European Journal of Business and Management
ISSN 2222-1905 (Paper) ISSN 2222-2839 (Online)
Vol.7, No.4, 2015

The Deleterious Effects of Workplace Bullying on Employee's Job Strains in Pakistan

Saima Naseer*
Lecturer/PhD Scholar A.B.D
Faculty of Management Sciences, Department of Management
International Islamic University, Islamabad, Pakistan
Email: saima.naseer@iiu.edu.pk

Dr Mohammad Bashir Khan
Professor/Vice President (Academics)
Faculty of Management Sciences, Department of Management
International Islamic University, Islamabad, Pakistan

Abstract
This study attempts to expand the broader literature on aggression by examining how workplace bullying as a stressor creates job strains. We hypothesize that individuals who experience workplace bullying are more likely to exhibit disastrous consequences in the form of higher Job Stress, Job Burnout, Turnover Intensions and Psychological strain. Utilizing a field sample of 280 employees working in the service sector of Pakistan we tested our proposed model using Structural Equation Modeling (SEM) Analysis. The results of SEM model rendered support for the full measurement model and hypothesized structural model indicating that workplace bullying significantly and positively predicted job stress, job burnout, turnover intensions and psychological strain. Our results contribute to the latest stream on workplace bullying and promote research and practice in the area of bullying. The findings of the study also highlight deleterious consequences for victims of abusive and maltreatment behaviors at the workplace in a newer cultural context such as Pakistan.
Keywords: Workplace Bullying, Job Stress, Job Burnout, Turnover Intensions, Psychological Strain

1. Introduction

Global workplaces today are constantly facing deteriorating working conditions and unsafe emotional and mental environment creating devastating consequences for its employees. Workplace Bullying one of the dysfunctional or dark side of employee behaviors is one of the key contributors of such ill work environment. The concept of bullying at work has evolved to such a degree over the past few decades that it has been labeled as one of the hot topics in the fields of management and organizational psychology in the 21st century (Hoel, Rayner, & Cooper, 1999).

During the last two decades, workplace bullying has gained increasing attention from researchers and practitioners worldwide. Researchers have established workplace bullying as a severe interpersonal stressor at work which is widespread across a number of countries such as USA (Lutgen-Sandvik et al., 2007), UK (Liefooghe & Davey, 2001), Norway (Einarsen et al., 1994), Canada (Leck & Galperin, 2006), Italy (Giorgi, 2012), Japan (Meek, 2004) and many others (Power et.al., 2013).

These studies depict the occurrence and rise of workplace bullying at an alarming rate across the globe. For example, the frequency and persistence of workplace bullying incidents occur range from 5-10 percent in European countries whereas researchers examining the nature and prevalence in the USA have reported forty seven percent of individuals exposed to humiliating and bullying behaviors over a 2 year time period (Lutgen-Sandvik et al., 2007). In addition, other research studies have found that 97% of individuals at the workplace have experienced some kind of maltreatment and psychological mistreatment in the form of bullying for the last 5 years (Fox & Stallworth, 2005). Thus, the pervasiveness of workplace bullying phenomenon globally makes it a topic that warrants increased research and practitioner attention.

Research in this domain identifies a number of different terminologies which elucidate bullying such as Mobbing (Zapf, 1999), Workplace Incivility (Andersson & Pearson, 1999), Abusive supervision (Tepper, 2000), social undermining (Duffy, Ganster, & Pagon, 2002), Victimization (Aquino, Grover, Bradfield, & Allen, 1999), Petty Tyrany, emotional abuse (Keashly, Hunter, & Harvey, 1997), Antisocial work behaviors (O'Leary-Kelly et al., 1996) and Workplace Bullying (Einarsen et.al., 2003) etc. Although these labels share many conceptual similarities and overlap with bullying however there is a clear agreement among researchers on the operationalization and distinction of workplace bullying from other negative constructs.

The literature on bullying indicate the nature, causes and outcomes of exposure to bullying at the workplace. Past studies reflect a number of organizational and individual factors as predictors of workplace bullying (Hoel & Salin, 2003; Zapf & Einarsen, 2011). Studies highlight leadership type, social climate, role conflict, job demands, job control, personality and gender of the bully and bullied as antecedents of workplace

bullying (Einarsen et al., 1994; Hauge et al., 2007; Vartia, 1996).

Apart from the prevalence, kind and causes of bullying, its negative effects on the individual are horrific. This is one of the reasons as to why workplace bullying has gained increased attention from researchers and managers in recent years due to its direct negative effects on individual's physical, psychological and emotional health in particular and on organizations in general (Hauge, Skogstad, & Einarsen, 2007; Hoel, Einarsen & Cooper, 2003).

Past studies conducted in a number of countries such as Norway, Sweden, Finland, the UK and the USA clearly depict that bullying results in despair, nervousness, hostility, sleeplessness, psychosomatic effects, stress, general physical and mental ill health (Glendinning, 2001; Rayner, et al., 2001; Zapf, 1999). Many of the victims of bullying face serious health complaints such as melancholy, anxiety and obsessive behavior or posttraumatic stress symptoms (Leymann & Gustavson, 1996; Matthiesen & Einarsen, 2004; Niedl, 1996). We contribute to the literature on workplace bullying by examining the harmful effects of workplace bullying on employees job stress, burnout, strain and turnover intensions.

Moreover, studies examining bullying have also indicated its consequences within a variety of industry situations, for example, nurses in the UK (Quine, 2001), school teachers in China (McCormack, Casimir, Djurkovic & Yang, 2006) Indian call centre agents (D'Cruz & Noronha, 2009) restaurant staff in Norway (Mathisen et al., 2008) and academia in Italy (Giorgi, 2011). Although the destructive outcomes of workplace bullying have already been examined in a number of countries and across a wide range of occupational settings, however there is a dire need by researchers to examine the negative ramifications of victims exposed to workplace bullying in the form of higher job stress, burnout, strain and turnover intensions. We attempt to address this contention by studying the negative effects of workplace bullying on employees strains in the service sector particularly the banking and telecom sector of Pakistan.

Even though quantitative studies conducted in a number of countries have examined the nature, prevalence, causes and outcomes of workplace bullying within organizations (O'Leary-Kelly et al., 2000; Power et.al., 2013; Spector & Fox, 2005) less attention has been paid by researchers in the interpretation and understanding of the workplace bullying phenomenon and its effects on its targets in international and cross-cultural studies. We address this gap in the literature on workplace bullying and highlight the devastating effects of workplace bullying on employee's job strains in a developing country and newer cultural context of Pakistan. Studying the deleterious consequences of workplace bullying on employee's strains holds immense value in a thrid world country like Pakistan where incidences of bullying are rife at the workplace yet at the same time are under-researched and under-reported which becomes evident in the form of declining health and well-being of employees. We contribute to the broader literature on aggression by highlighting workplace bullying as a stressor creating strains in employees working in the service industry of Pakistan.

Figure 1. Research Model illustrating the effects of Workplace Bullying on Employee's Job Strains (Job Stress, Job Burnout, Turnover Intensions and Psychological Strain).

2. Theoretical Background and Hypothesis

2.1 Workplace Bullying

Workplace bullying is defined as a situation in which one or more individuals are subjected to a series of systematic, repeated and frequent negative actions which are unwanted, which range over duration (i-e about six months), in which there is a power imbalance between the bully and bullied and in which the victim ends up in an inferior position where he/she is unable to defend himself/herself (Einarsen, 2000; Einarsen et.al., 2003; Einarsen et.al., 2011). Bullying is an escalating process as a result of which the victim feels in a helpless and powerless position relative to the bully and ends up becoming the target of planned negative actions from one or more people (Einarsen et al., 2011).

A variety of behaviors comprise the phenomenon of bullying ranging from explicit or active behaviors to subtle and passive forms. Explicit or direct forms of bullying behaviors involve hostile behaviors which are directly targeted towards someone such as ridiculing, scolding, gossiping and threatening someone. Implicit or indirect types of bullying include behaviors such as social exclusion of an individual from a group and hiding

important information.

2.2 Workplace Bullying as a determinant of Job Strains

We contend that workplace bullying is a severe stressor wears down victims of abuse and manifests in the form of higher job stress, burnout, turnover intensions and psychological strain. Victims of workplace bullying undergo long-run mental, emotional and occupational problems (Crawford, 2001; Leymann & Gustafsson, 1996). Employees who are bullied are more like to experience higher job stress and lower levels of physical and psychological well-being than individuals who are not bullied (Aquino & Thau, 2009). Moreover, past research on workplace bullying suggests that high levels of workplace bullying leads to increased heart problems (Kivimäki et al., 2003), higher absenteeism (O'Connell, Calvert, & Watson, 2007) and turnover intensions (Tepper, 2000). A substantial number of studies suggest that bullying is a 'crippling and devastating problem' (Adams & Crawford, 1992, p. 13) with the possibility to harm victim's self-esteem, physical health, cognitive functioning and emotional health (Einarsen & Mikkelsen, 2003; Keashly, 1998).

Building on these lines of inquiry to support our contention we believe that victims of workplace bullying always project the workday with fear and sense of imminent danger. They always remain in a state of attentiveness where they feel that any time they can experience the next assault. Internally, these targets feel embarrassed and humiliated because of victimization and are perplexed in their powerlessness and their failure to fight back and defend themselves (Randall, 2001). Since victims of bullying often find themselves excluded, disheartened and incapable to get away or even avoid the bullies' petrifying strategies (Einarsen et al., 2003), such individuals feel helpless over the bully ultimately creating higher job stress, burnout, psychological strain and increased intensions to quit.

The literature on bullying clearly suggests that targets of bullying both physical and psychological are more likely to view the world as less purposeful and controllable (Magwaza, 1999; Vartia, 2001). In line with this, we believe that since individuals who are constantly exposed to hostile and abusive treatment feel a lack of control over their environment and powerless over the perpetrator such individuals will be more likely to suffer higher levels of job stress, burnout, psychological strain and increased intensions to quit. Thus, we hypothesize:

Hypothesis 1: Workplace Bullying is positively related to Job Stress
Hypothesis 2: Workplace Bullying is positively related to Job Burnout
Hypothesis 3: Workplace Bullying is positively related to Turnover Intensions
Hypothesis 4: Workplace Bullying is positively related to Psychological Strain

3. Methods

3.1 Data Collection and Sample

Field data was collected from employees working in the service sector i.e. Banking and Telecom sector of Pakistan. The survey was personally administered by the first author through on-site distribution of surveys consisting of all the study variables. A cover letter was sent to the organizations and respondents were contacted through the Human Resource department through professional and personal connections explaining the nature, design and purpose of the study. The employees were assured of anonymity and participation in the study was voluntary. A total of 400 questionnaires were distributed in 6 different organizations out of which 4 were banks and 2 were telecommunication organizations. Out of the floated 400 we received complete usable 280 questionnaires generating a response rate of 70%.

Our sample consisted of employees ranging from diverse backgrounds, experience and management levels increasing the representativeness of the sample. Males represented 60.5% whereas females were 39.5% of the total population. Majority of the respondents belonged to the Human Resources Department (37.1%), were on the entry level management (52.7%), single (60.5%) and had finance as their area of specialization (37.4%). The frequency distribution also revealed that 78.7% were Masters degree holders and 21.3% had bachelors or below educational qualification. The mean age of the sample employees was 30.1 (SD=8.58) years. The average experience of the respondents in the present organization was 3.42 (SD=4.41) years and their total tenure was 6.55 (SD= 7.13) years.

3.2 Measures

We tapped our study variables by utilizing already developed and well-tested scales employed in a number of countries across the globe. English is the formal means of communication in organizations and is also the certified medium of instruction for both high school and university level education in Pakistan. Keeping in view that English is the official mode of communication in organizations and is well understood by employees, language was not an obstacle in interpreting and responding to surveys. Moreover, since most of our sample respondents had Masters degree or above educational level and belonged to at least the entry level management therefore, language did not pose a threat in understanding the surveys. Therefore due to the above justifications

we did not translate our questionnaires into Urdu.

3.2.1 Workplace Bullying.

Workplace was measured by the Negative Acts Questionnaire (NAQ) developed and adopted from Einarsen and his associates (Einarsen & Raknes, 1997; Einarsen & Hoel, 2001). The Negative Acts Questionnaire is an Eight item scale which ask respondents on how frequently they have been exposed to bullying behaviors at the workplace. Sample item for this scale was " I have limited information that affects my performance". The scale anchors ranged from 1= Never to 7=Always. The Cronbach alpha reliability for this scale in the present study was (**alpha, α= .90**).

3.2.2. Job Stress.

Job Stress was measured by a thirteen item scale developed by Parker & Decotiis, (1983). An example of an item of this scale was " There are lots of times when my job dives me right up the wall". Responses were measured on a seven point likert scale ranging from 1=Strongly Disagree to 7=Strongly Agree. The Cronbach alpha reliability for this scale in the present study was (**alpha, α= .92).**

3.2.3 Job Burnout.

Job Burnout was measured using a seven item scale adopted from Pines & Aronson (1988). Sample items for this scale were "I feel depressed" and "I feel hopeless". Respondents rated their responses on a seven point Likert scale ranging from 1=Never to 7= Always. Job burnout was aggregated in such a way that higher scores indicated higher job burnout. The Cronbach alpha reliability for this scale in the present study was (**alpha, α= .92).**

3.2.4 Turnover Intensions.

Turnover Intensions was measured a three item scale adopted from Cammanan, Fichman, Jenkins & Klesh (1982). A sample item was " It is highly likely that I will look for a new job in the next year". The scale was measured on a seven point Likert scale ranging from 1= Strongly Disagree to 7= Strongly Agree. Mean of turnover intensions was computed where higher scores reflected higher turnover intensions. We deleted one item from this scale which improved the Cronbach alpha reliability from (**alpha, α= .65** to **α= .81**).

3.2.5 Psychological Strain.

Psychological Strain was tapped using a twelve item scale developed and adopted from General Health Questionnaire (Banks et al., 1980). Example items included " I have been feeling unhappy and depressed" and " I have been losing confidence in myself". The scale anchors ranged from 1= Never to 7=Always. Higher scores for this scale indicated higher psychological strain. The Cronbach alpha reliability for this scale in the present study was (**alpha, α= .94).**

3.3 Data Analysis Techniques

Data was entered and coded into SPSS 20 software. Frequencies were run to check missing values and errors while entering data. Missing values were treated. Reverse coded items were transformed back into original straight items. Reliability analysis was performed to check the internal consistency for all the study variables. All the variables demonstrated adequate reliability of 0.8 and above. A number of Confirmatory Factor analysis was conducted to determine discriminant validity of the study variables. Mean of the items were computed for all the study variables i.e. Workplace Bullying, Job Stress, Job Burnout, Turnover Intensions and Psychological Strain.

Bivariate Correlation analysis was performed to find inter-correlations among study variables. In order to test hypothesis Structural Equation Modeling (SEM) technique was employed using AMOS 18 (Analysis of Moment Structures) software to check the direct structural paths. For utilizing the SEM technique a two step process was followed in which firstly a full measurement model (Complete CFA) was run. On the basis of confirmation of a full measurement model, the authors moved towards testing the hypothesis using a full structural model.

3.4 Confirmatory Factor Analysis

As all the constructs in the present study i.e. Workplace Bullying, Job Stress, Job Burnout, Turnover Intensions and Psychological Strain were answered by employees, therefore it was essential to determine whether individuals perceived these constructs distinct from one another or not. For this purpose a series of confirmatory factor analysis was conducted using AMOS 18 to examine the discriminant validity of the study variables. On the basis of the suggestions of Anderson & Gerbing (1988), we conducted CFAs ranging from 2-5 factor models whereby each 2, 3, 4 and 5 factor models were compared to a single factor. The CFA results are shown in Table 1. As represented in Table 1, the model fit statistics comprising (χ^2, DF, CFI, GFI, NFI and RMSEA) for each of the 2-5 factor models of possible pairing of variables reflected that the two, three, four and five factor unconstrained models demonstrated superior fit over the single factor constrained model.

Table 1. Results of Confirmatory Factor Analysis

Sr No	Measurement Models	χ^2	DF	CFI	GFI	NFI	RMESA
1	WB-Stress (2 Factor Model)	**414.62**	**174**	**.94**	**.90**	**.90**	**.06**
	WB-Stress (1 Factor Model)	1720.21	189	.61	.53	.59	.15
2	WB-Burnout (2 Factor Model)	**194.41**	**84**	**.97**	**.93**	**.94**	**.06**
	WB-Burnout (1 Factor Model)	1226.68	90	.65	.51	.63	.20
3	WB-TOI (2 Factor Model)	**68.25**	**31**	**.98**	**.96**	**.96**	**.06**
	WB-TOI (1 Factor Model)	311.61	35	.84	.86	.83	.15
4	WB-Strain (2 Factor Model)	**399.43**	**156**	**.95**	**.89**	**.91**	**.07**
	WB-Strain (1 Factor Model)	1371.30	170	.73	.60	.90	.15
5	Stress-Strain-BO-TOI (4 Factor Model)	**1139.19**	**501**	**.92**	**.83**	**.86**	**.06**
	Stress-Strain-BO-TOI (1 Factor Model)	3515.08	527	.61	.46	.57	.13
6	Stress-Strain-BO (3 Factor Model)	**998.26**	**441**	**.92**	**.84**	**.87**	**.06**
	Stress-Strain-BO (1 Factor Model)	3218.52	464	.62	.46	.59	.13
7	Stress-Strain (2 Factor Model)	**587.42**	**253**	**.94**	**.88**	**.89**	**.06**
	Stress-Strain (1 Factor Model)	2324.34	275	.61	.45	.58	.15
8	Stress-BO (2 Factor Model)	**369.15**	**157**	**.95**	**.90**	**.91**	**.06**
	Stress-BO (1 Factor Model)	1678.16	170	.63	.52	.61	.16
9	Stress-TOI (2 Factor Model)	**180.11**	**76**	**.96**	**.93**	**.93**	**.06**
	Stress-TOI (1 Factor Model)	537.21	90	.83	.82	.80	.12
10	Strain-BO (2 Factor Model)	**384.23**	**138**	**.95**	**.89**	**.92**	**.07**
	Strain-BO (1 Factor Model)	1135.34	152	.79	.67	.77	.14
11	Strain-TOI (2 Factor Model)	**186.45**	**65**	**.96**	**.92**	**.94**	**.08**
	Strain-TOI (1 Factor Model)	605.99	77	.82	.78	.81	.14
12	TOI-BO (2 Factor Model)	**64.36**	**22**	**.98**	**.96**	**.97**	**.08**
	TOI-BO (1 Factor Model)	313.44	27	.85	.83	.84	.18
13	WB-Stress-Strain-BO-TOI (5 Factor Model)	**1679.97**	**788**	**.91**	**.81**	**.84**	**.06**
	WB-Stress-Strain-BO-TOI (1 Factor Model)	4875.76	819	.58	.45	.53	.12

4. Results

4.1 Bivariate Co-relation Analysis

Table 2 demonstrates descriptive statistics i.e. Mean, Standard Deviation, Correlations and reliability of the study variables. The means and standard deviation for Workplace Bullying were (M=2.54, SD=1.27), Job Stress (M=3.77, SD=1.21), Job Burnout (M=3.07, SD=1.34), Turnover Intensions (M=3.74, SD=1.56) and Psychological Strain (M=2.85, SD=1.29). All the correlations which were 0.10 or above demonstrated significance at $p< 0.05$ or $p<0.01$ level (2 tailed). As depicted from Table 2 Workplace Bullying was significantly and positively related to Job Stress (r =.42, p<0.01), Job Burnout (r =.48, p<0.01), Turnover Intensions (r =.32, p<0.01) and Psychological Strain (r =.59, p<0.01).

Concerning the correlation among the outcome variables Job Stress was significantly positively related to Job Burnout (r =.48, p<0.01), Turnover Intensions (r =.50, p<0.01) and Psychological Strain (r =.48, p<0.01). Job Burnout also showed significant positive associations with Turnover Intensions (r =.45, p<0.01) and Psychological Strain (r =.74, p<0.01). Finally, Turnover Intensions was significantly and positively related to Psychological strain (r =.39, p<0.01).

Table 2. Means, Standard Deviation, Co-relations and Reliabilities of the variables

Sr No	Variables	Mean	SD	1	2	3	4	5
1	Workplace Bullying	2.54	1.27	(.90)				
2	Job Stress	3.77	1.21	.42**	(.92)			
3	Job Burnout	3.07	1.34	.48**	.48**	(.92)		
4	Turnover Intensions	3.74	1.56	.32**	.50**	.45**	(.81)	
5	Psychological Strain	2.85	1.29	.59**	.48**	.74**	.39**	(.94)

Note: N=280, Cronbach alpha reliabilities are in parenthesis; Asterisks depict significance values;
***p<0.001
** p<0.01
* p<0.05
† p<0.10

4.2 Structural Equation Modeling Analysis

I employed Structural Equation Modeling (SEM) technique using AMOS 18 software to test my hypotheses. Structural Equation Modeling (SEM) is a statistical technique which enables the user to pictorially draw, test and confirm a number of structural or regression equations simultaneously (Bryne, 2013). According to the recommendations of Anderson & Gerbing (1988), the SEM model was performed by employing a two step procedure in which firstly a full measurement model (CFA) of the study variables was run. On gaining confidence in the full measurement model, we moved towards hypothesis testing through the structural model or path models to either accept or reject the hypothesis. The goodness of fit statistics comprising (χ^2, DF, CFI, GFI, NFI and RMSEA) indicates the acceptance or rejection of hypothesis. Moreover, the parameter estimates also provides the standardized regression weights (Beta values), significance levels (p value) and the squared co-relation coefficents (R square change) values further provides further statistical evidence for confirmation or rejection of hypothesis.

4.3 Full Measurement Model

Full measurement model is defined as a factor model comprising the relations of the unobserved or latent variables along with the manifest or observed variables. Full measurement model (Full CFA model) was conducted to test and confirm the measurement model consisting of the 5 study constructs i.e. Workplace Bullying, Job Stress, Job Burnout, Turnover Intensions and Psychological Strain. The full CFA model was run to ensure construct and discriminant validity among study variables as depicted from Figure 2.

The full measurement model was verified through chi-square, goodness of fit and model fit statistics. The model fit significance value of the full measurement model should be significant i.e. p<.05 indicating model fit to the data. The model fit statistics are demonstrated through CFI (Confirmatory Fit Index), GFI (Goodness of fit Index), NFI (Normed Fit Index) which should be .85 and above. The RMSEA and SRMR values should be less than 0.08 to demonstrate adequate fit (Bentler & Bonett, 1980; Bollen, 1989). The results of the full measurement model indicated that the full CFA model adequately fits the data well i.e. Chi-square, χ^2=1679.97, df=788, p< .001, Chi-square/df, χ^2/Df= 2.13, CFI= .91, GFI=.81, NFI= .84, RMSEA= 0.06. These statistical parameters indicated adequate model fit and provided confirmation of the full measurement model (Full CFA model) fulfilling the first step of SEM.

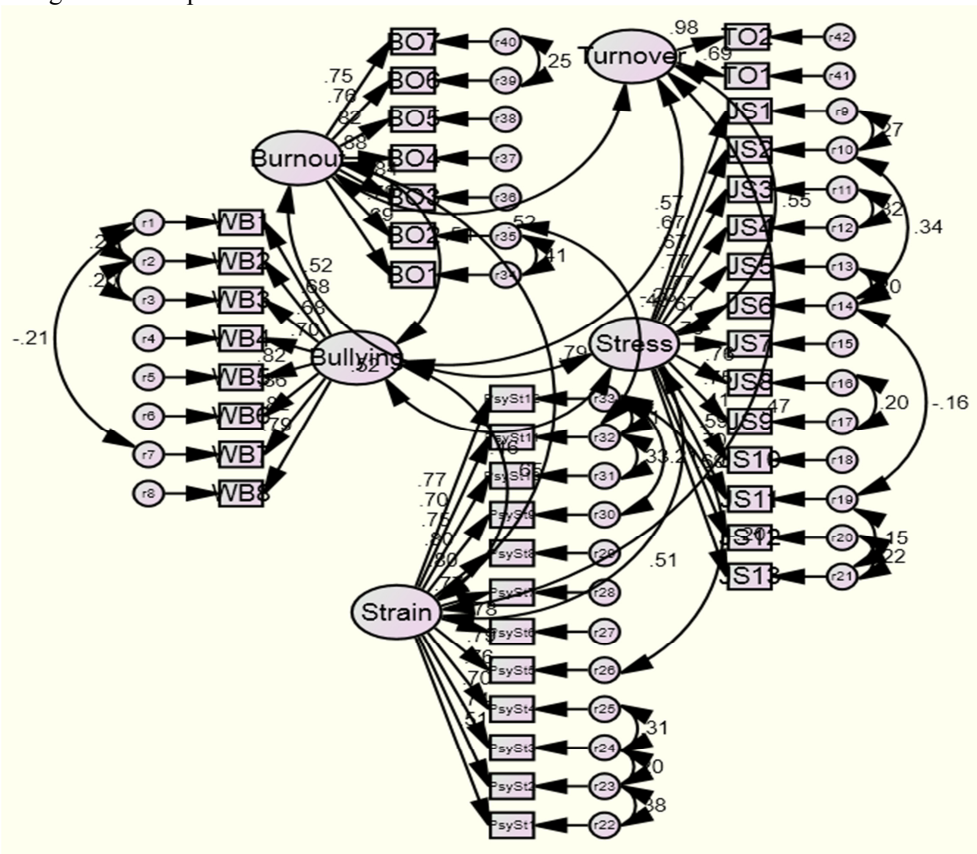

Figure 2. Full Measurement Model Diagram (AMOS Output)

4.4 Full Structural Model (Hypothesis Testing)

The verification of the full measurement model gave us confidence so we moved to the next step i.e. hypothesized structural models were run for testing and confirming our hypotheses. H1-H4 hypothesized that Workplace Bullying is positively related to Job Stress, Job Burnout, Turnover Intensions and Psychological Strain. The structural model for H1-H4 is depicted in Figure 3. The model fit statistics highlighting the effects of Workplace Bullying on Job Strains (Job Stress, Job Burnout, Turnover Intensions and Psychological Strain) i.e. CMIN, χ^2 = 1777.87, df= 791, Chi-square/df, χ^2/DF= 2.25; p<.001; CFI= .90; and GFI= .80; and NFI= .83; and RMSEA= 0.06 depicted that the structural paths running from workplace bullying on strains adequately fits the data.

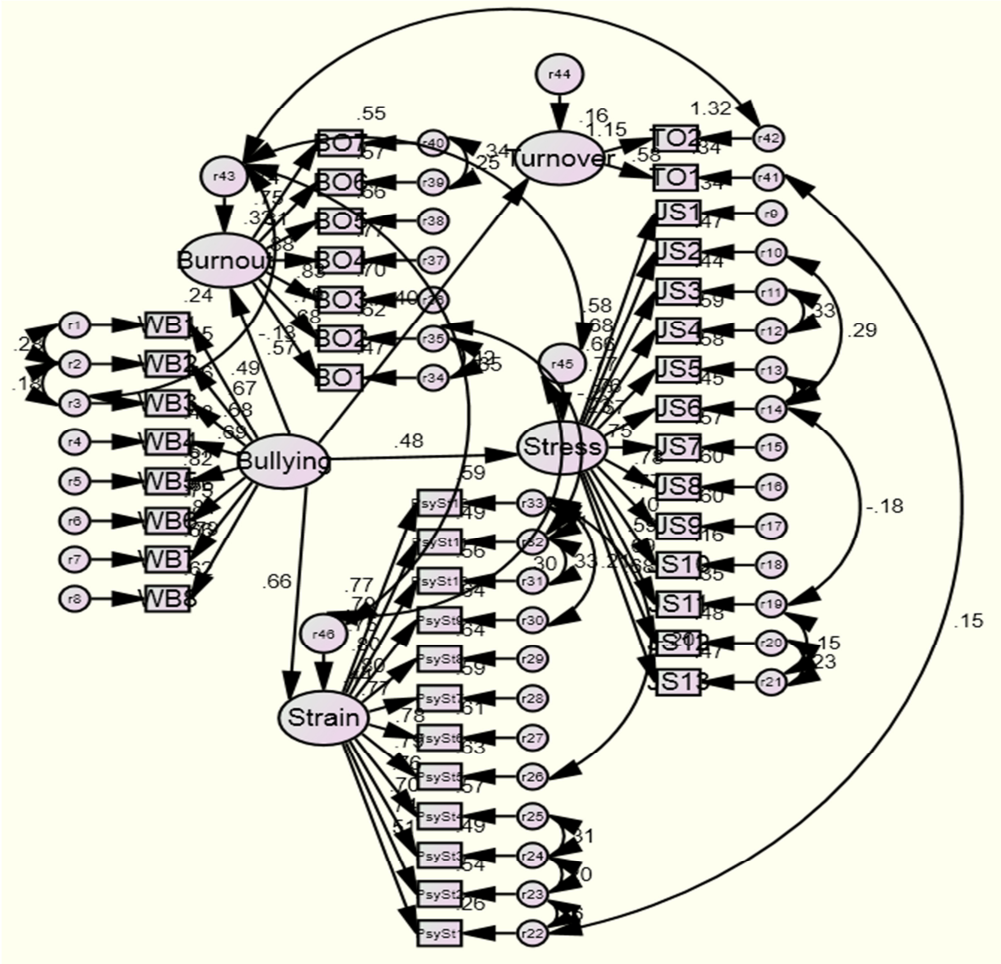

Figure 3. Full Structural Model Diagram (AMOS Output)

The parameter estimates highlighted that the structural paths of Workplace Bullying to Job Stress (β=0.48, p< 0.001), Job Burnout (β=0.57, p< 0.001), Turnover Intensions (β=0.40, p< 0.001) and Psychological Strain (β=0.66, p< 0.001) were positive and highly significant. The squared multiple correlations depicts the R square change caused by workplace bullying on job strains. Our results depict that Workplace Bullying explained 23% variation in Job Stress, 32% in Job Burnout, 16% in Turnover intensions and 44% in Psychological Strain. Therefore, on the basis of the above analysis H1, H2, H3 and H4 were fully supported. Figure 4 shows the full structural model as depicted in the AMOS output in figure 3 (Fig 4 was manually drawn since the structural paths in fig 3 were not clearly represented).

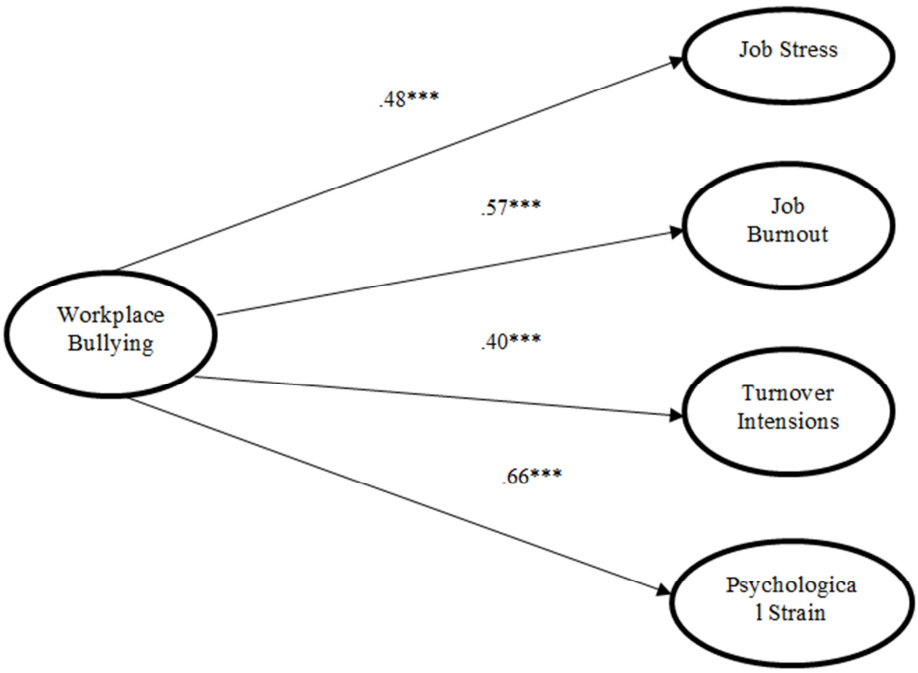

Figure 4. Full Structural Model Diagram

Full Structural model depicting the effects of Workplace Bullying on Job Stress, Burnout, Psychological Strain and Turnover Intensions. The full structural model path diagram in AMOS output is already given above.

Note: N=280, Standardized Regression weight values on each of the paths whereas asterisks reflect significance values where,

***p<0.001,

**p<0.01,

*p<0.05.

5. Discussion

In today's global workplace, bullying is an emerging yet uncontrolled phenomenon and is accepted globally as a severe problem which needs to be explained, interpreted and addressed both from a researcher as well as managerial perspective. We attempt to answer the recent calls by researchers and examine the harmful consequences of workplace bullying on employees job strains in the service industry of Pakistan. Our results of Structural Equation Modeling (SEM) Analysis corroborate our hypothesized relationships by providing complete support of the full measurement model and structural model indicating the viability and acceptability of our research model in a newer cultural setting like Pakistan.

Our study offers a number of strengths for researchers and practitioners. The present study examines one of the most emerging, unique and updated subject of workplace bullying (Einarsen, Raknes, & Matthiesen, 1994; Hutchinson, Vickers, Jackson & Wilkes, 2010). The current research scrutinizes the negative effects of workplace bullying on employee's job strains in a newer cultural context like Pakistan. The devastating consequences of Workplace bullying has high relevance in a cultural setting like Pakistan where hostile and maltreatment of employees in the form of bullying are a culturally acceptable norm. Due to the presence of high power distance (Hofstede, 1983), employees working in organizations have more tolerance for allowing such abusive treatment to continue from supervisors and co-workers which shows its viral effects in the form of higher stress, strain, burnout and turnover intensions. The use of SEM technique and subsequent confirmation of all hypothesis in the suggested directions establishes the superiority and confidence in the research model.

Despite the strengths there are certain limitations which if addressed in future can generate enormous research in the area of workplace bullying. The first limitation pertains to the use of cross-sectional research design to test the hypothesized research model. However, our results of one to one CFA's indicated that employees perceived the constructs to be distinct and further the support of full measurement and structural model indicated that relationships might not have been inflated. Future researchers should test the above model with longitudinal or temporally separated data collected at 2 or more time periods to increase the confidence in the above findings.

Secondly, the present research employed self reported scales to measure the study variables. The nature of the variables such as workplace bullying indicate that employees are in a better position to give accurate responses as in comparison to peers who might not be aware of or even admit such actions. Moreover,

supervisors might also under-report such negative behaviors on their part due to negative bias associated with acknowledging such behaviors. Nonetheless our concern was measuring experiences of bullying from the victim's perspective therefore employees self reported responses was the best possible method to evaluate such responses. In addition, the reliability and validity results and good fit results for all possible pairing of CFAs reflect that method bias was not a major threat for our study. Future studies should also measure workplace bullying from a perpetrator's viewpoint and use multi-source data from employees, supervisors, co-workers, subordinates and observers of bullying behaviors as well.

Our study can prove to be beneficial for managers and organizations. Firstly, our study examines workplace bullying behaviors in the service sector of Pakistan. The results depict indicate the presence of such interpersonal hostile behaviors at the workplace. Managers and organizations need to take appropriate actions to monitor, evaluate and lessen the incidences of such aggressive behaviors at the workplace. Code of ethics should be developed and communicated to all concerned stake holders to create awareness and understanding of such abusive behaviors. Managers need to design and implement training programs which help employees safeguard against maltreatment within organizations from any front. Managers can provide stress management programs since our study highlights that targets who are bullied are more likely to develop job strains and face poor well-being. Therefore, our study opens a new avenue in the dysfunctional aspects of employee behaviors by highlighting the negative effects of workplace bullying on employees job strains in a developing country like Pakistan.

References

Adams, A., & Crawford, N. (1992). *Bullying at work: How to confront and overcome it.* Virago Press.

Anderson, J. C., & Gerbing, D. W. (1988). Structural equation modeling in practice: A review and recommended two-step approach. *Psychological bulletin*, 103, 411.

Andersson, L. M., & Pearson, C. M. (1999). Tit for tat? The spiraling effect of incivility in the workplace. *Academy of management review*, 24, 452-471.

Aquino, K., & Thau, S. (2009). Workplace victimization: Aggression from the target's perspective. *Annual review of psychology*, 60, 717-741.

Aquino, K., Grover, S. L., Bradfield, M., & Allen, D. G. (1999). The effects of negative affectivity, hierarchical status, and self-determination on workplace victimization. *Academy of management journal*, 42, 260-272.

Banks, M. H., Clegg, C. W., Jackson, P. R., Kemp, N. J., Stafford, E. M., & Wall, T. D. (1980). The use of the General Health Questionnaire as an indicator of mental health in occupational studies. *Journal of Occupational Psychology,* 53, 187-194.

Bentler, P. M., & Bonett, D. G. (1980). Significance tests and goodness of fit in the analysis of covariance structures. *Psychological bulletin*, 88, 588.

Bollen, K. A. (1990). Overall fit in covariance structure models: Two types of sample size effects. *Psychological bulletin*, *107*(2), 256.

Byrne, B. M. (2013). *Structural equation modeling with AMOS: Basic concepts, applications, and programming*. Routledge.

Cammann, C., Fichman, M., Jenkins, G. D., Jr.,& Klesh, J. R. (1983). Assessing the attitudes and perceptions of organizational members. In S. E. Seashore, E. E. Lawler, III, P. H. Mirvis, & C. Cammann (Eds.), *Assessing organizational change: A guide to methods, measures, and practices* (pp. 71-138). New York: John Wiley.

Crawford, N. (2001). Organisational responses to workplace bullying. *Building a culture of respect: Managing bullying at work*, 21-31.

D'Cruz, P., & Noronha, E. (2009). Experiencing depersonalised bullying: A study of Indian call-centre agents. *Work Organisation, Labour and Globalisation*, *3*(1), 26-46.

Duffy, M. K., Ganster, D. C., & Pagon, M. (2002). Social undermining in the workplace. *Academy of management Journal*, *45*(2), 331-351.

Einarsen, S. (2000). Bullying and harassment at work: Unveiling an organisational taboo. *Transcending boundaries: Integrating people, processes and systems*, 7-13.

Einarsen, S., & Hoel, H. (2001, May). The Negative Acts Questionnaire: Development, validation and revision of a measure of bullying at work. In *10th European congress on work and organisational psychology, Prague*.

Einarsen, S., & Mikkelsen, E. G. (2003). Individual effects of exposure to bullying at work. *Bullying and emotional abuse in the workplace: International perspectives in research and practice*, 127-144.

Einarsen, S., & Raknes, B. I. (1997). Harassment in the workplace and the victimization of men. *Violence and victims*, *12*(3), 247-263.

Einarsen, S., Hoel, H., & Cooper, C. (Eds.). (2003). *Bullying and emotional abuse in the workplace: International perspectives in research and practice*. CRC Press.

Einarsen, S., Hoel, H., Zapf, D., & Cooper, C. L. (2011). The concept of bullying and harassment at work: The European tradition. *Bullying and harassment in the workplace: Developments in theory, research, and practice*,

3-39.
Einarsen, S., Raknes, B. R. I., & Matthiesen, S. B. (1994). Bullying and harassment at work and their relationships to work environment quality: An exploratory study. *European journal of work and organizational psychology*,*4*(4), 381-401.
Fox, S., & Stallworth, L. E. (2005). Racial/ethnic bullying: Exploring links between bullying and racism in the US workplace. *Journal of Vocational Behavior*, *66*(3), 438-456.
Giorgi, G. (2012). Workplace bullying in academia creates a negative work environment. An Italian study. *Employee Responsibilities and Rights Journal*,*24*(4), 261-275.
Glendinning, P. M. (2001). Workplace bullying: Curing the cancer of the American workplace. *Public personnel management*, *30*(3), 269-286.
Hauge, J. L., Skogstad, A., & Einarsen, S. (2007). Relationships between stressful work environments and bullying: Results of a large representative study. *Work & Stress*, *21*(3), 220-242.
Hoel, H., & Salin, D. (2003). 10 Organisational antecedents of workplace bullying. In S. Einarsen, H. Hoel, D. Zapf, & C. L. Cooper (Ed.), *Bullying and emotional abuse in the workplace, International Perspectives in Research and Practice* (pp. 203-218). New York, CA: Taylor & Francis.
Hoel, H., Rayner, C., & Cooper, C. L. (1999). *Workplace bullying*. John Wiley & Sons Ltd.
Hofstede, G. (1983). The cultural relativity of organizational practices and theories. *Journal of international business studies*, 75-89.
Hutchinson, M., Vickers, M.H., Jackson, D. & Lesley, W. (2010). Bullying as Circuits of Power, *Administrative Theory & Praxis*, 32(1), 25–47.
Keashly, L. (1998). Emotional abuse in the workplace: Conceptual and empirical issues. *Journal of Emotional Abuse,* 1, 85 – 117.
Keashly, L., Hunter, S., & Harvey, S. (1997). Abusive interaction and role state stressors: Relative impact on student residence assistant stress and work attitudes. *Work & Stress*, *11*(2), 175-185.
Kivimäki, M., Virtanen, M., Vartia, M., Elovainio, M., Vahtera, J., & Keltikangas-Järvinen, L. (2003). Workplace bullying and the risk of cardiovascular disease and depression. *Occupational and Environmental Medicine*, *60*(10), 779-783.
Leck, J. D., & Galperin, B. L. (2006). Worker responses to bully bosses.*Canadian Public Policy/Analyse de Politiques*, 85-97.
Leymann, H., & Gustafsson, A. (1996). Mobbing at work and the development of post-traumatic stress disorders. *European Journal of work and organizational psychology*, *5*(2), 251-275.
Liefooghe, A. P., & Mac Davey, K. (2001). Accounts of workplace bullying: The role of the organization. *European Journal of work and organizational psychology*, *10*(4), 375-392.
Lutgen - Sandvik, P., Tracy, S. J., & Alberts, J. K. (2007). Burned by Bullying in the American Workplace: Prevalence, Perception, Degree and Impact*. *Journal of Management Studies*, *44*(6), 837-862.
Magwaza, A. S. (1999). Assumptive world of traumatized South African adults.*The Journal of social psychology*, *139*(5), 622-630.
Mathisen, G. E., Einarsen, S., & Mykletun, R. (2008). The occurrences and correlates of bullying and harassment in the restaurant sector. *Scandinavian Journal of Psychology*, *49*(1), 59-68.
Matthiesen, S. B., & Einarsen, S. (2004). Psychiatric distress and symptoms of PTSD among victims of bullying at work. *British journal of guidance & counselling*, *32*(3), 335-356.
McCormack, D., Casimir, G., Djurkovic, N., & Yang, L. (2006). The concurrent effects of workplace bullying, satisfaction with supervisor, and satisfaction with co-workers on affective commitment among schoolteachers in China. *International Journal of Conflict Management*, *17*(4), 316-331.
Meek, C. B. (2004). The dark side of Japanese management in the 1990s: Karoshi and ijime in the Japanese workplace. *Journal of managerial psychology*, *19*(3), 312-331.
Niedl, K. (1996). Mobbing and well-being: Economic and personnel development implications. *European journal of work and organizational psychology*, *5*(2), 239-249.
O'Connell, P., Calvert, E., & Watson, D. (2007). Bullying in the workplace: Survey Reports 2007.
O'Leary-Kelly, A. M., Duffy, M. K., & Griffin, R. W. (2000). Construct confusion in the study of antisocial work behavior. *Research in personnel and human resources management*, *18*, 275-304.
O'leary-Kelly, A. M., Griffin, R. W. & Glew, D. J. (1996). Organization-motivated aggression: A research framework. *Academy of Management Review*, 21, 225- 253.
Parker, D. F., & DeCotiis, T. A. (1983). Organizational determinants of job stress. *Organizational behavior and human performance*, *32*(2), 160-177.
Pines, A., & Aronson, E. (1988). *Career burnout: Causes and cures*. Free press.
Power, J. L., Brotheridge, C. M., Blenkinsopp, J., Bowes-Sperry, L., Bozionelos, N., et.al., (2013). Acceptability of workplace bullying: A comparative study on six continents. *Journal of Business Research,* 66, 374-380.
Quine, L. (2001). Workplace bullying in nurses. *Journal of Health Psychology*,*6*(1), 73-84.

Randall, Peter (2001) Bullying in Adulthood: Assessing the Bullies and Their Victims. New York, NY: Brunner-Routledge.

Rayner, C., Hoel, H., & Cooper, C. (2001). *Workplace Bullying: What we know, who is to blame and what can we do?*. CRC Press.

Spector, P. E., & Fox, S. (2005). The Stressor-Emotion Model of Counterproductive Work Behavior.

Tepper, B. J. (2000). Consequences of abusive supervision. Academy of Management Journal, 43(2), 178−190.

Vartia, M. (1996). The sources of bullying ± psychological work environment and organizational climate. *European Journal of Work and Organizational Psychology,* 5, 203-14.

Vartia, M. A. (2001). Consequences of workplace bullying with respect to the well-being of its targets and the observers of bullying. *Scandinavian journal of work, environment & health*, 63-69.

Zapf, D. (1999). Organisational, work group related and personal causes of mobbing/bullying at work. *International Journal of Manpower*, *20*(1/2), 70-85.

Zapf, D., & Einarsen, S. (2011). Individual antecedents of bullying: Victims and perpetrators. In S. Einarsen, H. Hoel, D. Zapf, & C. L. Cooper (Ed.), *Bullying and Harassment in the Workplace* (pp. 177-200). Boca Raton, FL: CRC Press.

The IISTE is a pioneer in the Open-Access hosting service and academic event management. The aim of the firm is Accelerating Global Knowledge Sharing.

More information about the firm can be found on the homepage:
http://www.iiste.org

CALL FOR JOURNAL PAPERS

There are more than 30 peer-reviewed academic journals hosted under the hosting platform.

Prospective authors of journals can find the submission instruction on the following page: http://www.iiste.org/journals/ All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Paper version of the journals is also available upon request of readers and authors.

MORE RESOURCES

Book publication information: http://www.iiste.org/book/

Academic conference: http://www.iiste.org/conference/upcoming-conferences-call-for-paper/

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digtial Library , NewJour, Google Scholar