

Bearing the Brunt: Workplace Bullying's Ripple Effect on the Deviance Behaviour among the Private School Teachers in Jammu and Kashmir, India: An Empirical Study

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Background: Workplace bullying, characterised by repeated negative actions that create a power imbalance, significantly impacts employee well-being and organisational behaviour. Understanding the dynamics between workplace bullying and deviant behaviour is crucial for organisations aiming to foster a healthy and productive work environment. Addressing bullying can significantly reduce the incidence of deviant behaviours, thereby enhancing overall organisational effectiveness and employee well-being.

Methods: The study adopts cross sectional survey design. Data is of primary nature and is collected through survey method using structured questionnaire from 411 respondents (N=411). Well established scales viz, Einarson (NAQ-R) and the scale by Robinson & Bennett were used. For interpreting and analysing the data SmartPLS and SPSS software's are used.

Results: Findings of the study indicate that workplace bullying and its sub dimensions positively impacts deviance behaviour and its sub dimensions within private education sector in Jammu and Kashmir, India.

Conclusion: This study reveals that workplace bullying is a significant issue affecting many teachers, leading to stress, depression, anxiety, and even suicidal thoughts. It is found that bullied teachers are likely to exhibit deviant behaviours. Moreover, cultural factors in the region contribute to a higher likelihood of bullying, while a lack of awareness and proper reporting mechanisms leave educators without adequate representation. To address this, the study recommends implementing anti-bullying policies, conducting training and informational campaigns, establishing transparent reporting systems, and enforcing corrective measures to foster a bully-free environment.

Keywords: Workplace Bullying, Deviance Behaviour, Private School Teachers.

Introduction

The problem known as "workplace bullying," defined as persistently unpleasant behaviour directed towards a person inside an organisational setting, has become increasingly prominent because of how common it is and how bad it is for employees and organisations [1]. Scholarly investigations and research have repeatedly brought attention to the adverse effects of Bullying across diverse professional contexts, highlighting the problem's relevance as a widespread and harmful problem. Kowalski et al., [2] propounded that workplace bullying is surprisingly common worldwide. As per the findings from Workplace Bullying Institute, 61% of American workers are aware of abusive behaviour in their employment, and 19% of individuals in the country have experienced workplace bullying [3]. According to estimates, 5% to 20% of European workers have encountered instances of bullying at some point in their employment; certain nations have much higher percentages [4]. Notably, a survey conducted by "careerbuilder.in" and reported by India Today in 2020 found that close to 55% of Indian employees reported experiencing workplace bullying.

Despite workplace bullying being acknowledged as a significant global issue [5] the scholarly literature addressing this phenomenon in India remains limited in comparison to other countries. D'Cruz and Rayner [6] have spearheaded empirical investigations into workplace bullying in India, focusing particularly on the Information Technology Enabled Services Business Process Outsourcing (ITES-BPO) sector. In an addition to ITES-BPO sector, research has explored the occurrence of workplace bullying spans across diverse sectors, encompassing bank employees, college teachers [7], junior doctors [8], and IT employees [9].

Research has identified numerous outcomes of workplace bullying, including workplace deviance behaviour. Workplace Deviant Behaviour is defined as, “actions taken voluntarily by individuals inside an organization that violate its standards and regulations and endanger the organization or its members” [10], is also challenging in organisations which not only impact the work commitment of employees but overall influence the organisational performance. Workplace bullying is tormenting for employees since it is related to emotional abuse or workplace harassment and is a practice of constantly throwing of negative behaviour and mistreating a worker individually regularly” [11,12]. As per Einarsen [13], Workplace bullying is characterised by persistent and recurrent acts of aggression (1) that are considered as hostile or/and planned to be hostile (2) by the receiver. Bullying includes intent to inflict hurtful action, create an environment of power imbalance, hurt and conduct a repetitive aggressive attitude towards the victim. The bullying type can also be classified into different sections, as described by Einarsen et al. [14]: Work-related bullying (WRB), Person-related bullying (PRB), and Physical intimidating bullying (PIB). Work related bullying may take many forms, including the imposition of excessive or unreasonable deadlines or workloads. Behaviours such as making derogatory comments, spreading rumours, taunting, and pulling practical jokes are examples of person-related bullying [15]. While most research on bullying focuses on psychologically harmful behaviours, studies of bullied individuals have shown that physical intimidating acts like physical violence or threats of violence are also common [16].

According to Bernstein & Trimm [17], Workplace Bullying adversely affects the well-being of individuals and various organizational outcomes. It is suggested that Workplace Bullying is associated with a heightened likelihood of increased absenteeism. This implies that Workplace Bullying not only influences the well-being of the victim but also reduces organisational productivity. A person subjected to bullying shows less commitment towards their job roles and organizations when they receive no support and protection from the authority of the organisations. Agervold & Mikkelsen [18] identified that bullied individuals often suffer from an increased extent of fear and anxiety, impaired well-being of psychology, lowered self-efficacy, lowered belief and lowered self-efficacy in the individual's professional competence.

Workplace bullying is linked to workplace Deviance Behaviour (WDB), as the negative experiences from bullying often led employees to engage in counterproductive actions. WDB refers to the voluntary behaviours that don't comply with the norms and regulations of organisations and tend to threaten the welfare of organisational members, the entire organisation or both. Furthermore, WDB is deliberate and voluntary, rather than accidental. It entails breach of norms established by organizational leaders and may be directed towards individual members of the organization or the organization itself [19]. Most of the employees who are ill-treated and abused by their employers are probable to engage in WDB to a great extent. [20]. Robinson and Bennett [21] delineated two main types of workplace deviance: Interpersonal deviance (ID) and Organisational deviance (OD). ID targets fellow organizational members and encompasses behaviours like making hurtful remarks or displaying rudeness towards a co-worker, showing favouritism, and so forth. OD is directed towards the organization itself and involves actions such as theft, withholding effort, squandering resources, taking excessive breaks, and the like.

Furthermore, the deviant behaviour of individuals is the negative impact of the long-term bullying of an individual [22]. A constant affliction of negative behaviour towards working individuals causes them to develop deviant behaviour in response to what they have received so far. The deviant behaviour among individuals is the prime impact of the long-term exposure to negative institutional behaviour. Both, employee bullying and deviant behaviour cause great lag in the organizational operation through potential failure [23]. The organization also suffers from monetary losses due to constant conflicts that are raised inside an organizational environment. The rising difference among the employees and futile behaviour causes the whole operation to lose growth. In the present context, the teachers of Jammu and Kashmir schools are also part of the educational organization. Constant bullying of those teachers regarding societal status, different caste and religion is the predominant cause of such negativity [24]. However, bullying is causing teachers to be furious with their worse situation making them deviant in their response as a result of such behaviour. This also makes the whole system much more prone to failure and without discipline [25]. The educational organisation and related authorities seek to deal with such negativity in the organizational sphere to prevent potential losses. The relation between the key factors of bullying and deviant behaviour hence can be observed in the employees' behaviour [26]. When an organisation experiences Workplace

Deviant Behaviour among its employees, it is an urgent need to find the prime cause. Failing to identify the cause will lead to increased absenteeism rate, and increased turnover and make way for a negative work environment.

The impact of workplace bullying on deviance behaviour is understudied in an Indian scenario particularly in the context of Jammu and Kashmir [7]. While earlier research has focused on the holistic view of the impact of workplace bullying on deviance behaviour. This study has shifted its focus to study the impact of dimensions of workplace bullying on the components of deviance behaviour. By carrying out such an analysis, this study aims to advance the knowledge of workplace bullying and its effects on deviance behaviour, enabling the creation of focused interventions and mitigation techniques to lessen its detrimental effects on educators and the standard of education offered in this area.

The study seeks to enhance comprehension regarding the effective management and mitigation of workplace mistreatment by providing valuable insights into employee reactions to workplace bullying within the specific context of Jammu and Kashmir. To improve the working circumstances and general well-being of private school teachers, as well as the overall quality of education in the area, this research will help shape the creation of focused interventions and solutions.

Hence, the current study aims to test the impact of workplace bullying and its facets—namely, “Work-related bullying (WRB)”, “Person-related bullying” (PRB), and “Physical intimidating bullying” (PIB)—with deviant behaviour and its components—specifically Organizational deviance (OD) and Interpersonal deviance (ID)—within the private education sector. Therefore, following hypotheses have been proposed:

H1: Workplace Bullying (WB) positively impacts Deviance Behaviour (DB).

H2: Work Related Bullying (WRB) positively impacts an Interpersonal Deviance (ID).

H3: Work Related Bullying (WRB) positively impacts an Organisational Deviance (OD).

H4: Person Related Bullying (PRB) positively impacts an Interpersonal Deviance (ID).

H5: Person Related Bullying (PRB) positively impacts an Organisational Deviance (OD).

H6: Physical Intimidating Bullying (PIB) positively impacts an Interpersonal Deviance (ID).

H7: Physical Intimidating Bullying (PIB) positively impacts an Organisational deviance (OD).

Materials and Methods

To examine the hypotheses, we conducted a cross sectional survey within private schools. The study applies Partial Least Square Structural Equation Modeling (PLS-SEM) approach, specifically Smart PLS 3 software. The study uses proportionate stratified sampling technique. The study comprised of teachers in the private schools of Jammu and Kashmir. The data collection involved both online and offline methods using structured questionnaire. Utilizing Krejcie and Morgan's [27] method for determination of sample size based on the population of schools in Jammu and Kashmir, a representative sample size of 411 was calculated. In this study Negative Act Questionnaire-Revised scale developed by Einarson, et al., [28] is employed. This scale consists of 22 items intended to assess exposure to bullying. Additionally, a self-reported workplace deviance behaviour questionnaire, developed by Robinson and Bennett [29] is utilised to measure both organisational and interpersonal deviance. The questionnaire consists of 19 items to report both interpersonal deviance and organisational deviance.

Results

A survey was completed by a total of 450 participants, comprising 31.63% male and 68.37% female respondents. Incomplete responses were excluded from consideration, resulting in 411 responses being used for analysis. The Partial Least Squares (PLS) Structural Equation Model (SEM) was employed to test the hypotheses using SmartPLS 3. In the context of PLS-SEM data analysis is conducted in two primary stages: the measurement model assessment and the structural model assessment. The measurement model evaluation is further divided into two types based on the nature of underlying constructs i.e., reflective and formative measurement models. The study

evaluates the robustness of the construct by examining the measurement model (figure 1.2) which involves how well the model represents the underlying theoretical construct. The evaluation of quality criteria commences with an examination of factor loadings, succeeded by the establishment of reliability and validity of construct in stage 1 (lower order construct) and in stage 2 (higher order construct) Variance Inflation Factor (VIF), outer weight and outer loading is assessed. The factor loading pertains to the “magnitude to which every item in the correlation matrix correlates with the designated principal component. Factor loadings can range from +1.0 to -1.0 with higher absolute values indicating a higher correlation of an item with the underlying factor” [30]. All items in the study demonstrated factor loadings exceeding suggested threshold of 0.05[31]. Therefore, all the items were retained. The subsequent steps to assess the reliability and validity of the constructs. Reliability is assessed using Cronbach alpha, composite reliability and validity is evaluated through Average Variance Extracted (AVE) and discriminant validity. The results are presented in tabular form (Table 1).

Table 1

Constructs	Cronbach's alpha	Composite reliability (rho _a)	Composite reliability (rho _c)	Average Variance Extracted (AVE)
WRB	0.754	0.860	0.811	0.500
PRB	0.893	0.907	0.914	0.545
PIB	0.875	0.876	0.923	0.800
ID	0.927	0.930	0.945	0.775
OD	0.954	0.955	0.961	0.733

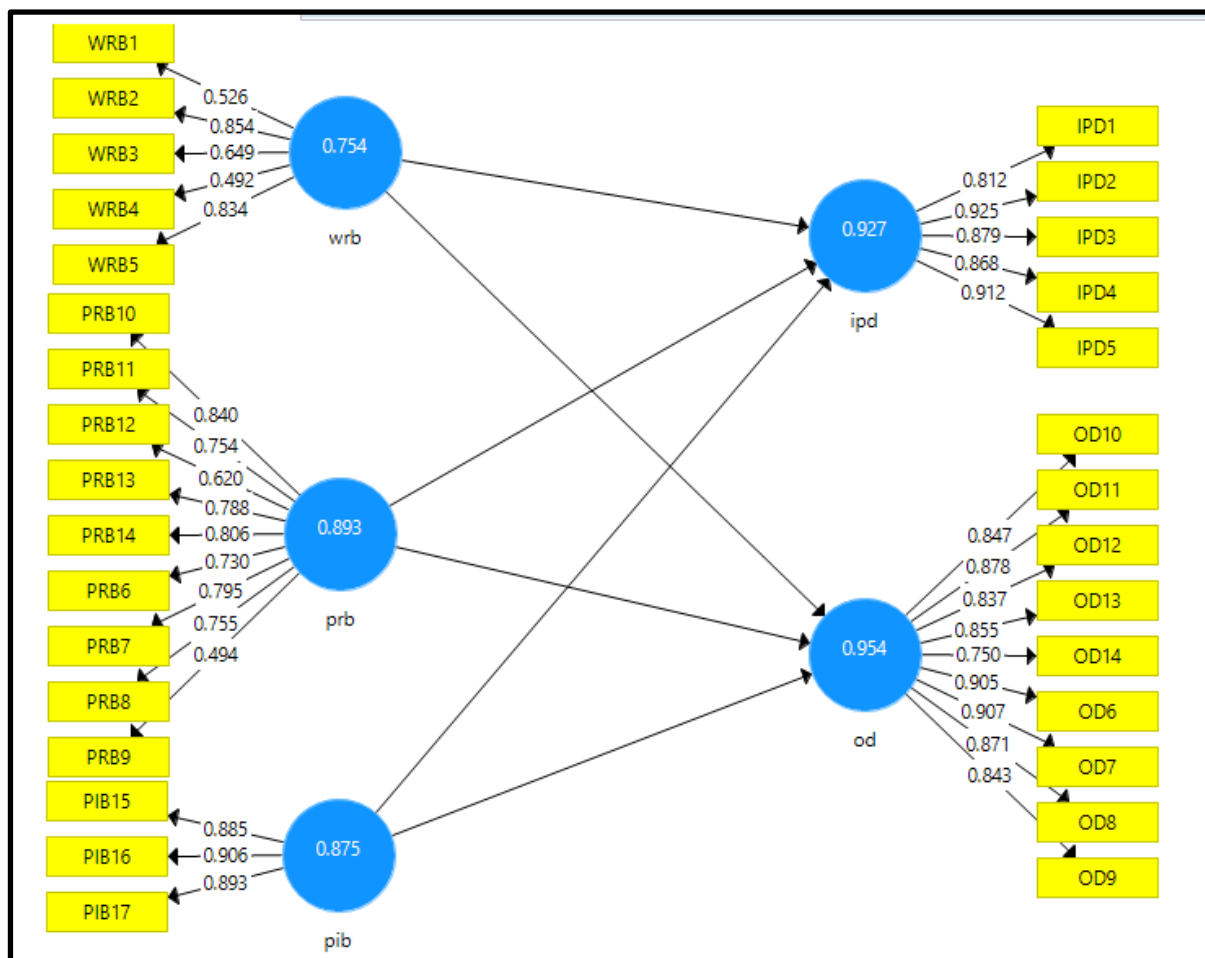


Figure 1.2.: Measurement model (Factor loading and Cronbach alpha)

Discriminant validity ensures that the construct is measured accurately and is conceptually distinct from other related constructs; results obtained are shown in table 2.

Table 2

	ID	OD	PIB	PRB	WRB
ID					
OD	0.899				
PIB	0.505	0.618			
PRB	0.828	0.855	0.683		
WRB	0.649	0.588	0.395	0.744	

The Average Variance Extracted (AVE) of all variables surpasses the recommended threshold value of 0.50. As per Hair et al.[34], discriminant validity was evaluated by utilizing the Heterotrait Monotrait (HTMT) criteria introduced by Henseler et al. [32], rather than relying solely on cross-loadings. The results presented in Table 2 demonstrate that all HTMT values fall below the suggested threshold of 0.85 [32]. To provide insights into the hypothesised connections between variables testing the overall model fit and the strength of this specified path, structural model assessment (figure 1.3) was put into practice. According to Haier et al. [31] Structural model assessment involves five steps: evaluating multicollinearity using VIF, hypotheses testing through path coefficients (β), assessing variance explained with R^2 , determining effect size using F^2 and evaluating predictive relevance with Q^2 .

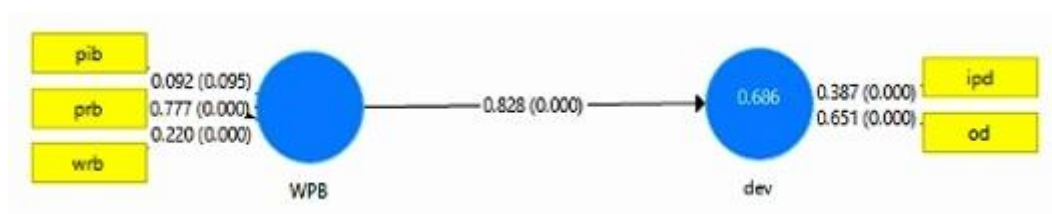


Figure 1.3.: Structural model

a) Multicollinearity:

To assess the multicollinearity problem in the model, Variance Inflation Factor (VIF) is calculated. Different authors have suggested different limits for the VIF, with some recommending a value less than 5 [33]. Table 3 infers that the VIF values for all items were below this threshold. Therefore no multicollinearity was detected among the study items.

Table 3

ITEMS	VIF
WRB	1.917
PRB	2.533
PIB	1.592
ID	3.553
OD	3.552

Following the assessment of multicollinearity, the outer weights and the outer loadings of the indicators were examined to determine their contribution to the respective latent constructs. Outer weight refers to the weight or coefficient assigned to each formative indicator in a multiple regression model with the composite score of the formative latent variable as the dependent variable and the formative indicators as independent variables. The outer weight captures the unique contribution of each formative indicator to the construction of the latent variable [31] as shown in table 4.

Table 4

	Original sample(O)	Standard deviation (STDEV)	T Statistics (O/STDEV)	P values
WRB->WB	0.220	0.045	4.866	0.000
PRB->WB	0.777	0.050	15.539	0.000
PIB->WB	0.092	0.055	1.682	0.093
ID->DB	0.387	0.077	5.004	0.000
OD->DB	0.651	0.074	8.766	0.000

Weights should be significant (p values less than 0.05). The indicator with insignificant outer weight but outer loadings greater than 0.50 are generally retained [31]. Table 4 shows all the dimensions of workplace bullying and deviance behaviour (except PIB->WB) have p values less than 0.05. The next step is to check outer loadings (Table 5) and the outer loading with significant p value will be retained [31]. The absolute contribution of an indicator is typically measured by its outer loading, which represents the correlation between the indicator and the construct it is intended to measure. If an indicator has a high outer loading and is theoretically important to the construct, it may be retained in the model even if its weight is not statistically significant. Conversely, if an indicator has a low outer loading and is theoretically unimportant, it may be deleted from the model even if its weight is statistically significant [34].

Table 5

	Original sample(O)	Standard deviation(STDEV)	T Statistics (O/STDEV)	P values
WRB->WB	0.795	0.032	25.212	0.000
PRB->WB	0.985	0.006	153.306	0.000
PIB->WB	0.656	0.039	16.869	0.000
ID->DB	0.938	0.016	57.720	0.000
OD->DB	0.979	0.009	111.695	0.000

As evident from Table 5, all dimensions have loadings above 0.50 with significant p values, meeting the criteria for the validity of the formative construct. Hence, validity of the Higher Order Construct was established.

b) Path Coefficients:

The significance of the path coefficients is determined using T values (Table 6) calculated through a bootstrapping technique with a sample size of 10000. The significance level was set at 5%. In connection with the objective of the current study, i.e., impact of WB on DB in private schools followed by the research hypothesis H1, revealed that workplace bullying has significant and positive impact on deviance behaviour ($\beta = 0.828$, t-value = 34.617, p-value < .01). The results showed that deviant behaviour at work is closely linked to workplace bullying exposure; the greater the exposure, the greater the likelihood that an individual will respond negatively. **Hence, H1 is accepted.**

Table 6

Constructs	Original sample (O)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
WB->DB	0.828	0.024	34.617	0.000
WRB -> ID	0.277	0.048	5.800	0.000
WRB-> OD	0.262	0.051	5.185	0.000
PRB -> ID	0.425	0.050	8.448	0.000
PRB -> OD	0.517	0.053	9.670	0.000
PIB -> ID	0.292	0.041	7.062	0.000
PIB -> OD	0.166	0.042	3.929	0.000

Similarly, the results support the second hypothesis that WRB positively impacts ID, showing a significant positive effect ($\beta = 0.277$, t-value = 5.800, p-value < .01). The significant results of this hypothesis mean that work related bullying can create a toxic environment that leads to interpersonal deviance as individuals respond to the stress, injustice and negative emotions it generates. **Hence, H2 is accepted.** With respect to hypothesis H3 i.e. WRB positively impacts OD, results showed the positive and significant impact of work related bullying on organisational deviance ($\beta = 0.262$, t-value = 5.185, p-value < .01). These results mean that the work related bullying creates environment where employees feel demoralized, that may result in absenteeism, theft or sabotage as a form of retaliation or coping mechanism. **Hence, H3 is accepted.** With respect to hypothesis forth, PRB positively impacts ID, the result showed a significant positive effect ($\beta = 0.425$, t-value = 8.448, p-value < .01) which means that when the individuals experience bullying, they may internalise the aggressive or manipulative tactics used against them. This normalisation of deviant behaviour can lead to a perpetuation of similar actions in their own interactions with other, contributing to a cycle of interpersonal deviance. **Hence, H4 is accepted.** With respect to the fifth hypothesis, PRB positively impacts OD. The study results showed that PRB positively and significantly impacts OD ($\beta = 0.425$, t-value = 8.448, p-value < .01) by fostering a toxic work environment, diminishing employee morale and eroding trust. Victims of bullying may retaliate through deviant behaviour such as sabotage, theft, or absenteeism as a form of coping or seeking revenge. **Hence, H5 is accepted.** Hypothesis six states that PIB positively impacts an ID. The results revealed that PIB positively and significantly impacts ID ($\beta = 0.292$, t-value = 7.062, p-value < .01) which means physical intimidating bullying can have profound effects on interpersonal deviance within an organisation. When individuals experience physical intimidation, they may feel threatened and powerless, leading to feelings of resentment and hostility towards the perpetrator. This can result in retaliatory behaviours such as spreading rumours, gossiping or engaging in passive-aggressive acts. **Hence, H6 is accepted.** Last hypothesis states that PIB positively impacts an OD. The results indicate that PIB has a significant and positive impact on OD ($\beta = 0.166$, t-value = 3.929, p-value < .01) which means that employees who experience physical intimidation may resort to deviant behaviours as a means of self-preservation against their

aggressors. This could manifest in various forms such as increased absenteeism, reduced productivity or even acts of sabotage aimed at undermining the organisation or specific individuals.

c) R Square:

R² outcome indicates a commendable level of variance explanation. Both the models have the R²(Table 7) greater than 0.35 (ID: 0.622, OD: 0.605) as bench marked substantial [31]. This indicates that both models are robust, with 62% and 60% of their variance being accounted for by their respective independent variables.

Table 7

Constructs	R-square	R-square adjusted
ID	0.622	0.619
OD	0.605	0.602

d) F square:

F square values will be interpreted based on the guidelines provided by Cohen [35], which states that values of 0.02, 0.15 and 0.35 represent small, medium and large effect size respectively. Based on the F square values (Table 8), the effect size are as follows: WRB on ID is medium and on OD is medium, PRB on ID is medium and on OD is large&PIB on ID is medium and on OD is small.

Table 8

Constructs	ID	OD	PRB	PIB	WRB
ID					
OD					
PRB	0.33	0.466			
PIB	0.178	0.055			
WRB	0.123	0.105			

e) Q² predictive relevance

To assess the predictive relevance through cross validated redundancy, we examine Q² stone-Geisser criterion (Table 9) using blind folding method [36], Q² values (ID =0.608 &OD =0.589) is above the threshold limit of 0, therefore illustrating a strong predictive relevance. The PLS predict algorithms involves cross validated case wise and average case point prediction; Root Mean Square Error (RMSE) PLS and Root Mean Square Error (RMSE) LM as depicted by table below:

Table 9:

Constructs	Q ² predict	PLS RMSE	LM RMSE	DIFFERENCE
ID	0.608	0.631	0.633	-0.002
OD	0.589	0.648	0.644	-0.004

Discussion

Workplace bullying is emerging as a significant and concerning issue which affects a significant chunk of teachers. A victim of workplace bullying experience various detrimental effects, such as stress, depression, anxiety,

helplessness, fear or even panic when going to work; and in some extreme cases, could even lead to suicidal thoughts or acts. After examining 411 respondents in Jammu and Kashmir (India) the study assessed the effect of bullying on their deviant behaviour. The findings from the study indicate that the entire proposed hypotheses were substantiated, aligning with the outcomes observed in prior research. The results of the current study align with the earlier studies, providing conclusive evidence that the employees with bullying exposures will tend to react negatively with deviant behaviours at workplace. Due to cultural factors, Jammu and Kashmir contribute to a working environment where there is a higher likelihood of employees experiencing bullying and showing deviant behaviour. Nevertheless, the lack of professional awareness regarding the concept and the absence of proper reporting mechanism result in educators not having an appropriate forum for representation. To address this issue, we recommend the following managerial implications for use or reference to practitioners. First, the empirical results showed that workplace bullying can elicit behaviours that are deleterious to the organization. Therefore, businesses should place utmost importance on preventing workplace bullying. Establishing anti bullying behaviours as integral to organisational culture is crucial, ensuring they become ingrained in the mind set of every employee. To eradicate workplace bullying and maintain an environment free from bullies, it is recommended to tackle all factors contributing to workplace bullying within the organization, including systemic issues, by implementing detailed policies. These policies should encompass formal training on anti-bullying initiatives, conducting extensive informational campaigns across various platforms, establishing a transparent reporting mechanism, enforcing corrective measures, and consistently monitoring each department. It is important to acknowledge that teacher's level of experience and exposure may vary across different time frames. The cycle of repeated observations would be appropriate to test the trend of exposure to bullying at workplace. The application of time lag for six months or more would be more suitable as workplace bullying consists of recurring negative actions over a period of time. The scope of current study was limited to teachers in private schools of Jammu and Kashmir only. Further studies could be conducted in other parts of the country as well, to enhance its generalizability. Moreover, the study was conducted in private education sector only. Some other organisations can be included like companies, banks, hotel industries etc. Also some mediators or moderators could be introduced between the two variables to broaden understanding and scope. Lastly, comparison with regard to the extent of bullying and deviance behaviour could be made between private and public sector.

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