

A STUDY TO FIND THE ASSOCIATION BETWEEN WORKPLACE BULLYING AND ITS EFFECTING ON JOB PERFORMANCE AMONG UNIVERSITY TEACHERS OF PUNJAB

Sameen Azmat*

Instructor, Department of Education, Virtual University of Pakistan
sameen.azmat@vu.edu.pk

Javeria Rashid

Instructor, Department of Education, Virtual University of Pakistan

Zareen Taj

Instructor, Department of Education, Virtual University of Pakistan

ABSTRACT

The study aimed to investigate the association between workplace bullying and job performance among university teachers in Punjab. The research design used was descriptive, and convenient sampling was employed to collect data from 110 teachers from different faculties of different universities all over Punjab. Two survey tools were used: the Workplace Bullying Scale (WBS) and a self-developed questionnaire consisting of 11 statements regarding job performance of teachers. The analysis revealed that workplace bullying negatively affects job performance, and the female teachers and teachers with less experience experienced more bullying. The findings suggest that workplace bullying causes damage to teachers' psychological health, lowers their self-esteem and confidence, causes depression, and sometimes leads to quitting their job. A significant positive association was found between workplace bullying and job performance. Finally, the study recommended implementing policies and procedures to eliminate workplace bullying in the academic institutions.

Keywords: Workplace bullying, job performance, university teachers, Punjab, self-esteem, depression, confidence

INTRODUCTION

Workplace bullying is a common phenomenon that has been recognized as a major issue in organizations around the world. It is a persistent and repeated form of mistreatment that takes place in the form of verbal abuse, physical assault, psychological harassment, or social exclusion. Bullying has serious negative consequences for both the victim and the organization, including decreased job satisfaction, increased absenteeism, decreased productivity, and increased turnover. The impact of workplace bullying on job performance is an area of significant interest, particularly in the academic setting. University teachers, who are responsible for shaping the future of the nation, are also vulnerable to workplace bullying, which can affect their job performance and, in turn, impact the quality of education. Bullying has been found to be a prevalent issue in the educational sector, particularly in higher education. University teachers have been identified as one of the most vulnerable groups to workplace bullying due to the hierarchical and competitive nature of academic institutions. The academic environment is characterized by pressure to publish research, obtain grants, and meet teaching expectations, which can lead to conflict and bullying. Bullying in the academic setting is likely to have significant consequences for job performance, as it may lead to decreased motivation, job satisfaction, and productivity, as well as increased absenteeism and turnover. Bullying is said to have negative effects on performance, psychological health as well as strong inclinations to quit one's employment. (Einarsen, Hoel, Zapf, 2011)

Workplace mobbing and work harassment are other names for workplace bullying (Brodsky, 1976). In this world Teachers being a very important role model, have a fundamental right to work in a safe atmosphere where they can do their duties to the best of their abilities, so that they can groom

* Corresponding Author

this world. Workplace harassment is considered as serious issue in all administrations, but it is especially prevalent in higher education institutions. (Lewis, Sheehan, & Davies, 2009).

Depending in part on the criteria used, the proportion of workers who might be deemed to be victims of bullying at work varies between the job and the classroom and the study. Björkqvist Österman, & Hjelt-Bäck (1994) revealed that at a university in Finland, 11 percent of the professors reported being bullied at work. They also discovered that victims greatly outperformed the general population in terms of sadness, anxiety, and violence. Employees, who feel bullied at work report higher levels of anxiety, stress, and despair, all of which are detrimental to their personality and affect their job performance (Fox & Stallworth, 2005). It has been also reported in a study which was conducted in Pakistan that cyberbullying is also increasing quickly as compared to bullying in Pakistan (Mirza, Azmat, & Malik, 2020).

Research Questions

1. How does workplace bullying affect the job performance of university teachers in Punjab?
2. How do male and female university teachers differ in their experiences and perceptions of workplace bullying in Punjab?

Objectives of the Study

The following are the study's primary goals:

- To examine the relationship between workplace bullying and job performance among university teachers in Punjab.
- To compare the views of male and female university teachers regarding workplace bullying and its effects on job performance.

Limitation of the study

The first limitation of this study is related to the sample selection. The study is only focused on university teachers in Punjab, which limits the generalizability of the findings to other regions or professions. In addition, the study only considers the views of university teachers, which may not be representative of other professions or educational levels. Therefore, the results of this study should be interpreted with caution, and further research is needed to investigate the relationship between workplace bullying and job performance in other professions and regions.

Another limitation of this study is related to the data collection method. The study relies on self-reported data from university teachers, which may be affected by response bias. Some participants may not be willing to report their experiences of workplace bullying or may exaggerate their job performance to present a favorable image. Therefore, the study's findings may not accurately reflect the prevalence of workplace bullying or the actual job performance of university teachers. Future studies should consider using objective measures of job performance and incorporating multiple sources of data to reduce the impact of response bias.

Significance of the Study

By exploring the relationship between workplace bullying and job performance among university teachers, this study could provide valuable insights into the prevalence and nature of workplace bullying in Punjab's universities. The findings could help universities develop policies and procedures to prevent and manage workplace bullying, thereby creating a safe and supportive work environment for faculty members. Furthermore, this study aims to compare the views of male and female university teachers regarding workplace bullying and its effects on job performance. This comparison is crucial because research has shown that workplace bullying affects men and women differently. By understanding these gender differences, universities could develop targeted interventions to address the specific needs of male and female faculty members. This study could, therefore, contribute to the development of gender-sensitive policies and practices that support the professional development of male and female university teachers in Punjab. Ultimately, this could lead to a more inclusive and equitable workplace, where all faculty members can thrive and contribute to the success of their institutions.

REVIEW OF LITERATURE

Bullying at work is characterized by persistent behavior aimed at one or more individuals who are unable to protect themselves for any reason and intended to cause them mental (but occasionally also physical) harm. According to our definition, bullying occurs when one or more people repeatedly do

something over time when the victim of bullying finds it difficult to protect themselves against these activities, they may feel as though they are the object of bad behavior from one or more people.

The last three decades have seen an increase in the scientific as well as societal concern in workplace mistreatment and in a very short period of time, our understanding of this prevalent and harmful social phenomenon has come a long way. New issues are consistently emerging within the area, now a phenomenon of worldwide consideration is workplace bullying and the studies' methodology has improved (Birkeland & Valvatne, 2018). Over the past 15 to 20 years, both in Europe and abroad, the recognition of bullying as an organizational problem has gained significant ground. Understanding the intricacies and nuances of such a slippery idea is one thing, but being aware of workplace bullying as an organizational issue is quite another. Information on workplace bullying can be gathered in a variety of ways, such as through staff surveys, informal chats, and tales. Systems or procedures put in place in organizations to assist employees in carrying out their duties, tasks, and responsibilities can instead cause people to feel oppressed and in a position of superiority. Working in a stressful setting has been linked to bullying (Lewis, Sheehan, & Davies, 2009). Workplace bullying has different types in which it occurs at different stages within organizations or institutes. It causes different kind of impacts on an individual exposed to it.

Effect of Workplace Bullying

Prior studies have revealed that there is a really clear and an important effect of workplace environment and also what impact of workplace bullying is there and how it is affecting the university teachers and what are the effects those are being at the performance of university teachers. Here are some studies that have shown and enlighten the effect and impact of workplace bullying (Quraishi, Aziz, & Siddiquah, 2018).

It's been figured out that, teachers in prestigious public and private colleges deal with a variety of pressures. This stress is a result of both the existence of detrimental elements and the absence of beneficial factors at work. The participants' moderate experiences of administrative obstacles, intervention from the bureaucracy, emotional exhaustion, and environmental factors, overextending deadlines and dedication, competing demands from someone else, physical danger, harassment by coworkers, and decision load were found to be the most significant negative factors. Demands for one to prove oneself and demands for innovation were found to be the next most significant negative factors (Fatima, Bilal, & Imran, 2019).

Therefore, the stress on academics is caused by the presence of unfavorable circumstances. The teachers have only two relatively available positive factors: diversity and complexity. The absence of the other favorable aspects made them feel stressed as well. The teachers most frequently turned to religious activities, planning, stifling competing activities, active and restrained managing, looking for societal support for various causes like emotions, tolerance, psychological detachment, drug as well as alcohol detachment, concentrating on and unloading feelings and acceptance are all coping mechanisms behavioral disengagement, and denial to deal with stress (Van Rooyen, & McCormack, 2013).

In another study it had been investigated the impact of 531 university instructors' job stressors in Pakistan as well as Finland due to the combination of psychological factors in addition to work environment. The Finnish group rated favorable working circumstances, social support at work as well as opportunities for progress and development as being significantly better, according to the findings of a MANOVA. In Pakistan, workplace bullying was much more common than in Finland. Compared to other groups, male teachers of Pakistan reported much greater rates of workplace bullying. Although, Finland had better working circumstances, social support, possibilities for advancement, and less bullying than Pakistan, the difference in perceived stress between the two nations was insignificant (Malik, Björkqvist, & Österman, 2017).

The previous researches available on the bullying in the workplace and its effects on job performance and job happiness are extremely scarce (Myint Lay, 2020). According to Einarsen, Hoel, and Cooper (2002), bullying in the workplace can be described as a situation where an employee is intentionally subjected to treatment that is perceived as annoying and harassing, without the ability to defend themselves or escape the situation.

Similar to this, bullying victims may experience a range of psychological issues, such as sadness, sleep problems, unease as well as anxiety, all of which can lower job satisfaction (Haq, Zia-ud-Din, & Rajvi, 2018). Lewis, Sheehan, & Davies, (2009) The first section of the given article

provides a basic explanation about the concept of bullying at work, outlining its causes and definitions. The article uses a model developed by Bowie (2002) to elaborate violence to show three aspects of a typology of bullying. Bullying's impact or effects can best be conceptualized as having "first order" as well as "second order" impacts (Heames & Harvey, 2006), where the "second order" refers to people they either have management or resolution responsibility, such as those who are either the originator or recipient, and the "first order" refers to those who are directly involved. There are expenses in each of these situations, which may be material, psychological, or both. Bullying is said to have negative effects on performance, psychological health as well as strong inclinations to quit one's employment (Einarsen et al., 2003).

Hoel and Cooper (2000) defined workplace bullying as an unwelcome and hostile behavior experienced by an employee at work, which arises from imbalances of power and results in a tense, negative and uncomfortable work environment. Globally, more than 15% of the workforce is victimized by workplace bullying, as revealed by research studies (Nielsen & Einarsen, 2012). While many factors can affect job performance, workplace bullying has received considerable attention from researchers (Khalique et al., 2018). Van Rooyen and McCormack (2013) conducted a study to explore the opinions of employees regarding workplace bullying and found that inadequate control of bullying has a negative impact on employees' job performance.

According to Chia & Kee, (2018) bullying is the repeated mistreatment of an employee by other employees that results in both physical and psychological problems. Bullying in a workplace causes stress and reduces employee performance since it mostly has a negative impact on a person's conduct, resulting in low morale, upset mood in addition to some legal difficulties. Ikyanyon and Ucho (2013) conducted a study on the relationship between workplace bullying and job performance. Their findings revealed that employees who experienced low-level bullying performed better compared to those who experienced high-level bullying.

Additional study was accompanied by Yahaya, Ing, Lee, Yahaya, Boon, Hashim, Jesus, (2012) wherein the impacts of bullying were studied on performance of job and satisfaction of job, in findings, the existence of Bullying was found to have a considerable impact on employee performance. Anjum & Muazzam, (2018b) workplace bullying is described as the display of unwelcome actions toward one or more employees, which causes stress and embarrassment in the employees in question as well as issues with performance as well as the work environment of firm (Branch, 2015). Although there are many different forms of workplace bullying or emotional abuse, the results are frequently the same for both targets and spectators. Bullying at work dramatically reduces one's physical, psychological, and emotional health. There are now a wide range of materials available for managers to educate them about what should and can be done to prevent and manage workplace bullying, yet it still seems that few workplaces are taking any action to address it.

Fatima et al., (2019), the idea of workplace bullying gained prominence in management research over the past ten years, particularly in Pakistan. It has been discovered that evident mistreatments like injustice, bullying, abuse, and rudeness have a variety of psychological and workplace effects on employees' performance coworkers (Namie, 2003).

Ultimately, bullying has negative effects on society as a whole, including alienation, unemployment, disaffection, etc. (Vega & Comer, 2005). Bullying in the workplace is a severe problem both within and outside of institutions and the issue needs to be handled quickly (Hauge, Skogstad, & Einarsen, 2007). A universal definition improved theoretical comprehension, a consideration of the causes and effects of workplace bullying at various levels, role of gender as well as an assessment of workplace bullying in a temporal context are a few of these directions. It makes sense to use gender and nationality as filters since they both have obvious (physically) and unseen (values) aspects and affect how groups interact with one another (Ayman & Korabik, 2010).

Research Design: The research design of this study was descriptive. The research study was designed to know the association between workplace bullying and job performance of university teachers in Punjab.

Sampling Technique and size: In this study the convenient sampling technique was used. Data collected from a sample size of 110 teachers of different faculties of different universities from all over the Punjab.

Research Instrument: In this study two survey tool is used. one is adopted and the other self-developed and approved by expertise. Work Place bullying scale was developed by Anjum and

Shoukat (2013). Items of WBS were written in behavioral form. In these 22 statements not a single statement of WBS particularly described the word "bullying". Another questionnaire consists of 11 statements regarding job performance of teachers. The reliability (cronbach alpha) value for this instrument was 0.9.

DATA ANALYSIS

The respondents were assured for the confidentiality of their opinion with the secrecy of their identity. Questions were to be taken and completed as teachers were available with ease. The research study aimed to study the impact of workplace bullying on Job performance of university teachers of Punjab. The result obtained from the research are shown here as per research questions and analysis of the relationships between the variables in this study.

Table No. 1

Gender	N	Mean	Std. Deviation	df	t	Sig. (2-tailed)
Male	35	3.8506	.331	106	-4.110	.000
female	73	4.0965	.269	56.35	-3.824	.000

The table represents the results of a t-test analysis comparing the mean scores of male and female participants on a particular variable. The variable's mean score indicates the average level of response to the measure, while the standard deviation indicates the level of variability in the responses. The sample size (N) and degrees of freedom (df) indicate the number of participants included in the analysis and the number of values that are free to vary in the calculation of the t-statistic.

The t-test analysis results show that there is a significant difference between male and female participants' mean scores on the measured variable. The t-statistic value for both male and female participants is negative, indicating that the mean score for female participants is higher than the mean score for male participants. The p-value for both male and female participants is less than .001, indicating that the probability of obtaining such a difference by chance is less than .001. Therefore, the results suggest that there is a significant difference between male and female participants' responses to the measured variable, and this difference is not likely due to chance.

The table provides evidence of a significant difference in responses to the measured variable between male and female participants. However, it is important to note that the analysis does not provide information about the causal direction of the relationship or the underlying factors that may be influencing the observed differences. Further research is needed to explore the possible explanations for the observed gender differences in the variable of interest.

Table No. 2 Pearson Correlation Test for the Workplace Bullying and Job Performance

		Job Performance	Workplace Bullying
Job Performance	Pearson Correlation	1	.197*
	Sig. (2-tailed)		.040
	N	110	110
Workplace Bullying	Pearson Correlation	.197*	1
	Sig. (2-tailed)	.040	
	N	110	110

The correlation analysis results show a positive correlation between job performance and workplace bullying, with a Pearson correlation coefficient of .197 and a p-value of .040. This indicates that as workplace bullying increases, job performance also tends to increase, although the correlation is relatively weak. However, it is important to note that correlation does not necessarily imply causation. Therefore, it is not possible to conclude from these results alone whether workplace bullying causes job performance to increase or whether there is another underlying factor that contributes to both workplace bullying and job performance.

In conclusion, the table provides evidence of a positive correlation between job performance and workplace bullying, suggesting that university teachers who experience higher levels of workplace bullying tend to have higher job performance. However, the correlation is relatively weak, and further research is needed to explore the underlying mechanisms that may explain this relationship. Moreover, this correlation analysis does not provide information about the direction of

the causal relationship, and further research is needed to determine whether workplace bullying is causing job performance to increase or whether there is another factor that contributes to both variables.

DISCUSSION AND FINDINGS

The main goal of this research was to study how workplace bullying affected university teachers. Previous studies suggested that there is a relationship between Workplace bullying and Job Performance. (Quraishi et al., 2018) It has been discovered that teachers in universities deal with a variety of pressures. These pressures can be defined in different forms of workplace bullying. These pressure causes stress and that stress which can be defined as a form workplace bullying causes an impact on the job performance of the teachers. This leads to a poor job performance and also dissatisfaction with the job.

The finding has given the significant positive association between the workplace bullying and Job performance of university teachers which shows that workplace bullying causes an impact on the job performance. Bullying was more observed by the female teachers and teachers having less experience. Teachers say that the workplace bullying effects badly their job performance, it causes damage to their psychological health, lower down their self-esteem, causes depression, lowers their confidence, and in sometimes it cause them to quit their job. Bullying clearly has a huge detrimental impact on the level of teacher's job performance.

We found majority of respondent has awareness what workplace bullying is, in this study survey data was collected from 110 respondents from 2 different Universities, on Table: 1 we got to know that 35 respondents were male and 75 females. After analysis of data we further got to know that in table three that The table 3 shows that there were total of 22 items about workplace bullying statements, looking closely at the table item per item, it was observed that the item no: 14 "Being ignored, excluded or not given importance all the time" has the highest mean 4.63 among all other items and item no: 13 "Being criticized for your dress code and appearance you go with university" had the lowest mean 1.05 among all the items, mostly all the items mean was above 4.

In Table 2, we applied Pearson correlation test for the two variables dependent variable "Job Performance" and independent variable "Workplace Bullying". It shows the association between the Workplace Bullying and Job performance in university teachers. This table shows that there is an average/moderate positive correlation between the Job performance and workplace bullying with a Pearson Correlation value .197 where N=110.

The analysis of the data demonstrated that the teachers' performance was affected with workplace bullying because the cumulative mean of all the questions was significant and higher than 4, which indicated there is an impact of workplace bullying on the job performance.

The information gathered from respondents also demonstrates that they were well aware off workplace bullying as the mean value of workplace bullying variable is above 4. Further we have noticed that the bullied teachers were seeking ways to get out of all this, and we found that the respondents were trying and coping at their own with the workplace bullying in any possible way.

CONCLUSION

In conclusion, this study provides evidence that workplace bullying has a significant impact on the job performance of university teachers in Punjab. The findings demonstrate a positive correlation between workplace bullying and job performance, with workplace bullying negatively affecting the psychological health and confidence of teachers. The study also revealed that female teachers and those with less experience are more likely to experience workplace bullying, which may have important implications for the recruitment and retention of skilled teachers in the university sector. Moreover, the results of this study have important implications for the management of workplace bullying in universities. The high level of awareness of workplace bullying among the respondents suggests that there is a need for universities to develop policies and procedures to prevent and address workplace bullying, and to provide support for teachers who are affected by it. Furthermore, the finding that teachers are coping with workplace bullying on their own highlights the need for universities to provide training and support for teachers to develop effective coping strategies and to promote a positive and healthy work environment. Overall, the findings of this study have important

implications for the management of workplace bullying and the promotion of job performance among university teachers in Punjab.

Workplace bullying is a serious problem in all organizations, but it is especially prevalent in higher education institutions. It is also noted that the majority of respondents were female and from rural areas and most of the respondents i.e. over 90 percent respondents have reported that in whatever form or manner, they have experienced workplace bullying. Since the average response for impact on job performance was over 4, this study clearly shows that workplace bullying has an effect on job performance.

RECOMMENDATIONS

Based on the findings of this study, it is recommended that universities take proactive steps to prevent workplace bullying and promote a positive and healthy work environment. These steps may include providing training and education for staff and faculty on workplace bullying, creating policies and procedures for reporting and addressing incidents of bullying, and promoting a culture of respect and professionalism. It is also important to address any underlying factors that may contribute to workplace bullying, such as high workloads or inadequate support and resources for faculty.

The following are the main points for the recommendations:

- In this world teachers being a very important role model, have a fundamental right to work in a safe atmosphere where they can do their duties to the best of their abilities, so that they can groom this world.
- It is the responsibility of Government and the concerning department that they need to make strong policies to avoid such kind of occurrences.
- It is also suggested to create procedures that enable teachers to report occurrences of such kind of problems as they happen.
- There should be some proper channel where teachers can easily report this. It is also necessary for the teachers that they report this issue to higher authority in spite of bearing it for a long time.
- It is also suggested that Government and Universities should conduct seminars to spread awareness and also give the society awareness to it to save from its bad impacts.

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