Workplace Bullying And Its Effect On Organizational Citizenship Behavior Of Teachers At University Level

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Abstract

Workplace bullying adversely effects the performance of individuals, both at self and organizational level. Present study is aimed to identify the impact of workplace bullying on organizational citizenship behavior of university faculty. It also explores the differences in workplace bullying and organizational citizenship behavior in terms of type of organization, gender and work experience. Quantitative research approach was employed. Total of 228 university teachers from public and private universities of Islamabad were participants of research. Results indicate that workplace bullying has a significant negative effect on the organizational citizenship behavior of university teachers. Moreover, significant difference was found in workplace bullying and organizational citizenship behavior of university teachers across types of organization, gender and work experience. University counselling services may be provided to faculty for reducing the workplace bullying among university faculty.

Keywords: Workplace Bullying, Organizational Environment, Sociodemographic, Performance.

1.Introduction

The organizational environment significantly affects the accomplishment or the inability of the personnel to complete their jobs, ultimately having an impact on the performance of the organization as a whole. The "social climate of an organization" at work is what is referred to as the workplace environment (Shalley et al., 2000). Bullying is one of several harmful behaviors that are common in workplaces (Nielsen et al., 2009). Workplace bullying entails aggressive behaviors of varied degrees of intensity that are repeatedly displayed as a single occurrence. This lowers performance and creativity and may even lead to turnover of employee (Mathisen et al., 2008; Schat & Frone, 2011). Bullying is a widespread issue in the world. An ideal workplace is defined as fulfilling, fun, and beneficial for the

organization's members. It is also considered to possess substantial influence on job satisfaction productivity, and overall effectiveness of the personnel (Noah & Steve, 2012, Bushiri, 2014). Workplace bullying is a collection of unfavorable actions of varied severity that can seriously impair one's capacity for productive or efficient work. Additionally, it is accepted throughout the early years of a person's career (Allanson et al., 2015). This contact affects how employees connect with one another on a social level (Jain & Kaur, 2014; Misawa & Rowland, 2015). The management has a huge obligation to create the optimal environment for the company in order to guarantee employee performance, safety, and relationships. However, hostile work environments where individuals are subjected to abusive actions cause both their professional and personal lives to become unstable. Both

immediate and long-term detrimental effects of workplace bullying are felt by the victims (Roscigno et al., 2009).

In addition to increasing psychological suffering, targets of workplace bullying have also expressed significant levels of pessimistic, emotional exhaustion and burned out feelings (Hauge et al., 2010). Given the effects of bullying at workplace, it's critical to take action to lessen it. In order to stop these behaviors, researchers, practitioners, and employers worldwide are working to create policies that guarantee legal workplace protection (Einarsen et al., 2009). But sad to say, in Pakistan, management, lawmakers, and government officials have not acknowledged that how common bullying is practiced at work, therefore no action is being taken to reduce it.

Although the creation of the Protection from Workplace harassment for women Act 2010 has demonstrated to be an important step toward the prohibition of physical or sexual harassment at the workplace, its efficacy is still in doubt given its inadequate execution. Because of their continued rise and negative effects, the prevalence of bad workplace behaviors has drawn the attention of many academics and professionals.

The current study intends to pinpoint the prevalence of workplace bullying as well as the most common types of bullying that victims encounter. Additionally, the study intends to determine who might be bullied based on sociodemographic characteristics and to assess the connection between bullying at work and university teachers' organizational citizenship conduct. This research attempts to present context-specific actions that can be implemented to stop bullying actions, specifically in an academic setting and generally in other workplaces, in light of the data gathered and analyzed.

1.1 Objectives

The objectives of the research were:

1. Identify level of workplace bullying among university teachers.
2. Determine university teachers' organizational citizenship behavior.
3. Analyze effect of workplace bullying on organizational citizenship behavior of university teachers.
4. Explore gender differences in context of workplace bullying and organizational citizenship behavior.
5. Explore public and private sector universities differences in context of workplace bullying and organizational citizenship behavior.
6. Explore work experience differences in terms of workplace bullying and organizational citizenship behavior.

1.2 Hypotheses

H1: Workplace bullying has negative effect on organizational citizenship behavior of university teachers.

Ho2: There is no significant difference in workplace bullying of public and private university faculty members.

Ho3: There is no significant difference in organizational citizenship behavior of public and private university faculty members.

Ho4: There is no significant difference in male and female university faculty members in context of workplace bullying.

Ho5: There is no significant difference in male and female university faculty members in context of organizational citizenship behavior.

Ho6: There is no significant difference in workplace bullying on the basis of work experience.

Ho7: There is no significant difference in organizational citizenship behavior on the basis of work experience.

2. Literature Review

Bullying is a term that has been around since the 1530s and essentially refers to two people: one bully and one victim. Since birth, it has been seen and reported that people are expected to be the best or to strive for perfection, but this urge to excel leads to competitiveness that breeds bullying. Being domineering and creating a sense of inferiority or submission in others is achieved by displaying such actions. Bullying at work is increasingly a widespread occurrence.

It may appear that bullying only occurs when the victim or the harassed person is younger in age and experience and believes that he or she is unable to defend or resist the bully. Bullying is described as a pattern of hostile or unfavorable behavior toward a coworker by another coworker or by an authority person that may upset the victim (Yahaya et al., 2012). Workplace bullying is the term for improper interpersonal actions, including false accusations, ongoing criticism, excessive job supervision, and social isolation, that are directed at one or more individuals at work (Zapf & Gross, 2001; Einarsen, 2000). According to reports, victims or bullies suffer unfavorable consequences, such as absences from work, health problems, dissatisfaction, stress, and an inability to meet deadlines (Beswick et al., 2006). The first facility of its sort in the world, the Work Trauma Clinic was established in Sweden in the 1980s by a German psychiatrist by the name of Leymann. Leymann used the term "mobbing," which he claimed induced "psychological terrorization," because he was concerned about how bullying affects a person's health. As people's awareness of this occurrence and their rights increased through time, they began to give it names. One such attempt was made in 1992 by British journalist Andrea Adams.

The phrase "Workplace Bullying" was created by her (Namie, 2003). Bullying at work can also include inappropriate body language or unwarranted criticism (Yamada, 2003). The power that authoritative figures wield against those who are beneath them in rank or position is one of the key causes of bullying at work (Lee, 2000). Bullying is influenced by leadership roles and behaviors as well. Bullying at work may also result from poor leadership practices that lack task organization (Olsen, Bjaalid, & Mikkelsen, 2017). Bullying can occasionally result from gender differences. Possible causes of this include gender discrimination. Women are more likely to experience psychological or emotional bullying than men, who are more likely to engage in physical bullying. The preconceptions that encourage men to be aggressive and women to be kind and soft-spoken are one factor in this. Men are attacked about "sexuality," whereas women are bullied about "loose morality," it has also been noted. Compared to women who target those in their immediate social circle, men are more likely to bully outsiders (Wimmer, 2009).

Workplace bullying and interpersonal bullying are two different types of bullying. Giving irrelevant tasks, giving tasks little time to complete them, and adding extra work to the job are all examples of workplace bullying. Person-related bullying involves demeaning someone or making up false information about them (Einarsen & Hoel, 2009). Bullying that is directed upward and downward is the main form of vertical bullying. Downward bullying, which happens when a subordinate is subjected to bullying behavior by the management or boss, is the most prevalent type of bullying. (directly or indirectly) (Martin & LaVan, 2010). With the development of technology, cyberbullying has also increased (Donegan, 2012). When someone is threatened or bullied online—through communications, hacking, tampering with images and documents, etc.—it is known as cyberbullying. To comprehend the root causes of

workplace bullying,various social psychological theories have been proposed. According to the frustrated aggression theory, workplace bullying occurs when an employee's aims are impeded. The result could be "nervous breakdown." Additionally, a nervous breakdown can occur when a worker consistently works under stress. According to a different theory, bullying occurs when the bully directs his or her feelings toward the employees or coworkers at work (Bano & Malik, 2013). According to the stress-strain model, if employees are exposed to stressful events, there is a risk to their psychological health (Devonoish, 2013). In addition, the person environment fit hypothesis states that stress is increased when a person has a conflict and either perceives or lacks the ability to deal with challenging circumstances. These people typically suffer more under stress (Heugten, 2013).

Additionally, it has been noted that victims of bullying frequently don't experience any personal or professional consequences, and even if they do, they usually bounce back quickly. Resilience is one of many additional causes for the aforementioned. All people go through terrible and painful experiences, but some people can handle them and recover, which is referred to as resilience. Resilience is essentially the capacity of a person to bounce back after a traumatic event. Organizations define it as an employee's capacity to bounce back fast, abstain from absenteeism, and do so without displaying any signs of stress (Bano & Malik, 2013).

Resilience has been split into two types by researchers: physiological and psychological. Psychological resiliency is the capacity to recover effectively from traumatic events. One of the most important factors in maintaining resilience is social support (Jackson, Firtko, & Edenborough, 2007). Resilience and locus of control have a close relationship. Labeling the outcomes of our activities, whether they are

internal or external, is known as locus of control. Researchers claim that those who are more at ease, rational, and responsive to situations are perceived to have more "control" over them (Cazan & Dumitrescu, 2015).

Bullying at work is a persistent effort to cause problems and bad experiences for that one coworker, which could leave him emotionally and psychologically exhausted (Arynne, 2009). The repercussions of bullying have been the subject of numerous research. According to certain research, bullying can result in cardiac conditions, stress-related illnesses like diabetes and hypertension, despair, and suicidal thoughts (Oladapo & Banks, 2013).

Bullying can lead to low self-esteem and suicidal thoughts (Djukorvik, McCormack, & Casmir, 2004). A recent study found a favourable correlation between bullying at work and anxiety. Employees experience anxiety when there is workplace bullying present, their work is not respected, or they are the target of unfavorable appraisal or criticism. This further causes emotional exhaustion in the worker, job burnout, and a decline in job satisfaction (Gooty et al., 2009). Bullying at work has several negative repercussions on the victim. It causes psychological concerns, stress- and anxiety-related problems, physical discomfort, low levels of self-esteem, and other health problems (Bano & Malik, 2013). Moreover, it causes insomnia, PTSD, and severe anxiety, all of which have an impact on how well people function at work (Salin, 2003). How content a person feels about their work could be referred to as job satisfaction. Additionally, it has been discovered that a person's high level of job dissatisfaction has a positive association if they identify unpleasant emotions with their employment. Maintaining employee satisfaction is essential for creating a positive work environment (Celik, 2011).

Job satisfaction is the act of associating pleasant sensations with one's work, however when

bullying occurs at work, the likelihood of feeling content with one's work is called into doubt. In the past, academics have distinguished between "intrinsic contentment" and "extrinsic satisfaction" when describing job satisfaction (Markovits et al., 2010). The job demand-resources (JD-R) paradigm divides the working environment into job demands and job resources. Workplace challenges and demanding encounters fall under the heading of job demands and social support;

However, career development possibilities are classified as employment resources. High job demands that are associated with low job resources have been predicted with some accuracy by this model. Additionally, dual techniques boost job resources while lowering job wants (Olsen, Bjaalid, & Mikkelsen, 2017). Employee satisfaction is significantly influenced by the workplace (Mete & Sökmen, 2016). Environmental variables also influence attitudes. Numerous studies demonstrate that an emotionally draining or suffocating atmosphere is the root cause of bullying. A "poor quality" workplace environment increases the likelihood of bullying (O'Moore & Lynch, 2007). Another definition of job satisfaction is an attitude that is brought on by environmental influences, such as those related to culture, family, and religion (Celik, 2011).

The office atmosphere, employee attitudes and behaviors, and their impression of job satisfaction are all significantly influenced by culture. A big collection of people's morals, traditions, and values. A culture is something that is passed down from one generation to the next. The culture of a certain firm also aids in the prediction of specific workplace behaviors and aids employees in carrying out their tasks. Low rates of bullying are caused by cultural concerns with feminine ideals, individualized care, an emphasis on general well-being, and other regulating

organizations (Olsen, Bjaalid & Mikkelsen, 2017).

Numerous research examined the incidence of bullying and came to the conclusion that there are numerous work-related concerns at workplaces (Thomas, 2015). It is thought that a number of factors affect the prevalence of bullying at work, such as the fact that instances might differ from company to company and in industries where women predominate (Ortega et al., 2009). According Visvizi et al. (2019) exposure to bullying in higher education institutions is significantly influenced by various demographic and other characteristics, including gender, professional background, and level of education. The most important demographic parameters that were taken into account to influence the prevalence were gender, ethnic background, and organizational standing of the participants (Anjum et al., 2019). Males face bullying more frequently than female workers, according to Dilmac (2009). Literature repeatedly emphasizes how bullying incidences are overrepresented in the educational setting (Zapf & Einarsen, 2011). Additionally, Anjum et al. (2019) found that employees with less work experience are more likely to face bullying in a classroom than employees with more education.

Furthermore, studies indicate that employees in the service sector, particularly those in the financial, medical, or educational services — experience more workplace bullying (Lewis, Sheehan & Davies, 2008). Within the same nation, different sectors experience varied rates of bullying behaviours. with bullying being more prevalent in the government sector, it was found after synthesizing several studies (Salin, 2001). Studies on harassment and bullying at various workplaces in Pakistani companies have also been done, with the health industry accounting for a large portion of the research. The prevalence of bullying at higher education institutions was also examined by Anjum et al. (2019), who

hypothesized that these institutions are more susceptible to bullying.

Bullying is more common in academia than in other organizations, and this is mostly due to the hierarchical structure, subjective performance evaluation standards, and faculty member competition. Establishing effective communication channels both inside and outside the organization is crucial since in an academic atmosphere, employees' dedication is higher with their own accomplishments than those of the organization. Since employees are unable to work in solitude, this increased interaction could result in the emergence and amplification of undesirable behaviors, which calls for the creation of environments that promote effective learning (Espelage, Polanin, & Low, 2014).

According to Hogh, Mikkelsen, and Hansen's 2011 study, 52 percent of medical students have experienced bullying at the hands of a higher-ranking individual.

The bullying experiences of Pakistani doctors and student psychiatrists were studied by Gadit Mugford in 2008. In all investigations, psychiatrists and trainee psychiatrists reported high levels of harassment and bullying. In their 2011 investigation of the incidence of bullying in the telecommunications industry, Hanif and Bashir found that gender did not significantly influence bullying encounters.

Hussain and Aslam (2015) conducted a second study to examine the impact of workplace harassment on employees' productivity in the private banking sector. It was determined that although the employees had faced bullying at work. It had little effect on their productivity. Therefore, it can be argued that bullying at workplace comprises of negatively repeating incidents that have a detrimental effect on the victims' social, psychosomatic, and psychological realms. Furthermore, given its effects, there is an urgent need to address this

pervasive and deeply ingrained conduct in educational settings that not only endangers of the employee's mental health but also raises the risk of physical damage from the offender if it is not stopped.

2.1 Organizational Citizenship Behavior

Organ and colleagues 1983 created the organizational citizenship behavior constructs. Task performance and OCB essentially differ from one another in that task performance is a function of experience and functional cognitive ability, whereas OCB is a result of motivation rather than ability (Borman et al., 2003).From a theoretical standpoint, Organ (1988) initially defined OCB as a particular individual's behavior that is useful and discretionary for the business and A formal remuneration structure or job description in accordance with an employment contract do not enforce it.

According to this definition, certain criteria must be satisfied before behaviors are taken into account as OCBs. For example, behaviors should be optional rather than formally obligatory, and they cannot be formally recognized or recorded by the organization (Organ, 1988). Finally, these actions must support the organization's efficient operation. Additionally, OCB has five dimensions: sportsmanship, civic virtue, civility, conscientiousness, and altruism (Organ, 1988). Altruism describes voluntary actions that are purposefully intended to help a coworker participating in organizational meetings, speaking up, and being current on organizational matters are all examples of civic virtue.

When it comes to timeliness, attendance, resource conservation, and cleaning, being conscientious means going above and above what is expected. To be courteous, one must take the initiative to avoid causing difficulties for others and consult with staff members before making decisions that will have an influence on them. Finally, sportsmanship means putting up with the

inevitable workplace annoyances without complaining. The applicability of Organ's five-dimension model of OCB, however, is still debatable. For instance, an action directed toward an individual (OCBI) or toward an organization is considered in a two-dimensional conception of OCB established by Williams and Anderson (1991). (OCBO).

Organ's five-dimension taxonomy served as the foundation for Williams and Anderson's (1991) two-dimensional understanding of OCB. While OCBO encompasses conscientiousness, civic virtue, and sportsmanship, OCBI includes civility and altruism. The existing study is related to the conceptual distinction between OCBI and OCBO in that various workplace mistreatment scenarios may have diverse relationships with the two aspects of OCB. According to the social exchange hypothesis, collective civic engagement enhances both group and organizational performance (Podsakoff et al., 2009). The findings of Organ and Ryan's meta-analysis from 1995 show that organizational commitment and job attitudes are reasonably potent predictors of OCB. Additionally, job satisfaction and task performance have different relationships with OCB and are more strongly correlated than job satisfaction and job performance. According to the outcomes of OCBs, (Podsakoff et al., 2009) found a negative relationship between OCBs and withdrawal behaviors (such as turnover intentions, actual turnover, and absenteeism). Contrarily, OCBs showed a favorable correlation between organizational effectiveness and consumer satisfaction. The findings of the meta-analysis by Hoffman et al. (2007) further corroborate the assertion that OCB is more strongly related to job attitudes than task performance.

Research Method

The aim of research was to identify the effect of workplace bullying on organizational citizenship behavior. Further it also analyzed the differences of workplace bullying and organizational citizenship behavior among male and female faculty members and in public and private sector universities. Present research adopted the quantitative research paradigm keeping in view purpose of research & quantitative nature of data, as it helps the researchers to scientifically assess the variables and hypotheses testing. Survey method was used for collection of data. University faculty members were contacted and consent was taken to participate in research. Confidentially of researchers' responses were confirmed due to sensitive nature of construct workplace bullying to feel them free to choose right answers which is truly representing them.
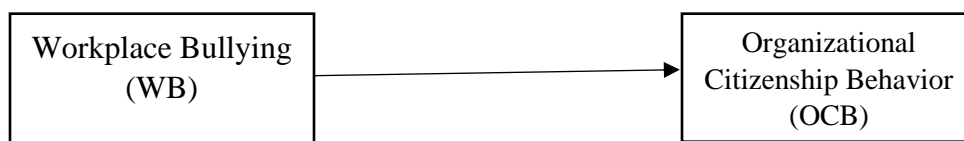
2.2 Relationship of Bullying at Workplace and Organizational Citizenship Behavior

In the present study focus is on the relationship of workplace bullying and organizational citizenship behavior, which entails significance of the study.

Workplace bullying has also been examined as an instance of negative altruism that influences someone's behavior toward others on an emotional or mental level (Anderson and Pearson, 1999). Additionally, it has been observed that employees who encounter antagonism when interacting with coworkers are more likely to refrain from extra-role behaviors (Zellars et al., 2002). Workplace bullying can spread throughout a company, having a negative overall effect and creating a hostile workplace (Anderson and Pearson, 1999; Lim et al., 2008). Previous research has substantially developed the social exchange theory to explain how bad workplace interactions affect civic engagement (Parzefall & Salin, 2010). Bullying at work has a social component, according to Anderson and Pearson (1999), who made the case that it can result in uncomfortable interactions or even more serious behavior like lower OCBI and greater CWBI. According to research (Pearson et al., 2000), employees are more likely to limit their contributions to the organization as a whole when

they encounter workplace rudeness coming from their employer. This reduces job performance, OCBO, and increases CWBO. Employees who experience unpleasant exchange connections are more likely to be unwilling to go above and beyond the minimal performance standards or the requirements of their specific roles (Lynch et al., 1999). When employees receive unfavorable treatment from other members of the organization, it can negatively affect their performance (Eisenberger et al., 2010).

Previous studies revealed that faculty personnel working at Pakistani universities had lower levels of OCB and psychological issues, as well as a high prevalence of bullying and job discontent (Atta & Khan, 2015; Abdullah & Akhar, 2016; Malik et al., 2017). Previous research revealed a direct link between workplace rudeness, job performance, and OCB (Aryee et al., 2007; Parzefall & Salin, 2010; Terzioglu et al., 2016)

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┌─────────────────────┐                    ┌─────────────────────┐
│ Workplace Bullying  │                    │   Organizational    │
│       (WB)          │ ─────────────────▶ │ Citizenship Behavior│
│                     │                    │       (OCB)         │
└─────────────────────┘                    └─────────────────────┘
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Figure 1: Framework of Research (Effect of workplace bullying on Organizational Citizenship behaviour)

Participants

University teachers were chosen to collect data. One public and one private university of Islamabad was selected for this purpose. Convenience sampling technique was used for gathering the research data. 240 respondents filled the questionnaires. After data screening, incomplete questionnaires were excluded and total 228 filled questionnaires were used for data analysis. Gender, type of organization and tenure information of university faculty were also gathered as many research studies showed relationship of these variables with workplace bullying and OCB.

Table 1 Demographics of Participants Details

Variables	Subcategories	Frequency	%
Gender	Male	104	45.6
	Female	124	54.4
Type of Organization	Private	112	49.1
	Public	116	50.9
Work Experience	1- 5 years	66	28.9
	6-10 years	57	25.0
	11-15 years	49	21.5
	16+	56	24.6

Research Methodology (Included Nature of research)

Research Instruments

Workplace Bullying (WPB) was analyzed by using the EAPA-T scale which was developed by Escartín et al. (2010). There are 12 items and measures bullying in terms of emotional abuse, professional devaluation, manipulation and control of work and professional discredit. Response categories are ranged from 'Never' to 'Daily'. Cronbach's Alpha of scale was .875. Omega Reliability was also .875 and all factor loadings were above .50. Composite Reliability (CR) was 0.932 and Average Variance Extracted (AVE) was 0.53. All values showed acceptable ranges. Skewness (Stat=.133, SE=.161) and Kurtosis (Stat=-.395, SE=.321) values of WB were found within the acceptable range.

A 16-item Lee and Allen scale was used to measure OCB (2002). Respnsese categories were raged from 'Never' to 'Always'. It analyzed the citizenship behavior in context of individual (OCBI) and organization (OCBO). There were 8 items under each category. Cronbach's Alpha of OCB was .983. Omega Reliability was also .980 and all factor loadings were above .70. CR was 0.980 and AVE was 0.759. All values showed acceptable ranges. Skewness (Stat=, SE=.161) and Kurtosis (Stat=-.883, SE=.321) values of OCB were found within the acceptable range as ±2 is an acceptable limit (George & Mallery, 2010).

Data Analysis

Table 2 Correlation matrix of workplace bullying, organizational citizenship behavior, gender, type of organization and Tenure

		Mean	SD	1	2	3	4	5
1	workplace Bullying	3.33	.656	_	-.680**	-.392**	-.187**	-.630**
2	OCB	3.29	.959		_	.327**	.283**	.858**
3	Gender	1.54	.499			_	.333**	.310**
4	Type of Organization	1.51	.501				_	.212**
5	Work Experience	2.21	1.01					_ _

p < .01

Results of table 2 showed that all values are significant at p <.01. Workplace Bullying and OCB has negative association as r =-.680**, p < .01. Results regarding level of workplace bullying and organizational citizenship behavior

showed that moderate level of workplace bullying (M=3.33) and organizational citizenship behavior (M=3.29) was found among university teachers.

Table 3 Effect of workplace bullying on organizational citizenship behavior

Variables	B	SE	95% CI	Beta	t	p	Research Hypothesis
(Constant)	6.613	.242	[6.136, 7.091]		27.301	.000	H1
Workplace Bullying	-.996	.071	[-1.136, -.855]	-.680	-13.959	.000	Accepted

Note. R^2 = .463, F=194.86, p <.001
DV: OCB

Results of table 3 shows that workplace bullying (WB) has significant negative effect on OCB as B=-.996, p<.001, R² = .463. WB brings 46.3 % variation in the OCB. Moreover, one unit increase in WPB will decrease -.996 units in OCB.

Table 4 Comparison of workplace bullying, organizational citizenship behavior among public and private university teachers

	Public University Faculty (n=116)		Private University Faculty (n=112)		t	p	Cohen's d	Null Hypotheses
	M	SD	M	SD				
WPB	3.21	.509	3.45	.762	2.854	.005	0.370	Ho2: Not Accepted
OCB	3.56	.693	3.01	1.111	-4.44	.000	0.594	H03: Not Accepted

Table 4 is about comparison of public and private university faculty members regarding the workplace bullying and organizational citizenship behavior. Results showed significant difference in the public and private university faculty members regarding workplace bullying. Workplace bullying was higher in the private university faculty members (M=3.45, SD=.762) in comparison to public sector university faculty members. Cohen's d value regarding WB showed small effect size.

Moreover, results showed significant difference in the public and private university faculty members regarding organizational citizenship behavior. OCB was found higher in the public university faculty members (M=3.56, SD=.693) in comparison to private sector university faculty members. Cohen's d value regarding OCB showed medium effect size.

Table 5 Comparison of workplace bullying, organizational citizenship behavior among male and female university teachers

	Male Faculty (n=104)		Female Faculty (n=124)		t	p	Cohen's d	Null Hypotheses
	M	SD	M	SD				
WPB	3.61	.629	3.09	.583	6.411	.000	0.849	Ho4: Not Accepted
OCB	2.95	.952	3.58	.870	-5.204	.000	0.690	H05: Not Accepted

Table 5 is about comparison of male and female university faculty members regarding the workplace bullying and organizational citizenship behavior. Results showed significant difference across gender in university faculty members regarding workplace bullying. Workplace bullying was found higher in the male university faculty members (M=3.61, SD=.629) in comparison to female university faculty members. Cohen's d value regarding WB showed large effect size.

Moreover, results showed significant difference in male and female university faculty members regarding organizational citizenship behavior.

OCB was found higher in female university faculty members (M=3.58, SD=.870) in comparison of male university faculty members.

Cohen's d value regarding OCB showed medium effect size.

Table 6 ANOVA Results about Workplace Bullying across Work Experience of University teachers

Measure	1-5 Years		6-10 years		11-15 years		16+ Years		F	Sig.	η^2
	M	SD	M	SD	M	SD	M	SD			
Workplace Bullying	3.89	.553	3.43	.405	3.04	.567	2.82	.495	50.911	.000	.405

Results of table 6 showed significant difference in workplace bullying across various experience categories of university faculty members thus rejected the H06. Workplace bullying level was high in the faculty members whose work experience was between 1-5 years (M=3.89) and low in faculty who have 16+ years of service. It was also found that it becomes lower gradually with increase in service years. Moreover, 0.405% variance in the workplace bullying is accounted by experience of university faculty.
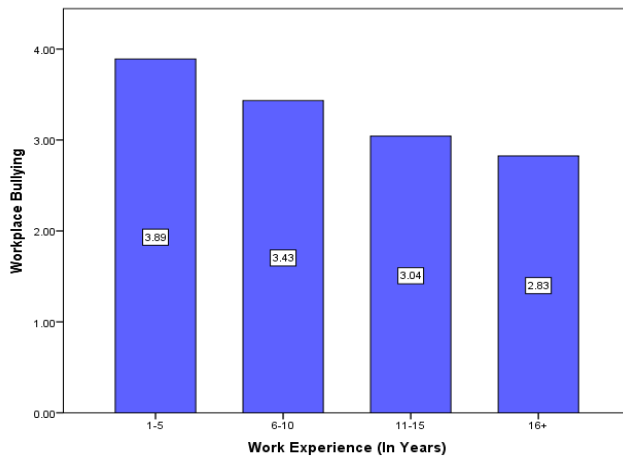

Figure 2: Workplace Bullying across various work experience categories

Table 7 ANOVA Results about Organizational Citizenship behavior Across Work Experience of University teachers

Measure	1-5 Years		6-10 years		11-15 years		16+ Years		F	Sig.	η^2
	M	SD	M	SD	M	SD	M	SD			
OCB	2.19	.626	3.06	.477	3.91	.388	4.29	.319	230.4	.000	.755

Results of table 6 showed significant difference in OCB across various experience categories of university faculty members thus rejected the Ho7. OCB level was high in the faculty members whose work experience was between 11-15 years (M=3.91) and who have 16+ years (M=4.29) of service. It was also found that it becomes higher gradually with increase in service years. Moreover, 0.755% variance in OCB is accounted by experience of university teachers.
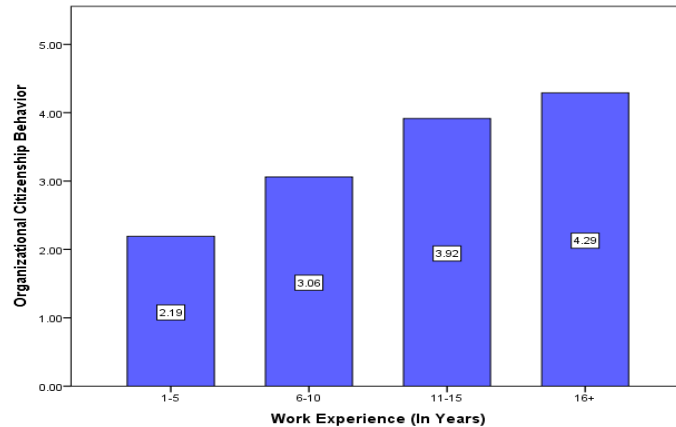
Figure 3: Organizational Citizenship Behavior across various experience categories

Conclusion and Discussion

Workplace bullying has indicated various negative consequences on individual, job and organizational outcomes. Present study was aimed to identify workplace bullying impact on organizational citizenship behavior of university teachers. It further explored the differences in workplace bullying and organizational citizenship of university faculty across type of organization, gender and experience in service. Moderate level of workplace bullying and organizational citizenship behavior was found among university teachers. Results of current study also revealed that there is a negative effect of workplace bullying on organizational citizenship of university faculty. Mendiratta and Srivastava (2021) conducted study on employees of hospitality sector and confirmed the same negative relation identify in present study between workplace bullying and OCB. Zulkarnain et al. (2016) conducted study on electric company employees and supported the present research findings that workplace bullying negatively impact the OCB. In a study conducted by Mubarak and Mumtaz (2018) on employees of nongovernmental organizations (NGOs) discussed that bullying lower the level of OCB among individual.

Results of study also indicated that significant difference was found in workplace bullying across type of organization, gender and work experience of university teachers. Public and private universities in Pakistan are very much different in context of their cultures, facilities, funding resources and administrative setups. Zulfqar, et al. (2016) explored that public and private universities in Pakistan differ in context of decision-making and leadership practices. Therefore, comparison of public and private universities in context of workplace bullying and OCB was also done.

Escartín, Salin and Rodriguez-Carballeira (2011) rejected the notion that bullying is gender-neutral. They claimed that bullying is gendered. Further, Anjum and Muazzam (2018) come up to the conclusion that female employees are facing bullying which at some extent contradicts with present research study. They further clarified that nature of bullying was different in male and female faculty members as females were facing person-related bullying form such as offensive remarks and males were facing work-related bullying such as change in responsibilities without prior information. Dilmac (2009) findings also supported present research that males' workers face more bullying than female workers. As far as findings of work experience of faculty members regarding bullying is concerned, Anjum et al. (2019) results supported the present research findings that employees with less than five years of work experience are more likely than those with more

than five years of education to face bullying in a classroom.

Workplace bullying was higher in the private university teachers compared to public university teachers. Further, OCB was found higher in the public university faculty members. One of the interesting findings of present research was that workplace bullying experience decreases gradually with increase in experience. In present study, workplace bullying was found higher in the male university faculty members while OCB was found higher in female university teachers. Cameron and Nadler (2013) identified that women participate more in OCBs which supports the findings of present research. Kidder (2002) also identified significant difference in OCB among male and females. Further, female favored altruism and male favoured civic virtue.

Likewise, in present study, significant difference was found in organizational citizenship behavior across type of organization, gender and experience of university teachers. One of thoughtful finding of present research was that OCB increase gradually with experience. Kegans, McCamey and Hammond (2012) also explored that Civic virtue element of OCB have statistically significant association with work experience.

Limitation of Research

Present research studied the constructs quantitatively and used self-reported questionnaires for gathering the information. This limits freedom of responses. Further research on larger scale with different research paradigm may strengthen the results of present research or come up with different results. Longitudinal research studies may also work in this context. Convenience sampling technique also has limitation.

Research Implications and Future Directions

Present study contributes significantly to literature as it explored the effect of workplace bullying on OCB among university faculty in Pakistan. Previous studies identified the relationship between these two constructs in other sectors (Mendiratta & Srivastava, 2021; Mubarak & Mumtaz, 2018; Zulkarnain et al., 2016). Comparative analysis of workplace bullying on OCB is also a momentous addition in present literature as Zulfqar, et al. (2016) in their study identified that public and private sector universities differ in many aspects. As far as social implications are concerned, present research filled the gap of research on constructs of workplace bullying and OCB among university faculty. Present research will be helpful for the universities to understand the role of workplace bullying in decreasing the OCB level of university teachers. They may take preventive measures for decreasing the workplace bullying which in turn will also increase the OCB level. University counselling services may be provided to faculty for reducing the workplace bullying among teachers considering the role of gender. Further research studies are required to explore the causes of bullying among universities of Pakistan.

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