

Impact Of Workplace Bullying On Job Performance In Faculty Members Of Pakistani Universities: Psychological Capital As Mediator

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Abstract

The objectives of this research were not only to investigate the relationship among workplace bullying (WB), job performance (JP) and psychological capital (PC) but also to investigate the mediating effect of PC between WB and JP. Data were collected from four hundred and thirteen (N=413) faculty members of private universities working in Khyber Pakhtunkhwa, Panjab, Baluchistan and Sindh. Statistical Package for Social Sciences and Amos were used to operate the data collected through The Negative Acts Questionnaire (Einarsen, Hoel, & Notelaers, 2009), JP Scale (Goodman & Svyantek, 1999) and PC Scale (Luthans, Avey, Avolio, Norman, & Combs, 2006). The results of correlation revealed that WB had a significant negative relationship with JP and PC. However, PC showed a significant positive relationship with JP. The results of Structure Equation Modeling showed that PC partially mediated the relationship between WB and JP.

Keywords: WB; JP; PC; Teachers; Universities; Pakistan.

Introduction

There are several ways to look at the detrimental effects of WB (Magee, Gordon, Robinson, Caputi, & Oades, 2017). Employees may experience psychological stress and emotional harm as a result of prolonged unpleasant actions from superiors, coworkers, or subordinates. Such harm has an impact on a worker's family life, physical health, and emotional well-being. Victims of WB typically produce poor-quality, inefficient work. This has a negative impact on a business's ability to expand and comes at a

substantial financial cost to the organisation. High employee turnover, low self-confidence in those who engage in it, increased absenteeism, lower productivity, and poor work performance are all consequences of this harmful practice. Bullying at work is linked to a variety of negative outcomes for patient care, increased absenteeism, increased turnover intentions, decreased job satisfaction and engagement, as well as reduced health and well-being for those who are bullied. These outcomes can affect an individual, a unit, or an entire organisation (Sheehan, McCabe, &

Garavan, 2020). WB includes using abusive or derogatory language, spreading harmful or offensive rumors, illegal threats, physical assault, setting unrealistic deadlines for employees, assigning tasks that are beyond a person's capacity, continuously ignoring a person at work, and purposefully denying access to information (Namie, 2007).

WB describes the situation in which a worker is deliberately and persistently abused or victimized by coworkers, subordinates, or superiors. Occupational bullying is a pattern of persistently treating people badly. It might involve outright personal assaults or verbal criticism directed at another person with the objective of demeaning or humiliating them (Adams & Bray, 1992). It is a situation when an employee is handled with aggressive and unpleasant actions at work place. Examples that frequently occur include humiliating, intimidating, punishing, or frightening the victim, all of which inflict serious injury and increase social stress (Einarsen et al., 2009). WB is when one employee treats another person unfairly on a regular basis and it affects their physical and mental wellbeing. It has an impact on the behavioral elements, such as low morale, a bad attitude, and legal issues, all of which are behavioral indicators that bullying creates stress and lowers employee morale at work (Chia & Kee, 2018). WB is associated with many positive and negative consequences such as job satisfaction (Arenas et al., 2015; Bano, 2016; Francis, 2014; Giorgi, Leon-Perez, & Arenas, 2015; Rodríguez-Cifuentes, Fernández-Salineró, Moriano, & Topa, 2020; Valentine, Fleischman, & Godkin, 2015), job stress (Lee, Lee, & Bernstein, 2013; Robert, 2018; Srivastava & Dey, 2020; Yeh & Wang, 2014), JP (Devonish, 2013; Khalique, Arif, Siddiqui, & Kazmi, 2018; Olsen, Bjaalid, & Mikkelsen, 2017; Razali, Salmizi, Ali, Ghani, & Rasli, 2020; Robert, 2018), and turnover intention (Butuceanu, Mutu, & Iliescu, 2020; Coetzee & van Dyk, 2018; Kim & Park,

2016; Lee et al., 2013; Nwobia & Aljohani, 2017; Razzaghian & Ghani, 2014).

The term PC refers to an individualized quality or condition that people develop as they mature and develop. According to some academics, PC may be measured, enriched, and used to improve performance results (Luthans, Avolio, Avey, & Norman, 2007). PC is made up of four components: "self-efficacy, hope, optimism, and resiliency". Hope refers to "positive motivational state that is based on an interactively derived sense of successful" (Snyder et al., 1991). Optimism is an anticipation of the social or material future that the assessor considers to be socially desirable, beneficial to them, or pleasurable to them (Tiger, 1979). An individual's perspective or judgement of "how successfully one can execute courses of action required to deal with potential events" is known as self-efficacy (Bandura, 1982). Resilience refers to "the positive psychological capacity to rebound, to 'bounce back' from adversity, uncertainty, conflict, failure, or even good change, progress, and increasing responsibility," (Luthans, 2002). Research has shown that those who demonstrate PC more frequently are more resilient and better able to deal with challenges (Luthans, Avey, Avolio, & Peterson, 2010). PC is related to job satisfaction (Alan, Polat, & Tiryaki Sen, 2022; Ganji & Johnson, 2020; Huynh & Hua, 2020; XU, MA, & SHANGGUAN, 2019), JP (Gong, Chen, & Wang, 2019; Hsu, Chun-Yang, Pi-Hui, & Ching-Wei, 2019; Kappagoda, Othman, Zainul, & Alwis, 2014; NGO, 2021; Nguyen & Ngo, 2020), organizational commitment (Foroughi, Akbari, & Asadi, 2021; Huynh & Hua, 2020; Nguyen & Ngo, 2020).

The two components of JP are in-role performance and extra-role performance (Demerouti & Cropanzano, 2010). In-role performance refers to "those officially required outcome and behaviors that directly serves the organization". Extra-role refers to "discretionary behaviors on the part of an employee that are

believed to directly promote the effective functioning of an organization without necessary directly influencing an employee's productivity".

H1: WB has a significant negative relationship with JP in teachers of Universities, Pakistan

H2: WB has a significant negative relationship with PC in teachers of Universities, Pakistan

H3: PC has a significant positive relationship with JP in teachers of Universities, Pakistan

H4: The relationship between WB and JP in teachers of universities, Pakistan, is mediated by PC.

Research Methodology

Sample and Data Collection

Data were collected from faculty of private universities working in Khyber Pakhtunkhwa, Panjab, Baluchistan and Sindh (4 provinces of Pakistan). Six hundred and thirty (N=630) questionnaires were administered to faculty of private sector universities with the help of teachers and students within two months. Four hundred and fifteen (N=415) questionnaires were completed and sent back. Only two questionnaires were disposed of owing to incomplete information. Four hundred and thirteen (N=413) questionnaires which were 100% completed, were used for data analysis.

Measurement

Workplace Bullying

The Negative Acts Questionnaire used by Einarsen et al. (2009) was used to measure overall WB. This questionnaire measures three dimensions of WB: "work-related bullying, person-related bullying and physically intimidating bullying". Work-related bullying, person-related bullying and physically intimidating bullying were measured by 7, 12 and 3 items respectively. Sample items of work-

related bullying include "Someone withholding information which affects your performance", "Pressure not to claim something to which by right you are entitled (e.g. sick leave, holiday entitlement, travel expenses)" and "Being exposed to an unmanageable workload". Sample items of person-related bullying include "Spreading of gossip and rumours about you", "Persistent criticism of your errors or mistakes" and "Being the subject of excessive teasing and sarcasm". Sample items of physically intimidating bullying include "Being shouted at or being the target of spontaneous anger" and "Intimidating behaviours such as finger-pointing, invasion of personal space, shoving, blocking your way". Responses were measured by using six alternatives: "no, yes, very rarely, yes, now and then, yes, several times per month, yes, several times per week and yes, almost daily". Work-related bullying, person-related bullying and physically intimidating bullying showed a very good reliability of .86, .81 and .82 respectively.

Job Performance

JP questionnaire used by Goodman and Svyantek (1999) was used to measure the overall JP. This questionnaire measures two dimensions of JP: in-role and extra-role performance. In-Role and extra-role Performance were measured by 9 and 7 items respectively. 5 point Likert scale ("1, strongly disagree, 5, strongly agree") was used to measure JP. Sample items of In-role Performance include "I achieve the objectives of my job", "I fulfill all the requirements of the job", and "I am competent in all areas of the job, handle tasks with proficiency". Sample items of extra-role Performance include "I help others employees with their work when they have been absent", "I assist my colleagues with their duties", and "I make innovative suggestions to improve the overall quality of the department". In-role and extra-role performance showed a very good reliability of .85 and .90 respectively.

Psychological Capital

PC questionnaire used by Luthans et al. (2006) was used to measure PC. This questionnaire measures four dimensions of PC: “Hope, Resiliency, Optimism and Efficacy”. 5 point Likert scale (“1, strongly disagree, 5, strongly agree”) was used to measure PC. Each dimension of PC has six items. Sample items of Hope include “Right now I see myself as being pretty successful at work” and “If I should find myself in a jam at work, I could think of many ways to get out of it”. Sample items of resiliency include “When I have a setback at work, I have trouble recovering from it,

moving on” and “I usually take stressful things at work in stride”. Sample items of efficacy include “I feel confident in representing my work area in meetings with management” and “I feel confident helping to set targets/goals in my work area”. Sample items of optimism include “I always look on the bright side of things regarding my job” and “If something can go wrong for me work-wise, it will”. Hope, Resiliency, Optimism and Efficacy showed a good reliability of .78, .84, .88 and .81 respectively.

Results

Table 1: Correlation between WB, PC and JP

	WB	PC	JP
WB	1	-.325**	-.391**
PC	-.325**	1	.436**
JP	-.391**	.436**	1

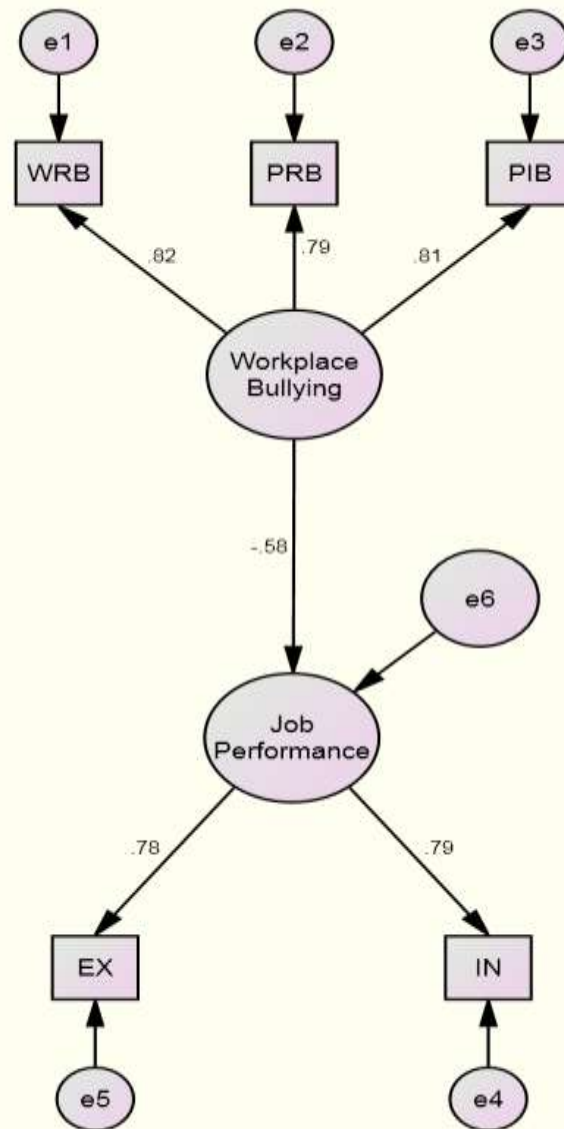
“**”. Correlation is significant at the 0.01 level (2-tailed)”.

The results of correlation revealed that WB had a significant negative relationship with JP and PC. However, PC showed a significant positive relationship with JP. Thus, the following hypotheses are supported:

H1: WB has a significant negative relationship with JP in teachers of Universities, Pakistan

H2: WB has a significant negative relationship with PC in teachers of Universities, Pakistan

H3: PC has a significant positive relationship with JP in teachers of Universities, Pakistan



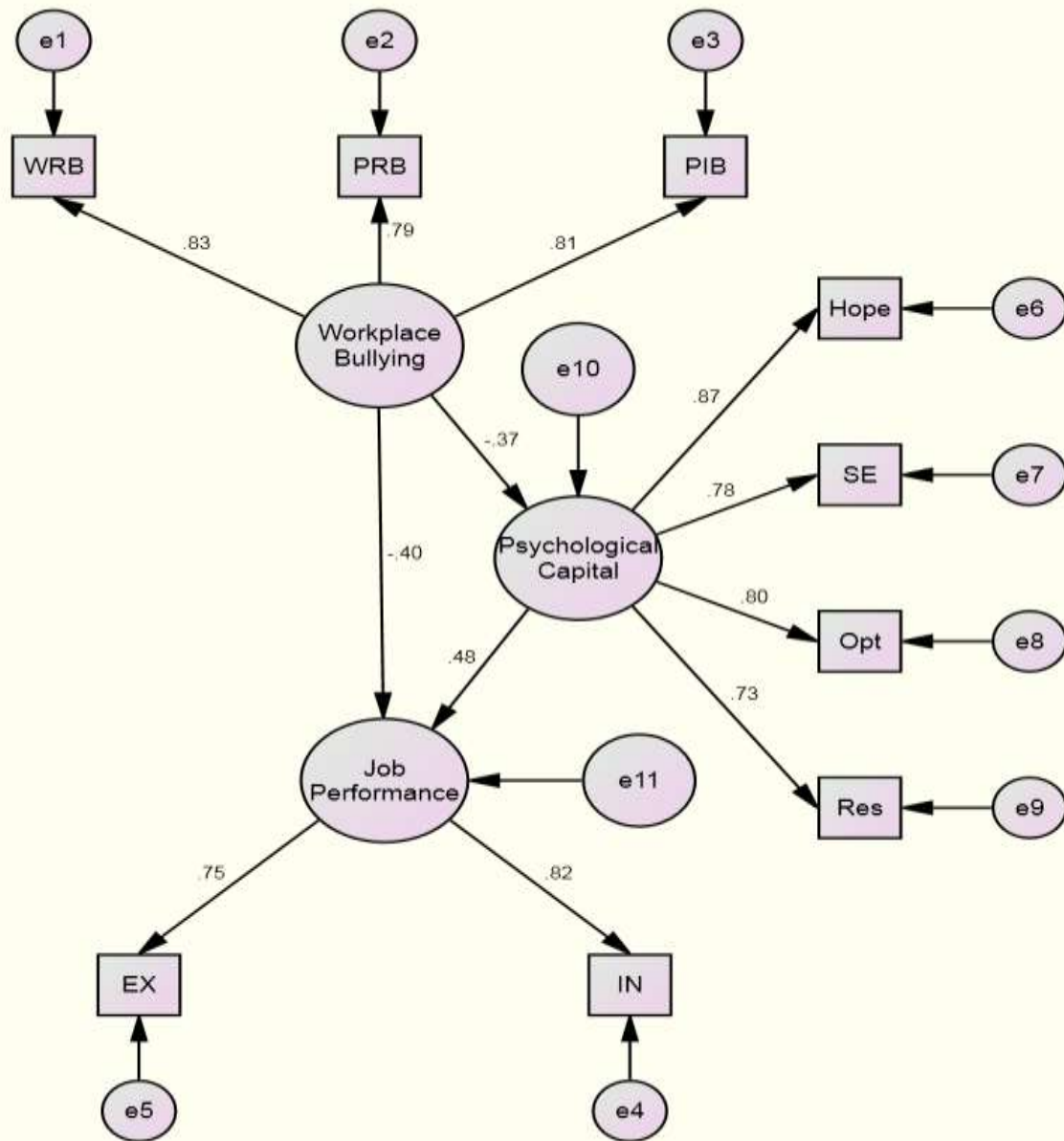
Graph 1: Direct Path from WB to JP

Structure equation modelling was used to assess the two factors model of WB and JP. Between WB and JP, the regression weight of $-.58$ is significant at the $.000$ level. The model has excellent fit to the sample data. Table 2 contains

the values of CMIN, DF, RMR, GFI, AGFI, CFI, and RMSEA, all of which are within the permissible range. Table 3 provides the factor loadings for all dimensions of WB and JP, and they are within acceptable bounds.

Table 2: Values of RMSEA, CMIN, RMR, DF, GFI, AGFI and CFI

			Values
CMIN			1.612
DF			4
CMIN/DF			.403
RMR			.013
GFI			.998
AGFI			.993
CFI			.991
RMSEA			.001
			Estimate
JP	<---	WB	-.583
WRB	<---	WB	.824
PRB	<---	WB	.793
PIB	<---	WB	.811
IN	<---	JP	.792
EX	<---	JP	.779



Graph 2: Indirect Path from WB to JP through PC

The results fairly well fit the three-factor model of JP, PC, and WB. With a beta value of -.40 and a significant level of .01, the connection between WB and JP shows that bullying has a considerable negative impact on JP. The beta coefficient, which is -.37 at the significance level of .01, indicates that there is a substantial negative relationship between WB and PC. With a beta

value of .48 and a significance level of .01, the association between PC and JP shows that it had a considerable impact on performance. The regression weight between WB and JP, which was -.58, was reduced to -.40 when PC was added as a mediator. It suggests that PC served as a mediator between WB and JP. Table 4 contains the values of CMIN, DF, RMR, GFI, AGFI, CFI,

and RMSEA, all of which fall within the permissible range. Table 5 lists the factor loadings for each dimension of WB, PC, and JP. All factor loadings are appropriate. As a consequence, the findings support each of the following hypotheses:

H1: WB has a significant negative relationship with JP in teachers of Universities, Pakistan

H2: WB has a significant negative relationship with PC in teachers of Universities, Pakistan

H3: PC has a significant positive relationship with JP in teachers of Universities, Pakistan

H4: The relationship between WB and JP in teachers of universities, Pakistan, is mediated by PC.

Table 4: Values of RMSEA, CMIN, RMR, DF, GFI, AGFI and CFI

CMIN			67.743
DF			24
CMIN/DF			2.823
RMR			.072
GFI			.965
AGFI			.934
CFI			.976
RMSEA			.067
			Estimate
PC	<---	WB	-.375
F1	<---	PC	.482
F1	<---	WB	-.399
WRB	<---	WB	.827
PRB	<---	WB	.791
PIB	<---	WB	.810
IN	<---	F1	.817
EX	<---	F1	.755
Hope	<---	PC	.869
SE	<---	PC	.783
Opt	<---	PC	.801
Res	<---	PC	.727

Conclusion

The objectives of this research were not only to investigate the relationship among WB, JP and PC but also to investigate the mediating effect of PC between WB and JP. Data were collected from four hundred and thirteen (N=413) faculty members of private universities working in Khyber Pakhtunkhwa, Panjab, Baluchistan and

Sindh. Statistical Package for Social Sciences and Amos were used to operate the data collected through The Negative Acts Questionnaire (Einarsen et al., 2009), JP Scale (Goodman & Svyantek, 1999) and PC Scale (Luthans et al., 2006). The results of correlation revealed that WB had a significant negative relationship with JP and PC. However, PC showed a significant

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