attention from the beginning of the research in the field of workplace bullying, yet the organizational outcomes of workplace bullying has mostly been overlooked. O'Moore et al., (1998) reported that exposure of workplace bullying undermines the private and occupational functioning of the victim.

Therefore, the present research aimed to study the individual and organizational antecedents of workplace bullying along with exploring the individual and organizational outcomes of workplace bullying. In this section, the major streaks inferred from the findings of current study in relation to the indigenous context have

been discussed. The sample of the current study was a group of employees from age 22-60 years collected from four different professions (teaching, telecommunication, medical and bank). The selection of these professional categories has great significance as the highest percentage of prevalence of workplace bullying was reported among employees of these categories. (Einarsen, & Skogstad, 1996; Leymann, 1993; Niedle, 1995; Vartia, 1993). Secondly the selection of sample from these four professions was necessary as with the increasing awareness of workplace bullying in present day world there is need to determine the sectors which are at high risk of bullying. Past existing literature has confirmed the need to comprehend the role of individual and organizational antecedents in the explanation of workplace bullying along with determining its outcomes which can hinder the personal as well as professional health of its victims.

This study was accomplished in two phases for drawing the significant and structured inferences from the relationships of study variables. Pilot study was the first phase in which psychometric properties (reliability and validity) of the measures were established. Although all the scales have already been used in different studies in Pakistani culture yet the psychometrics were established for the selected sample of the study. The factor structure of the instruments was investigated and confirmed through Confirmatory Factor Analysis. The results of the CFA confirmed the existing factor structure for the selected sample. Previous indigenous researches supported these results and these instruments were considered suitable for capturing and measuring the selected constructs (Ansari, 2010; Bashir, 2009; Fayyaz, 2008; Maqsood, 2012).

The next portion of the study comprised of measuring the prevalence and duration of workplace bullying. Results revealed that more than 40 % of the sample

reported to being bullied by different perpetrators. Results also revealed that highest exposure of bullying was reported in the last six months.

Main study was conducted in the second phase of study which was directed for testing the hypothesis based on the relationships of variables and model testing. These results were in the direction of the existing literature (Appelberg, Romanov, Honkasalo, & Koskenvuo, 1991; Einarsen & Mikkelsen, 2003; Hoel & Cooper, 2000; Keashly & Jagatic, 2000; Leymann & Gustafsson, 1996; Mikkelsen & Einarsen, 2002; Price-Spratlen, 1995; Tellegen, 1985; Zellars et al., 2004) and evidences support our hypotheses as the relationship between personality traits (neuroticism, agreeableness, & conscientiousness), affectivity, compliance, work environment and workplace bullying was significant. The findings showed that the neuroticism, agreeableness, and conscientiousness predicted the theoretically related workplace bullying highlighting that the individual who is more anxious, and less agreeable and less conscientious will be a victim of workplace bullying (Coyne et al., 2000).

Further in this phase we hypothesized individual and organizational consequences as an outcome product of both antecedents and workplace bullying. The findings for this relation were also in line with literature (Hoel & Cooper, 2000a; Keashly & Jagatic, 2000; Mikkelsen & Einarsen, 2002s; Niedle, 1996; Quine, 1999) as individual factors and work environment significantly predicted workplace bullying which further predicted these hypothesized outcomes.

Furthermore, this phase explored role of demographic (i.e., profession, qualification, income level and gender) for the selected sample. The results of the current study on the comparison of four professions for the workplace bullying and its forms showed significant differences on workplace bullying and its forms i.e., Person-

related and Work-related as employees of telecommunication have highest score on workplace bullying and doctors have second highest score respectively while the university teachers have lowest score on workplace bullying. No significant differences have been found out on the basis of educational level, but the income level has significant differences as the mean score of third (having income from 60000 to 90000) income group is slightly high as compare to the other income groups on workplace bullying and its forms i.e., person-related and work-related form of bullying.

The findings revealed the differences for gender as men were high on workplace bullying and person-related form of bullying than women. These findings are in-line with the previous empirical study conducted in Pakistan (Bashir, 2009) as the logic behind these findings is the fact that women get more respect and honor in our country and mostly persons avoid criticizing their personal life. So the men are more prone to personal comments and jokes related to personal life. Furthermore, significant gender differences were also found out on perceived stress, emotional exhaustion, personal accomplishment and job burnout whereas no significant gender differences of employees were found out on personality traits, affectivity, compliance and work environment. Culture is a reason behind these gender differences as different cultures inforces their members to portray different personality traits.

Conclusion

The present study explored the relationship between antecedents and outcomes of workplace bullying and expanded these relationships by including demographics and by testing the mediating role of workplace bullying. Firstly, the current study

proved that the selected constructs were universally associated with the workplace bullying. This study gives empirical evidences for the use of these instruments as the initial validation of these instrument reveal the existence of same factor structure in our culture. Findings showed that workplace bullying and its antecedents were significantly relating and predicting the outcomes of workplace bullying in the trend of previous literature. Lastly, the results of suggested model of interactions among antecedents, workplace bullying and outcomes identified that antecedents acted as baseline and determine the exposure of workplace bullying which in turn leads to negative outcomes. Current study also revealed that workplace bullying also play a mediating role between individual and organizational level antecedents and outcomes of appearing at both individual and organizational level. Results revealed that consequences of workplace bullying can either be effecting on individual level or on organizational level. In conclusion, this research provide us empirical evidence and better understanding of how antecedents leads to workplace bullying and how this bullying further leads to outcomes, and how other demographic differences exist regarding these variables. Beyond all, this research opens new arenas of research and enhances the understanding of issues regarding workplace bullying among employees for employers, and organizations to plan policies and interventions for the betterment of employees.

Implications of the Present Study

This is the first study in Pakistan that has explored the antecedents and outcomes of workplace bullying among employees of different professions. It is an exploratory study in terms of selected sample and the integration of antecedents and outcomes. The current study has procreated firm implications that can be benefitted for making effectual human resource development. For that reason, this portion presents a crisp review of striking implications of the current study.

1. It is anticipated that the findings of the study will have important implications both in academic and practical settings. It may set a new arena for the research ventures where workplace bullying may be studied in relation to different occupational categories.
2. On the practical side, the current investigation will have a direct bearing upon certain problems commonly faced by different organizations like absenteeism, turn over, and left over. The line of reasoning behind this rationale is that the identification of different factors leads to understand the causes of workplace bullying, which might result in an appropriate work environment in any organization with opportunities of personal as well as organizational growth. This awareness of the process of workplace bullying and its antecedents may help the organizations in developing better strategies to avoid negative corollaries and maximizing the positive ones.
3. This study has elaborated the pragmatic approach of different levels of antecedents leading to bullying. The findings suggested that not only personality traits (neuroticism and negative affectivity), initiate bullying process but the other factors (group compliance and work environment) also

significantly curtail the likelihood of employees to be a victim of bullying. Results also suggested that employees scoring high on neuroticism and negative affect are more likely to be a victim of bullying at workplace whereas employees scoring high on extraversion, agreeableness, conscientiousness, and positive affect decrease the risk of being a victim of bullying. Therefore, these positive personality characteristics must be checked and given importance in the process of selection and recruitment.

4. Given the findings of the present study, which demonstrated group compliance and work environment as significant predictor of workplace bullying, organizations must evolve such environment that will be healthy and nurturing for employees and give them a platform to establish good relations and compliance with each other.
5. Results of the present study pertaining to dimensions of work environment also entail very important implications for organizations of Pakistan. Relationship dimension turned out to be the significant negative predictor of person-related form and overall bullying. Such important role of relationship dimension dictates that work environment of our organizations should be conducive to the development of healthy relations with colleagues and supervisors. A work environment where coworker cohesion and supervisor's support are adequate, is likely to incubate positive feelings. It is, therefore, very important that a healthy and supportive environment and culture must be encouraged in organizational settings.
6. Similarly, employees must have a working environment where they can have personal growth in terms of professional career and the system must contain

adequate physical comfortable settings. The job of organizational employees also be designed in such a way as to incorporate greater element of job autonomy, managerial support, physical comfort, innovation, involvement, and clarity, and right to making decision regarding organizational policies. If organizations meet these needs then there will be teams of workers serving their organizations more efficiently because they will identify with the organization and each accomplishment of their organization would be taken as their own achievement and success.

7. The current study emphasized those employees who score high on bullying are more likely to have lower levels of general health and a declined psychological wellbeing. Bullying is a central construct of negative behaviors at workplace and a bulk of empirical literature supported that bullied employees are stressed, anxious, and suffer a decrease sense of wellbeing. Results of the current study also depicted bullying as a significant predictor of various personal and organizational outcomes of bullying. So a practical implication of the study stresses that organizational administration must ensure that their employees are safe and protected from bullying.
8. Bullying also leads to the negative organizational outcomes as results of the present study revealed that bullying is a significant predictor of an increased level of job burnout and a decreased level of job satisfaction. These findings suggest that being a negative phenomenon bullying not only impairs the personal health and wellbeing of employees but in the longer run it also impairs the productivity of organization by leading to turnover due to burnout and decreased job satisfaction.

9. A concluding implication of the current study relates to the process of recruitment/selection of employees. The current study integrated the personality traits and positive/negative affectivity as the individual level antecedents of workplace bullying. The results of current study illuminated the role of individual characters as positive and negative affectivity revealed a particular array of association with work-related attitudes and behaviors. More specifically, negative affectivity was positively related with bullying whereas positive affectivity had an indirect relationship with bullying. This pattern of relationship suggests that affectivity is an important personal disposition along with personality traits, which can reliably predicts one's future job success or failure. This implies that personality traits and affectivity must be assessed as important individual difference variables while recruiting employees. A candidate for an organizational job who is high on neuroticism and negative affect is much more prone to bullying and in longer run to burnout and job dissatisfaction.

To summarize the implications of the present study, it can be inferred that workplace bullying is a vital negative construct in work settings that can be a cause of various negative outcomes at personal as well as individual level. Therefore, organizations must have the strategies to not only minimize the risk of bullying but also support their employees with positive work environment where they can serve with their best.

Limitations of the Present Study

The current research study has few limitations like any scientific endeavor. Hence, in order to make any elucidation of results these limitations should be kept in consideration.

1. Employees from different professions and sectors of Pakistan are taken as the population of the current study and most of the respondents belonged to Punjab province. Though, the current research has explored certain predictors and outcomes of bullying yet the occupational categories included in the study are quite different. As a result, the generalization of the results obtained from the current study beyond this population will not be appropriate.
2. The sample of the current research mostly consisted of employees from the provinces of Punjab and KPK. The culture and climate of organizations of the other provinces (Sindh, Baluchistan, & Gilgit Baltistan) might not be the same so results of the current study may not depicts the same picture of relationship among the organizations of these provinces.
3. The use of self-report measures for data collection increases the risk of common method variance that can exaggerated the association between numerous variables.
4. The use of self-report measures leads to the social desirability effect in which participants may try to respond in a socially desirable way for managing their acceptable impression.
5. The cross-sectional research design was used to conduct the current study but it interferes in making the causal inferences about the existing associations.

6. The current study was conducted in a survey research method but in this particular method it is very difficult to control the effects of any confounding and extraneous variable, and it appears to be another limitation of the current study. The exposure of respondents to the potential influence of situational and temporal variables influences the true findings of current research.
7. The scales used in the study (NEO-FFI and Work Environment Scale) have low indices in CFA, though the previous researches support the low values for these scales but still these must be addressed in the future researches.
8. The job duration of employees has not been included so it is not possible to run analysis regarding the experience of job in relation to workplace bullying.

Suggestions for Future Research

1. The selection of a more nationally representative sample in the future research can increase the generalization of the suggested models of the current study.
2. The present study has explored the personality traits of victims of bullying. Future research should include perpetrators/bullies in the research in order to have a complete picture of bullying by adding the important work-related constructs.
3. In the future research, a heterogeneous sample selected through probability sampling would yield better results, and helps in validation of the results of the current study among different professional sectors.
4. To establish the causal inferences about the association of variables, longitudinal research design should be used .
5. Finally, future research should continue efforts to determine the most effective ways of managing and controlling workplace bullying. In sum, workplace

bullying is a relatively young and new topic in the psychological and business literature in Pakistan, so it is full of possibilities for future research.

6. The job experience must also be included in demographic variables and in analysis it should be taken as continuous variable to have a better understanding of role of job experience in perception of workplace bullying.

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Appendix A**INFORMED CONSENT**

I am a Ph.D research student at National Institute of Psychology, Quaid-i-Azam University, Islamabad. I am doing research to find out some organizational behaviors (positive and negative) and their relationship with organizational and personal factors.

So I request you to support my research project through your true and honest participation. I assure you that the information taken from you will be kept confidential and will be used only for the research purpose. You have the right to withdraw your data or information any time during the research due to any reason.

Your help, support and honest participation in research project will be highly appreciated.

Thank you!

RESEARCHER

NAME: Aneeza Bashir

Address: National Institute of Psychology,

Quaid-i-Azam University, Islamabad

PARTICIPANT

I am willing to participate in this
research

Signature

Appendix B**Personal Information Data Sheet**

Instructions: Please read each and every statement carefully and give the true response on each statement without leaving any statement. Options containing (*) are compulsory. I shall be very thankful for your true response.

Age: -----

***Gender:** -----

***Marital Status:** -----

Number of Family -----

Members:

Qualification: -----

***Profession/field:** -----

Organization (optional) -----

Job Designation: -----

***Job Experience:** -----

Income: -----

Appendix C

Negative Acts Questionnaire

The following behaviors are often seen as an example of negative behavior in the workplace. Please circle the number that best corresponds with your experience over the last six months:

Never	Now and then	Monthly	Weekly	Daily
1	2	3	4	5

Over the last six months, how often have you been subjected to the following negative acts at work?

Sr. no	Statements	1	2	3	4	5
1.	Someone withholding information which affects your performance					
2.	Unwanted sexual attention					
3.	Being humiliated or ridiculed in connection with your work					
4.	Being ordered to do work below your level of competence					
5.	Having key areas of responsibility removed or replaced with more trivial(small) or unpleasant tasks					
6.	Spreading of gossip and rumors about you					
7.	Being ignored, excluded or being 'sent to Coventry'					
8.	Having insulting or offensive remarks made about your person (i.e. habits and background), your attitudes or your private life					
9.	Being shouted at or being the target of spontaneous anger (or rage)					
10	Intimidating behavior such as finger-pointing, invasion of personal space, shoving, blocking/barring the way					
11	Hints or signals from others that you should quit your job					
12	Threats of violence or physical abuse					
13	Repeated reminders of your errors or mistakes					
14	Being ignored or facing a hostile reaction when you approach					

15	Persistent criticism of your work and effort					
16	Having your opinions and views ignored					
17	Insulting messages, telephone calls or e-mails					
18	Practical jokes carried out by people you don't get on with					
19	Systematically being required to carry out tasks which clearly fall outside your job description, e.g. private errands					
20	Being given tasks with unreasonable targets or deadlines					
21	Having allegations made against you					
22	Excessive monitoring of your work					
23	Offensive remarks or behavior with reference to your race or ethnicity					
24	Pressure not to claim something which by right you are entitled to (e.g. sick leave, holiday entitlement, travel expenses)					
25	Being the subject of excessive teasing and sarcasm					
26	Threats of making your life difficult, e.g. over-time, night work, unpopular tasks					
27	Attempts to find faults with your work					
28	Being exposed to an unmanageable workload					
29	Being moved or transferred against your will					

We define bullying as: a situation where one or several individuals persistently over a period of time perceive themselves to be on the receiving end of negative actions from one or several persons, in a situation where the target of bullying has difficulty in defending him or herself against these actions. We will not refer to a one-off incident as bullying.

30) Using the above definition, please state whether you have been bullied at work over the last six months?

No (continue to question 34)

Yes, very rarely

Yes, now and then

Yes, several times per month

Yes, several times per week

Yes, almost daily

31) When did the bullying start?

Within the last 6 months Between 6 and 12 months ago

Between 1 and 2 years ago More than two years ago

32) Who bullied you? (You may tick more than one category)

Supervisor or line-manager/s, senior manager/s

Colleagues/s

Subordinate/s

Client/s, customer/s, student/s

33) Have you observed or witnessed bullying taking place at your workplace over the last 6 months?

No, never

Yes, but rarely

Yes, now and then

Yes, often

34) Have you ever been bullied at work over the last 1 year?

Yes

No

35) Have you ever witnessed bullying at work over the last 1 year?

Yes

No

Appendix D

NEO-Five Factor Inventory

Please use this list of common human traits to describe yourself as accurately as possible. Before each trait, please tick a number indicating how accurately that trait describes you, using the following rating scale:

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Sr. no	Personality traits	1	2	3	4	5
1	I don't often worry					
2	I like to have a lot of people around me.					
3	I don't like to waste my time in day dreaming.					
4	I try to be courteous (polite) to everyone I met.					
5	I keep my things neat and clean.					
6	I often feel inferior to others.					
7	I laugh easily.					
8	Once I find the right way to do something, I stick to it.					
9	I often get into arguments with my family and coworkers.					
10	I'm pretty good to pacing myself to get things to done on time.					
11	When I'm under stress, sometimes I feel am going to pieces.					
12	I don't consider myself "soft minded".					
13	I am fascinated (attracted) by the patterns I find in art and nature.					
14	Some people think I'm selfish and arrogant (proud).					
15	I am not very an orderly person.					
16	I rarely feel lonely or down.					
17	I really enjoy talking to people.					
18	I believe if students are allowed to hear speakers who have different and opposite views, it can only confuse					

	and mislead them.					
19	I would rather cooperate with others then compete with them.					
20	I try to perform all the tasks assigned to me honestly.					
21	I often feel tense and nervous.					
22	I like to be where the action is.					
23	Poetry has little or no effect on me.					
24	I tend to be distressful or doubtful of others' intentions.					
25	I have a clear set of goals and work in an orderly fashion.					
26	Sometime I feel completely worthless.					
27	I usually prefer to do things alone.					
28	I often try new and foreign foods.					
29	I believe most people will take advantage of me if I let them.					
30	I waste a lot of time before sitting down to work.					
31	I rarely feel fearful or anxious.					
32	I often feel as if I'm full with energy.					
33	I rarely notice the moods or feelings that different environments produce.					
34	Most people I know like me.					
35	I work hard to achieve my goals.					
36	I often get energy at the way people treat me.					
37	I am a cheerful and high-spirited person.					
38	I believe that we should look to our religious scholars for decisions or moral issues.					
39	Some people think of me as cold and calculating.					
40	When I make a commitment, I always fulfill my duties.					
41	When things go wrong, I get discouraged and feel like giving up.					
42	I am not a cheerful optimist.					
43	When I am reading poetry or looking at work of art, I					

	feel a chill or wave of excitement.					
44	I am tough minded in my attitudes.					
45	Sometimes I am not as a dependable or reliable as I should be.					
46	I am rarely sad and depressed.					
47	My life is speedy.					
48	I have little interest in thinking about the nature of the universe or human condition.					
49	I generally try to be thoughtful and considerate.					
50	I am productive person who always gets the job done.					
51	I often feel helpless and want someone else to my problems.					
52	I am very active person.					
53	I have a lot of intellectual curiosity (desire of knowledge).					
54	If I don't like people, I let them know it.					
55	I never seem to be able to get organized.					
56	At times I have been so ashamed I just wanted to hide.					
57	I would rather go my own way then be a leader of others.					
58	I often enjoy playing with theories or abstract (unclear) ideas.					
59	If necessary, I am willing to influence people to get what I want.					
60	I struggle for excellence in everything I do.					

Appendix E

Positive Affect Negative Affect Scale

Read each item and then mark the appropriate answer in the space next to that word. Indicate to what extent you generally feel this way. Use the following scale to record your answer.

1 2 3 4 5
 Very slightly or A little Moderately Quite a bit Extremely
 not at all

Sr. no	Statements	1	2	3	4	5
1	Interested					
2	Alert					
3	Excited					
4	Inspired					
5	Strong					
6	Determined					
7	Attentive					
8	Active					
9	Enthusiastic					
10	Proud					
11	Irritable					
12	Distressed					
13	Ashamed					
14	Upset					
15	Nervous					
16	Guilty					
17	Scared					
18	Jittery (nervous)					
19	Hostile (aggressive)					
20	Afraid					

Appendix F

Group Compliance Scale

Part I: The following statements are examples behavior in the workplace. Please circle the number that best corresponds with your experience.

	1 does not describe me	2 rather does not describe me well	3 hard to say	4 describes me rather well	5 describes me well	
Sr. no	Statements	1	2	3	4	5
1	I agree to do a favor when a work mate asks me to.					
2	I agree to lend a sum of money when a colleague at work asks me to.					
3	I agree without hesitation to do duties which are not mine when my supervisor asks me to.					
4	I agree to stay at work extra hours when my supervisor asks me to.					
5	I agree to do a task which I think is redundant or irrational when a work mate asks me to.					
6	I agree to sacrifice my time (e.g. to explain something) when colleagues at work ask me to.					
7	I agree to lend a bigger amount of money when a work colleagues asks me to.					
8	I agree to lend my private things (e.g. cloths)when a work mate asks me to.					
9	I agree to give my own work materials when my colleagues ask me for.					
10	I agree to do a task a colleague is in charge for when he/she asks me to do.					
11	Whenever a work mate wants to spend some time with me to chat and gossip I agree even I have no spare time.					
12	I go for a lunch with my colleagues from work whenever they invite me to go together even if it is uncomfortable for me.					
13	I spend breaks at work with my colleagues even when I have urgent duties.					
14	I answer all my work colleagues' questions or mails.					
15	I spend a lot of time with my colleagues from work even if it means a sacrifice.					

Appendix G

Work Environment Scale

These statements are about the place in which you work. The statements are intended to apply to all work environment. However, some words may not be quite suitable for your work environment. You are required to decide which statements are true of your work environment and which are false.

	Strongly False 0	False 1	True 2	Strongly True 3	
Sr. no	Statements	0	1	2	3
1	People pay a lot of attention to getting work done.				
2	There is constant pressure to keep working.				
3	Things are sometime pretty disorganized.				
4	There is a strict emphasis on following policies and regulations.				
5	Doing things in a different way is valued.				
6	There is not much group spirit.				
7	The atmosphere is somewhat impersonal.				
8	Supervisors usually compliment an employee who does something well.				
9	Employees have a great deal of freedom to do as they like.				
10	There is lot of time wasted because of inefficiencies.				
11	Activities are well-planned.				
12	New and different ideas are always being tried out.				
13	The lighting is extremely good (room conditions).				
14	Supervisors tend to discourage criticism from employees.				
15	Employees are encouraged to make their own decisions.				
16	People cannot afford to relax.				
17	Rules and regulations are somewhat vague and ambiguous.				
18	People are expected to follow set rules in doing their work.				
19	This place would be one of the first to try out a new idea.				
20	People seem to take pride in the organization.				

21	Supervisors usually give full credit to ideas contributed by employees.				
22	People can use their own initiatives to do things.				
23	This is highly efficient, work-oriented place.				
24	Nobody works too hard.				
25	The responsibilities of supervisors are clearly defined.				
26	Supervisors keep a rather close watch on employees.				
27	Variety and change are not particularly important.				
28	This place has a stylish and modern appearance.				
29	People put quite a lot of effort into what they do.				
30	People are generally frank about how they feel.				
31	Supervisors often criticize employees over minor things.				
32	Supervisors encourage employees to rely on themselves when a problem arises.				
33	Getting a lot of work done is important to people.				
34	There is no time pressure.				
35	The details of assigned jobs are generally explained to employees.				
36	Rules and regulations are pretty well enforced.				
37	Employees generally feel free to ask for a raise.				
38	There is an emphasis on “work before play”.				
39	It is very hard to keep up with your workload.				
40	Employees are often confused about exactly what they are supposed to do.				
41	Supervisors are always checking on employees and supervise them very closely.				
42	New approaches to things are rarely tried.				
43	The colors and decorations make the place warm and cheerful to work in.				
44	It is quite a lively place.				
45	Employees who differ greatly from the others in the organization don't get on well.				

46	Supervisors expect far too much from employees.				
47	Employees are encouraged to learn things even if they are not directly related to the job.				
48	Employees work very hard.				
49	You can take it easy and still get your work done.				
50	Fringe benefits are fully explained to the employees.				
51	Things tend to stay just about the same.				
52	It is rather drafty (disorganized) at times.				
53	It is hard to get people to do any extra work.				
54	Employees function fairly independently of supervisors.				
55	People seem to be quite inefficient.				
56	There are always deadlines to be met.				
57	Employees are expected to conform rather strictly to the rules and customs.				
58	There is a fresh, novel atmosphere about the place.				
59	The furniture is usually well arranged.				
60	The work is usually very interesting.				
61	Often people make trouble by talking behind other's back.				
62	Supervisors really stand up for their people.				
63	Supervisors meet with employees regularly to discuss their future work goals.				
64	There is a tendency for people to come to work late.				
65	Supervisors encourage employees to be neat and orderly.				
66	The rooms are well ventilated.				

Appendix H

Perceived Stress Scale

The questions in this scale ask you about your feelings and thoughts during the last month. In each case, you will be asked to indicate by circling how often you felt or thought a certain way.

0 1 2 3 4
 Never Almost never Sometimes Fairly often Very often

Sr. no	Statements	0	1	2	3	4
1	In the last month, how often have you been upset because of something that happened unexpectedly?					
2	In the last month, how often have you felt that you were unable to control the important things in your life?					
3	In the last month, how often have you felt nervous and “stressed”?					
4	In the last month, how often have you felt confident about your ability to handle your personal problems?					
5	In the last month, how often have you felt that things were going your way?					
6	In the last month, how often have you found that you could not cope with all the things that you had to do?					
7	In the last month, how often have you been able to control irritations in your life?					
8	In the last month, how often have you felt that you were on top of things ?					
9	In the last month, how often have you been angered because of things that were outside of your control?					
10	In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?					

Appendix I

General Health Questionnaire

Please read the questions below and each of the four possible answers. Choose the response that best applies to you. . Please circle the number that best corresponds with your experience

	More so than usual	Same as usual	Less than usual	Much less than usual	than usual
	0	1	2	3	3
Sr. No	Statements	0	1	2	3
1	Have you recently been able to concentrate on what you're doing?				
2	Have you recently felt that you are playing a useful part in things?				
3	Have you recently felt capable of making decisions about things?				
4	Have you recently been able to enjoy your normal day to day activities?				
5	Have you recently been able to face up to your problems?				
6	Have you recently lost much sleep over worry?				
7	Have you recently felt constantly under strain?				
8	Have you recently felt you couldn't overcome your difficulties?				
9	Have you recently been feeling unhappy or depressed?				
10	Have you recently been losing confidence in yourself?				
11	Have you recently been thinking of yourself as a worthless person?				
12	Have you recently been feeling reasonably happy, all things considered?				

Appendix K

Maslach Burnout Inventory

Please read the statements and choose the answer best suit to you. Use the following scale to record your answer.

0	1	2	3	4	5	6
Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Everyday

Sr. no	Statements	0	1	2	3	4	5	6
1	I feel emotionally drained (tired).							
2	I feel used up at the end of the day.							
3	I feel fatigued when I get up in the morning and have to face another day on the job.							
4	I can easily understand how my recipients feel about things.							
5	I feel I treat some recipients as if they were impersonal "objects"							
6	Working with people all day is really a strain for me.							
7	I deal very efficiently with the problems of my recipients.							
8	I feel burned out from my work.							
9	I feel I am positively influencing other people's lives through my work.							
10	I have become more callous (uncaring) towards people since I took this job.							
11	I worry that this job is hardening me emotionally.							
12	I feel very energetic.							
13	I feel frustrated by my job.							
14	I feel I am working too hard on my job.							
15	I don't really care what happens to some recipients.							
16	Working directly with people puts much stress on me.							
17	I can easily create a relaxed atmosphere with my recipients.							
18	I feel exhilarated (excited) after working closely with my recipients.							
19	I have accomplished many worthwhile things in this job.							
20	I feel like I am at the end of my rope.							
21	In my work I deal with emotional problems very calmly.							
22	I feel recipients blame me for some of their problems.							

Appendix L

Minnesota Satisfaction Questionnaire

Please read the questions below and each of the five possible answers. Choose the response that best applies to you.

1	2	3	4	5
very dissatisfied with this aspect of my job	dissatisfied with this aspect of my job	can't decide if I'm satisfied or dissatisfied with this aspect of my job	satisfied with this aspect of my job	very satisfied with this aspect of my job

Sr.no	Statements	1	2	3	4	5
1	Being able to keep busy all the time.					
2	The chance to work alone on the job.					
3	The chance to do different things from time to time.					
4	The chance to be "somebody" in the community.					
5	The way my boss handles his/her workers.					
6	The competence of my supervisor in making decisions.					
7	Being able to do things that don't go against my Conscience.					
8	The way my job provides for steady employment.					
9	The chance to do things for other people.					
10	The chance to tell people what to do.					
11	The chance to do something that makes use of my abilities.					
12	The way company policies are put into practice.					
13	My pay and the amount of work I do.					
14	The chances for advancement on this job.					
15	The freedom to use my own judgment.					
16	The chance to try my own methods of doing the job.					
17	The working conditions.					
18	The way my co-workers get along with each other.					
19	The praise I get for doing a good job.					
20	The feeling of accomplishment I get from the job.					