

FACTORS AFFECTING IN JOB BULLYING AMONG TEACHERS: AN EMPIRICAL STUDY FOR BURNOUT WORKPLACE

Abdullah Khretan Alenezi¹, Nashwa Karam AbouBakra², Mahmoud Ali Moussa³

¹ Associate Professor of Psychology, College of social Sciences, Imam Muhammad Ibn Saud Islamic University, Saudi Arabia, Akenezi@imamu.edu.sa, ORCID ID: 0000-0003-1509-5762

² Psychology department, Faculty of Education, Qassim university, Qassim, Saudi Arabia, nk.abubakr@qu.edu.sa, ORCID ID: 0000-0001-9861-6020x

³ Educational Psychology department, Faculty of Education, Suez Canal university, Ismailia (41522), Egypt, mahmoud_muhanna@edu.suez.edu.eg, ORCID ID: 0000-0002-5611-1792

† Shared equally to this manuscript

Abstract: The study aimed to determine the factors affecting professional bullying among teachers. The study consisted of two samples, the first to verify the factorial structure of scale, and the second was the basic sample that was sorted from the pilot sample through a cut-off point (34) for the emotional labor scale. The study reached a four-factor structure that explained 70.3% of the total variance of the phenomenon, and it achieved good matching indicators. A newly graduated or appointed teacher, a lower-ranked teacher, or a recent transfer to another department suffers from harassment, and the downfall of integrity if he can successfully manage crises. Chronological age was an evident influence in the light of work environments fraught with emotional tension, which means that the teacher may suffer from a poor cognitive evaluation of the learning context in an environment in which the mood is poor or suffers from emotional suppression.

Keywords: Job bullying; bullying in workplace; emotional labor.

1. Introduction:

Organizations around the world are under increasing pressure to work to prevent and address workplace bullying. This is evidenced by the new International Standard for Occupational Health and Safety Management Systems (ISO45001:2018) that clearly highlights bullying as a risk that organizations must identify in their overall system to protect the health, safety, and well-being of employees. As a result, companies need to know what interventions are available to them, which are most appropriate for circumstances. and how to best implement these interventions to ensure that they are as effective as possible (Murray et al., 2019).

Bullying results from changing interrelationships between the teacher and the appropriate work environment, attrition of experience, change intentions, and poor support and appreciation

(Pyhältö et al., 2015). Bullying behaviors are either work-related or person-related, with the former involving behaviors such as giving unrealistic deadlines and unmanageable work assignments, and the latter involving behaviors such as making degrading remarks, socially excluded or prone to excessive harassment (Reknes et al., 2020). Academic bullying is the result of an abuse of power that impairs the victim's professional life through punitive behaviors that have included burnout, destabilization, and isolation in academia (Averbuch et al., 2021). Bullying has been shown to be the most common feature in learning environments that are emotionally charged, negative climate, conflicting roles among those with professional experience, lack of independence, and poor principal-teacher relationship (Alemdar & Anılan, 2022; Alenezi et al., 2024).

An atmosphere charged with stress and negative emotions may lead to psychological burnout as a chronic psychological syndrome that occurs as a reaction to feelings of emotional exhaustion, pessimism, and inadequacy for long periods because of the perceived professional bullying of the victim teacher as a result of providing barriers that prevent the implementation of school programs (Aldridge & Ala'I, 2013; Räsänen et al., 2022). The work environment worsens through the demise of the frequent friendly interaction between the teacher and others (Tikkanen et al., 2021), and an emotionally charged atmosphere prevails, which leads the teacher to either ridicule or misuse defensive mechanisms such as escaping from the context in which the teacher is considered a problem maker (Räsänen et al., 2022). Such circumstances lead to contemplation of early retirement from the profession or the search for another profession (Pietarinen et al., 2021). Bad relations generate a great burden at work and a weak sense of cohesion in the school community, and bullying in relations with students and colleagues, in addition to marginalization and exclusion in exchange for disenfranchisement and participation among teachers in all supervisory and teaching burdens (Pietarinen et al., 2021; Tikkanen et al., 2021).

2. Literature review:

2.1. Burnout Workplace and Emotional Exhaustion among School Teachers:

Workplace bullying has a detrimental effect on employee well-being and efficiency, as well as on organizational performance and productivity (Bai et al., 2022). There are two types of work environment: a toxic environment and a collaborative environment, a collaborative work environment has a sense of alignment, pleasure, and high engagement, including feelings of empathy and organizational citizenship behavior, while a toxic workplace generates narcissistic behavior, abusive leadership, threatening behavior, harassment, insult, and bullying among employees. A toxic workplace is prone to severe absenteeism, depression, job burnout, and severe mental health problems such as work stress and unproductive work behavior, which ultimately leads to a loss of organizational competence and reputation (Alharbi et al., 2022; Rasool et al., 2019).

Emotional action refers to one's own feelings and reactions through verbal or nonverbal language, or is the process of noticing, identifying, and regulating one's emotions in a way that benefits others (Alemdar & Anılan, 2022). There are three main symptoms of teacher emotional exhaustion: attrition, cynicism, and inadequate work or teaching. Emotional exhaustion refers to chronic fatigue and lack of emotional energy to keep up with work because of stress and negative attitudes

among colleagues and students (Tikkanen et al., 2021). Bullying as repeated attempts to discredit, destabilize, or instill fear in an intended target. Bullying can take many forms from overt abuse to covert actions that undermine the victim's trust, reputation, and progress (Averbuch et al., 2021). As a result of a person's emotional blockade, the erosion of a person's ability to contribute to work generates abusive behavior that disturbs and tarnishes the reputation of the other (Kitt, 2009). Also, emotional exhaustion may annoy the teacher and trap mistakes for others by directing the listener's behavior by justifying his colleagues' moral violation of his right, which causes changing cognitive beliefs and changing behaviors towards the other and enhancing ambiguity and threat to the prevailing relationships among school staff (Dzurec, 2022). That is, he finds a justification for the practice of the violation as a reaction to fantasies and myths that do not exist for an alleged act, and accordingly bullying becomes a school culture that dominates the school climate (Aldridge & Ala'I, 2013; Dzurec, 2022).

Occupational bullying affects the mental health of teaching staff, as it creates opportunities for frustration in performing educational tasks, which reflects negatively on students and pushes them to bully those who are younger than them or those with a weak personality (Ali Moussa & Khretan Alenezi, 2022; Farley et al., 2023; Johan Hauge et al 2007; Plimmer et al., 2021).

2.2. Bullying and The Psychological Atmosphere of School Workplace:

The teacher is subjected to bullying through various forms of verbal insult, public humiliation, jokes, pranks, or degrading gestures. There are indirect forms of job bullying that include social isolation and the withholding of necessary information. Direct images of bullying include outright hostility, such as ridicule, threats, harassment, or spreading rumors (Pyhältö et al., 2015). Job bullying leads to emotional deviation when the expression of bad feelings does not conform to the code of conduct of the educational institution (Cukur, 2009). The emotional work includes two types of treatment of the rules, the first is superficial representation and the other is deep representation. Superficial representation includes the employee's attempt to manage the visible aspects of superficial emotion, while deep representation is an indication of the corollary to real, spontaneous feelings without any regulation (Alemdar & Anılan, 2022; Al-Hadi & Mossa, 2018). Workplace bullying causes catastrophic psychological trauma to any individual or employee. Manifestations of bullying include arbitrary blame, humiliation, social isolation, criticism, and sarcastic ridicule by the employee or employer. Bullying increases in different situations in different ways and is not limited to the workplace. It is seen as being deeply rooted in the organizational culture and climate, negatively impacting employee well-being, mental illness, and job burnout (Rasool et al., 2019). Bullying in the workplace exists due to the imbalance of power, because of which the victim (the target individual) finds it difficult to defend himself because he is unable to deal with the behavior of bullying, and therefore as a reaction, he may show some unhealthy symptoms, employees who are bullied tend to Incidence of depression, anxiety, and psychosomatic disorders. Bullying leads to a decrease in job satisfaction, a decrease in work

participation, and increases in job alienation and increased intentions to leave work (Yadav et al., 2020).

Bullying at work has three central criteria: (1) repeated and regular exposure to negative social behaviors, (2) a prolonged period of exposure, and (3) a real or perceived imbalance of power between the bully and the victim. (Reknes et al., 2020). Fletcher and Dumford (2022) pointed out bullying as a peer attack that consists of three main principles: (a) repeated actions over a period; (b) with intent to harm the victim, and (c) there is an imbalance of power between those who are being bullied and their aggressors.

Hirschmann (1970) first proposed the EVLN model, in which he predicts that when employees encounter a negative situation in the workplace, they respond by engaging in four possible reactions called EVLN responses, in response to adverse workplace situations (organizational policy, injustice, job dissatisfaction), employees are likely to increase their turnover intentions (exit) and decrease their role behaviors (increased neglect) as well as additional role behaviors (decreased voice and loyalty) (In: Rai & Agarwal, 2019).

2.3. Control Alternation Theory:

It was prepared by Mahmoud Moussa (2019), and it is one of the theories to explain aggression. The theory assumes the presence of aggression at the end of one's life situations. The theory ranges in describing social bullying; It assumes the existence of an authoritarian party characterized by some narcissistic personality traits with low self-esteem and who relies on his domination over others or bullying them on a party outside the framework of the situation characterized by a neurotic personality in imposing the domineering emotional control over others, and authoritarian operations assume the presence of a weak party who can respond in revenge for his right But not with the power of the other.

And the matter develops into a long history of authoritarianism, which begins to pressure the victim to reach an alleged interest that enables him to increase his belief in the strength of his ego, and his sense of self in an exaggerated manner, especially since this weak party is not given this control. Here, the victim is considered helpless until she feels equal power, and at that time the victim uses the weaknesses of the narcissistic personality of the boss to achieve alternation of control, and here he uses one of the two methods: either destroying the boss psychologically or keeping pace with him to reach a breaking point that may be a trap. Usually, if the victim's personality traits are strong, he waits for the time when he has the strength to respond to the bully to destroy him emotionally in front of others.

2.4. Control Alternation stages:

Moussa (2019) set forward several phases that explain the occurrence of bullying in the work environment, as follows:

1. Identifying the victim's strengths to be exploited. and vulnerabilities, monitoring them and using them as a loophole to influence the victim either through blackmail, lure, polarization, or grooming.

2. Using pressure and then organizational sarcasm to put pressure on the victim, so that he becomes in front of the limits of framing, either he does such-and-such or he suffers abuse.
3. Continuing the process of organizational cynicism when noticing the victim's superiority in one of the personality traits as a kind of pressure to lower his self-esteem.
4. Reaching the victim's breaking point by overstepping the limits and hunting for endurance, so the victim turns into an exploitative personality that makes her vengeful without studying the consequences of her behavior.
5. The stage of emotional paralysis, which the narcissist reaches because he does not expect the violent reaction of the victim to the extent that he exposed himself in front of others, as he cannot respond to the reflection of organizational cynicism on him in a way that made him weak in front of all the characters who bully or shed them.
6. The stage of introversion, in which the authoritarian who has turned into a victim takes a side to isolate himself from others. Here, the author of the theory assumes that it goes against all the rules of authoritarianism of all kinds. The victim may turn into an exploiter, but the bully does not turn into a victim.

Here the victim uses the principle of foot motivation (fall down and fall) or level (I excel and fall). The level of the victim's hatred of the bully exceeded the limit to the extent that it degrades the victim's sympathy for the narcissistic bully.

3. Statement of the Problem:

Inequity in the distribution of teaching loads among teachers in relation to rest and work for some classes, the intentional tendency to reduce the quorum for a particular teacher to exclude him from the school to meet his quorum, knowing that he may meet his quorum, but because one of his colleagues has acquired more hours than his quorum. Highlight or circle the teachers of some disciplines as an inanimate specialization to belittle him and insult him from his colleagues and students, talk about a particular teacher in front of the students in a way that makes the students laugh at that teacher.

4. Methodology:

4.1 Participants: The research relied on the presence of two samples for study as follows:

- 4.1.1 **Sample I:** The pilot sample consisted of 151 male and female teachers worked in the Ministry of Education. The available sample has been drawn. The sample divided in terms of the employment sector into 102 (67.5%) government education, 26 (17.2%) Azhari education, and 23 (15.2%) private education. The sample divided by gender, into 57 (37.7%) males, and 94 (62.3%) females. The sample divided by the nature of work into 129 (85.4%) fixed work, 17 (11.3%) contracted work, and 5 (3.3%) voluntary work.
- 4.1.2 **Sample II:** The Study sample consisted of 78 teachers which suffer from outburned work in their schools. The intentional sample has been selected. The sample divided by the employment sector into 58 (74.4%) government education, 8 (10.3%) Azhari education, and 12(15.4%) private education. The sample divided by gender, into 31

(39.7%) males, and 47 (60.3%) females. The sample divided by the nature of work into 66 (84.6%) fixed work, 9 (11.5%) contracted work, and 3 (3.8%) voluntary work.

4.2 Instruments:

4.2.1 **Job Bullying scale:** The study prepares a clear version to measure the teacher's behaviors as victims of job bullying. The form consisted of 23 items. The items were quoted from (Ariza-Montes et al., 2016; Cemaloglu, 2007; Cooley et al., 2022; Sinha & Yadav, 2017; Yang et al., 2022), Then it is modifying its formulations to suit the nature of the schoolteachers. A five-point Likert scale was chosen for the response to the vocabulary, with 5 = always, 4 = often, 3 = sometimes, 2 = rarely, 1 = never. The degree on the scale ranges from 23 to 115 degrees. A higher score indicates a higher degree of occupational bullying.

4.2.2 **Emotional labor scale:** (Mean= 33.62, Variance= 49.85). The scale was prepared by Kruml & Geddes (2000) to measure emotional processes resulting from the nature of work, including emotional dissonance, struggle, and coping. The scale may consist of 12 items. A five-point Likert scale was selected for response on the scale. The score ranged from 12 to 60, with higher scores indicating the teachers' emotional suffering. The study translated the scale into Arabic and ensured the linguistic suitability of the items by presenting it to a colleague specialized in the English language. A cutoff point chosen according to participant's data, which amounted to 34 or more to express emotional suffering in the schoolwork environment.

4.3 **Ethically Consideration:** The study was conducted considering the declared protocol for the ethics of scientific research for the humanities at Suez Canal University and considering the 2013 Helsinki Charter. The consent of the study sample was taken from the teachers orally, given that the measured trait, even if it is proven on the sample, is punishable by law as a crime according to Law No. 189 of 2020. The data was collected after informing them of the objectives of the study, and the sample stipulated that they should not provide any information declaring their personality.

5. Findings and discussion:

5.1 Structural Validity of Job bullying scale:

The exploratory factor analysis (EFA) of the job bullying scale items was conducted using the basic components method, without specifying the number of factors, or rotation. The results revealed four factors. The analysis revealed that the overall items loaded on general factor model empirically and four factors theoretically. The analysis was re-analyzed by limiting the number of factors to four and using orthogonal rotation by Varimax method. The results were as follows:

Table 1. Job bullying data reduction model by EFA.

Items	Factor one	Factor two	Factor three	Factor four
1. A coworker is withholding details from me that affect my performance in career.			.45	

2. I get teased or ridiculed for what I do to diminish my efforts			.59	
3. Assigning me tasks that are less than my ability makes me feel inferior among my newer colleagues			.73	
4. Someone practices marginalization policies against me by asking me for tasks that have nothing to do with me.			.59	
5. Someone tames rumors and false talk about my character.		.74		
6. My initiatives by questions were met with disregard		.80		
7. Someone claims I'm spreading rumors to get me off the scene		.73		
8. Shameful/abusive/insulting remarks are made to my person, my habits, or my private life		.58		
9. Career Colleagues talk to me with anger and emotion, or an angry tone of voice.			.59	
10. I am subjected to intimidating behavior such as pointing his/ her finger, invading personal space, pushing, or being blocked from the road.	.78			
11. Someone insults me by insinuating personal matters during meetings holding.	.80			
12. Some of them put pressure on me by repeating my mistakes in front of the audience	.67			
13. Being ignored, or act aggressively when confronted.	.76			
14. A persistent criticism of your position and struggle		.56		
15. Ignore my opinions and views to frustrate me		.63		
16. I suffer from bad jokes from people I don't deal with	.67			
17. My manager assigns me arduous, or impossible, tasks after the time allowed for work has expired.				.49

18. I often suffer from being accused, and blaming me				.74
19. I Excessive from continued monitored for bug fixes.		.49		
20. I suffer pressure and restrictions to prevent my professional rights		.62		
21. My superiors ignore my rights for being male/female				.58
22. I am overburdened with work				.76
23. I suffer threats of violence, psychological abuse, or actual abuse	.78			
Eigen value	5.87	4.45	3.03	2.83
Explained variance	25.51%	19.33%	13.16%	12.30%

The four factors explained 70.3% of the total variance of the correlation matrix, which means that the explanatory ability of the scale for the four factors determined the causes of teacher feeling as a victim of bullying in his profession.

The factorial analysis conducted by the unweighted least squares CFA model for the subscales' items on the pilot sample data. The goodness-of-fit Indicators were as follows:

Table 2. Job bullying model goodness of fit.

Index	RMSEA	X ²	CFI	NNFI	GFI	SRMR
Value	.12	655.8 (P=.00)	1.00	1.00	.99	.066

The model has bad indices according to RMSEA and Chi- square indices. The bad fitted due to the multivariate normality violated of data sampling. The model has best fitting by indices CFI, NNFI, GFI, and SRMR. The factor item loadings as the following in table 3.

Table 3. Job bullying subscales factor loadings.

	Items	Factor loading	Std. Error	t-value
	<i>Factor one: Oppression and harassment</i>			
10	Someone insults me by insinuating personal matters during meetings holding.	.83	.029	28.96
11	Some of them put pressure on me by repeating my mistakes in front of the audience	.88	.029	30.37
12	Being ignored, or act aggressively when confronted.	.86	.029	29.71
13	A persistent criticism of your position and struggle	.84	.027	31.16
16	I suffer from bad jokes from people I don't deal with	.82	.028	28.88
23	I suffer threats of violence, psychological abuse, or actual abuse	.22	.29	.77
	<i>Factor two: Corporate Integrity</i>			
5	Someone tames rumors and false talk about my character.	.68	.027	25.75

6	My initiatives by questions were met with disregard	.75	.027	27.88
7	Someone claims I'm spreading rumors to get me off the scene	.79	.027	29.13
8	Shameful/abusive/insulting remarks are made to my person, my habits, or my private life	.79	.027	29.43
14	Ignore my opinions and views to frustrate me	.86	.027	31.55
19	I Excessive from continued monitored for bug fixes.	.74	.027	27.96
20	I suffer pressure and restrictions to prevent my professional rights	.84	.027	31.11
Factor three: Organizational exclusion				
1	A coworker is withholding details from me that affect my performance in career.	.63	.030	20.93
2	I get teased or ridiculed for what I do to diminish my efforts	.74	.032	23.19
3	Assigning me tasks that are less than my ability makes me feel inferior among my newer colleagues	.62	.030	20.85
4	Someone practices marginalization policies against me by asking me for tasks that have nothing to do with me.	.74	.032	23.18
Factor four: Institutional stalking				
9	I am subjected to intimidating behavior such as pointing his/ her finger, invading personal space, pushing, or being blocked from the road.	.80	.028	28.20
17	My manager assigns me arduous, or impossible, tasks after the time allowed for work has expired.	.73	.041	17.64
18	I often suffer from being accused, and blaming me	.59	.036	16.22
21	My superiors ignore my rights for being male/female	.77	.043	17.91
22	I am overburdened with work	.60	.27	2.20

The factor item loadings of Oppression and harassment ranged between 0.22 and 0.88, which is high saturation, which means that the sample suffers from harassment and harassment, either with hateful exposure or reminders of mistakes, trolling and interpretation, or criticism and aggression in behavior, while the item 23, which refers to emotional abuse, was low in its saturation This means that bullying by teachers with higher grades or ages may be unintended or unconscious. These findings agree with (Averbuch et al., 2021) where they note that abuse of authority impairs the victim's professional life through punitive behaviors that include burnout, destabilization and isolation in academia.

Corporate Integrity Factor loadings was ranged between 0.68 and 0.86, which are medium to high values, which indicates an implicit agreement from the sample that expressions of emotional anger and speaking in charged language are a means of managing work, and that interventions in the teacher's private life are a means of pressure on him. Or spreading rumors and shameful remarks is a way to subdue him or her to work in a way that may be outside the framework of work due to jealousy, envy, or professional hatred. The result is consistent with (Rasool et al., 2019) that workplace bullying causes catastrophic psychological trauma to any individual or employee. The manifestations of bullying include arbitrary blame, humiliation, social isolation, criticism, and sarcastic ridicule by the employee or employer.

The loadings of the Organizational exclusion factor ranged between 0.62 and 0.74, and they were average saturations, which means that they are almost agreed upon policies by marginalizing and excluding the teacher from all the disputes, or pressuring him to withdraw, or silencing him by sarcasm or evading him in dealing and not taking his opinion as a member of the school. The results agreed with (Aldridge & Ala'I, 2013; Räsänen et al., 2022) they confirmed that atmosphere charged with stress and negative emotions to burnout as a chronic psychological syndrome that occurs as a response to feelings of emotional exhaustion, pessimism and inadequacy for long periods as a result of perceived professional bullying from the teacher. The victim as a result of providing barriers that prevent the implementation of school programs.

The Institutional stalking subscale loadings ranged between 0.59 and 0.80, as there is almost agreement that the teacher feels that he is a victim as a result of the fact that his gender is different from the rest of the members of the specialty, or pressure on him with more work that he cannot sustain even after working hours. The results are consistent with the types of bullying behaviors mentioned in a study (Reknes et al., 2020), which stated that bullying behaviors are either work-related or person-related, with the former including behaviors such as giving unrealistic deadlines and unmanageable work tasks, and the latter involving behaviors such as Make remarks that are derogatory, socially excluded or subject to excessive harassment.

The internal consistency of the internal hierarchy structure can be studied, through the correlation matrix resulting from the confirmatory analysis, and the following are the correlation coefficients:

Table 4. Job bullying subscales inter- correlations matrix.

	<i>Oppression and harassment</i>	<i>Corporate Integrity</i>	<i>Organizational exclusion</i>	<i>Institutional stalking</i>
<i>Oppression and harassment</i>	1			
<i>Corporate Integrity</i>	.83 (.03) 32.08	1		
<i>Organizational exclusion</i>	.80 (.04) 21.45	.87 (.03) 24.99	1	
<i>Institutional stalking</i>	.84 (.06) 14.84	.79 (.05) 16.37	.74 (.06) 12.52	1

The correlation matrix resulting from the Lisrel 8.8 analysis showed medium to high correlation coefficients ranging from 0.74 to 0.84, which means that the structure of four factors may saturate from the second order on a general factor to explain the phenomenon of job bullying.

Or because the scale expresses the teacher as a victim of bullying within the educational institution. This gives the impression that bullying is not in the class between him and his students, while it may be in the school regulations, to bring down his integrity among his colleagues as a result of his adherence to work, especially if he happens to have a teacher with higher degrees as his

manager. The results agree with Moussa (2019), where he pointed out that the victim is pressured to reach an alleged interest that enables him to increase his belief in the strength of his ego, and his sense of self in an exaggerated manner, especially since this weak party is not given this control. The teacher may see it as shameful to express himself as a victim, especially as he is a decision-maker and a member of the school. The second order general factor model can explain the phenomenon of bullying next to the four factors model, because of social approval, the teacher reached a degree of organizational cynicism, or the possession of negative thoughts on him because of stalking him and hunting for mistakes, which led to his suffering from a bad mood in a way that made him respond to the vocabulary of the scale In a way that gives the impression that he is a victim of bullying. This result is consistent with the study (Moussa, 2021; Yadav et al., 2020) bullying in the workplace exists because of the imbalance of power, as a result the victim finds it difficult to defend himself because he is unable to deal with bullying behavior, and therefore as a reaction, he may show some symptoms Unhealthy, employees who are subjected to bullying tend to develop depression, anxiety, and psychosomatic disorders. Bullying leads to a lower rate of job satisfaction, decreased work participation, increases job alienation and increased intentions to leave work.

5.2 Descriptive indices:

Descriptive statistics indicators were used to explain the phenomenon of occupational bullying for the teacher, and means, median, variance, skewness, stability coefficient, and normality index were used. The results were as shown:

Table 5. descriptive statistics for Job bullying subscales.

Subscales	Mean	Median	Variance	Skewness	Kurtosis	Alpha Cronbach	Kolmogrov-Smirnov		
							stat	df	sig
Oppression and harassment	10.54	8	28.60	2.16	5.02	.79	.25	78	<.001
Corporate Integrity	14.19	12	45.50	1.48	2.49	.82	.18	78	<.001
Organizational exclusion	9.13	8	16.26	1.27	1.75	.93	.16	78	<.001
Institutional stalking	7.63	6	12.50	.93	.25	.92	.19	78	<.001
Overall score	41.48	36	308.84	1.49	2.72	.96	.16	78	<.001

The reliability coefficient of Cronbach's alpha was 0.96 for the scale. While the stability coefficients for the dimensions equaled 0.79 for the Oppression and harassment dimension, 0.82 for the Corporate Integrity dimension, 0.93 for the Organizational exclusion dimension, and 0.92 for the Institutional stalking dimension. The Kolmogrov-Smirnov test also showed that the dimensions of occupational bullying are not normality.

The results showed that the Corporate Integrity dimension was high as possible, which means that the teacher feels that he is a victim of job bullying with behavioral manifestations that may be related to the breach of integrity, or the betrayal of job discipline. This result is consistent with the stages of alternating control that he referred to (Moussa, 2019), where the force of pressure and then organizational cynicism is used to pressure the victim, so that he becomes in front of the limits of framing, either doing such-and-such or causing him harm. As well as the continuation of organizational cynicism when noticing the victim's superiority in one of the personality traits as a kind of pressure to lower his self-esteem, as confirmed by the results of the multiple variance analysis, it may be the reason that these behavioral manifestations may occur unconsciously or unintentionally. This is confirmed by the fact that few teachers suffer from this phenomenon. These results differ with the theory prepared by Moussa (2019), which assumed the existence of an authoritarian party characterized by some narcissistic personality traits with low self-esteem and who depends on his domination over others or bullying them on a party outside the framework of the situation characterized by a neurotic personality in imposing the authoritarian emotional control over others, and assumes Domination operations The presence of a weak party that can respond in retaliation for his right, but not with the powers possessed by the other.

5.3 The effects of demographic variables on job bullying:

The effect of demographic variables (gender, age, school stage, nature of work, and type of education the school is subject to) on the dependent variable, which is occupational bullying, was tested. Multiple analysis of variance test was used to identify the factors affecting job bullying, and the results were as follows:

Table 6. factors affecting on the Job bullying for teachers.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	10002.655 ^a	20	500.133	1.790	.028
Intercept	16428.384	1	16428.384	58.797	<.001
age	3512.931	1	3512.931	12.573	<.001
School work stage	177.750	2	88.875	.318	.728
Gender	39.006	1	39.006	.140	.709
Education type	1401.958	2	700.979	2.509	.085
Job nature	1255.476	2	627.738	2.247	.110
Error	36323.053	130	279.408		
Total	306178.000	151			
Corrected Total	46325.709	150			

The results confirm that the chronological age of the teacher is influential in his falling victim to professional bullying. Depending on the nature of the teacher's work in the teaching profession, there are different professional degrees. The lowest groups are marginalized in decision-making, especially the newly appointed. The distribution of schedules and study loads follows the system

of centralization through the oldest teacher in age, and the assignment of supervisory tasks falls on the lower ages, and the responsibility of some tasks rests with recent graduates. This result agrees with the first stage of Control alternation stages by Moussa (2019) who referred that Identifying the victim's strengths to be exploited.

The grade level of the school in which the teacher works do not affect the teacher's feeling as a victim of job bullying. For example, teachers are elderly, and the most senior position provides them with higher school years, which are more disciplined student groups. The absence of students with newly graduated teachers, especially in the higher grades, confirms the teacher's feeling that he is a victim, especially for the lack of professional experience in controlling the classroom.

The type of education the school is subject to does not influence job bullying in a teacher. This may be due to decision bias because of the disparity in the sample size in private education and Al-Azhar education. Or religion education may be more disciplined in Egypt due to the decentralization of educational systems in controlling classes or students or the unity of professional regulations that govern each category of teachers. Or the teacher's feeling like a victim may be due to the administrative rules in force in schools, the strictness of school and administration supervisors, and the lack of flexibility in the decision in a way that provides the teacher to circumvent the law. A general conclusion can be drawn that the teacher feels professional bullying because of his contact with the school's organizational system to the extent that it undermines his professional work and causes him to have compelling professional stress. This is consistent with (Averbuch et al., 2021) where they indicated that academic bullying is the result of an abuse of power that impedes the victim's professional life through punitive behaviors that included burnout, destabilization, and isolation in academia. The results of the study also agreed with (Alemdar and Anilan, 2022), which proved that bullying is the most common feature in learning environments that are emotionally charged, or where there is a negative climate and role conflict between those with professional experiences, lack of independence, and poor relationship between the principal and teachers.

Perhaps the results are biased in relation to the teacher's feeling as a victim of bullying because the work environment is fraught with emotional tension. The value of the multiple correlation coefficient square index (coefficient of determination = 0.22) is a low value, which means that 87% of the unexplained variance is due to factors other than those studied in the study. These biased results may be due to poor mood, an emotionally charged environment with stress leads to emotional suppression, and poor cognitive evaluation of management and learning attitudes.

6. Conclusion:

The study found some facts about the incident of professional bullying in schools, which is the dropping of integrity and then harassment, and through the results, it became clear that they are unintended and unconscious defensive tricks used by the teacher Knocked for his personality within an emotionally charged work environment. And that professional conflicts and tensions are only the result of the loss of organizational justice in the distribution of administrative and professional burdens to everyone, both within the quorum stipulated by the laws. The tendency of

a person to be utilitarian in interacting or earning work is behind most behavioral manifestations of bullying, or it may be motivated by revenge for previous professional facts. The study shows that there are four types of professional bullying that vary in intensity to lower aspects (exclusion and stalking or stalking) to high intensity aspects (such as corporate integrity, harassment), But there is a subconscious pattern prevalent among all professional groups, whether fixed in their job or seasonal. This pattern is the loss of integrity, and then one or more of the three patterns fluctuates as a form of bullying according to the strength of the victim who is being bullied. this study recommends launching of an ethical charter governing relations between teachers and between teachers and school administration. launching of good relations between teachers' programs to increase job satisfaction and increase work participation to decrease job alienation, improve the work environment to motivate the ability to innovate. work organized through the official procedures and official schemes for perception fairness and trust of teachers.

Ethical Approval: All procedures performed in the study were following the ethical standards of the institutional research committee of Deanship of Scientific Research at the University of Qassim (RG-232606) and with the 1964 Helsinki declaration and its later amendments.

Conflict of interest: Authors have no conflicts of interest with the organization or individuals to declare.

Informed consent: Informed consent was obtained from the respondents orally, as occupational bullying is a crime punishable by Egyptian law. To obtain responses free of bias, the researchers were satisfied with the sample's responses without writing their names, or any details that make them uncomfortable or make there a conflict of interest.

Data availability: The raw data supporting the conclusion of this article will be available upon request to the corresponding author.

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ORCID:

Mahmoud Ali Moussa (ORCID ID: 0000-0002-5611-1792)

Nashwa Karam Abou Bakr (ORCID ID: 0000-0001-9861-602x)

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