The Impacts of Workplace Bullying on Teachers' Work Behavior: Case of Yemen

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Final International University
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by

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ETHICAL DECLARATION

I, SAIF ALYOUSEFI, hereby, declare that I am the sole author of this thesis and it is my original work. I declare that I have followed ethical standards in collecting and analyzing the data and accurately reported the findings in this thesis. I have also properly credited all the sources included in this work.

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ABSTRACT

Workplace bullying is recognized as a severe problem that has serious outcomes on people, corporations, and society at large. Workplace bullying creates harm whether physically or emotionally. It includes psychological, insulting, verbal, non-verbal, and physical abuses. Therefore, this study explores the impacts of workplace bullying on teachers' work behavior, examines the undertaking mechanism through which bullying affects knowledge hiding and social loafing among school teachers in Yemen, and investigates the mediating role of negative emotions on the relationship between workplace bullying and knowledge hiding and social loafing. Also, this study tries to fill the gap because no study regarding the impacts of work-place bullying has been taken place in Yemen. This research is the first research examining the impact of workplace bullying in Yemen, and it also provides recommendations to workplaces to stop or reduce this negative behavior in the work environment. In a quantitative study, data were collected using a cross-sectional survey method. The quantitative research questionnaire was used to evaluate the relationship between workplace bullying and its outcomes. A survey with a 68-item questionnaire was used to collect data to get results; 504 data were collected from teachers in Yemen through face-to-face and self-administrated surveys. The findings revealed that workplace bullying has a positive and significant impact on knowledge hiding and social loafing. Also, the indirect effect of negative emotion has a positive impact in mediating the relationship between workplace bullying and knowledge. hiding, and social loafing.

Keywords: Workplace bullying, negative emotion, knowledge hiding, social loafing, COR theory, teachers, Yemen, Counterproductive work behavior.

ÖZ

İşyerinde zorbalık, insanlar, şirketler ve genel olarak toplum üzerinde ciddi sonuçları olan önemli bir sorun olarak kabul edilmektedir. İşyerinde zorbalık, çalışanlarda fiziksel veya duygusal zararlara yol açar. Sözlü hakaret ve fiziksel şiddet tarzı eylemleri içinde bulundurur. Bu nedenle, bu araştırma işyerinde yaşanan zorbalığın öğretmenlerin iş tutumunu ve Yemen'de öğretmenler arasında gerçekleşen zorbalığın bilginin gizlenmesini ve sosyal ayrımcılığı nasıl etkilediği ve zorbalık ile bilgi gizleme ve sosyal ayrımcılık arasındaki ilişki üzerindeki olumsuz duyguların aracı rolünü araştırır. Ayrıca, bu çalışma Yemen'de işyerinde zorbalığın etkileri üzerine daha önce hiçbir çalışma yapılmadığından bu alandaki boşluğu doldurmaya çalışmaktadır. Bu araştırma, Yemen'de işyerinde zorbalığın etkisini inceleyen ilk araştırmadır ve aynı zamanda işyerlerine çalışma ortamlarındaki bu olumsuz davranışları durdurmaları veya azaltmaları için tavsiyelerde bulunur. Çalışmada, veriler kesitsel anket yöntemi kullanılarak toplanmıştır. İşyerinde zorbalık ve sonuçları arasındaki ilişkiyi değerlendirmek için nicel araştırma anketi ve veri toplamak için 68 maddelik bir anket kullanılmıştır. Yemen'deki öğretmenlerle yüz yüze gerçekleştirilen ve öğretmenler tarafından doldurulan anketlerden 504 adet veri toplanmıştır. Sonuçlar işyerinde zorbalığın bilgi gizleme ve sosyal ayrımcılık üzerinde doğrudan ve önemli bir etkiye sahip olduğunu ortaya koydu. Buna ek olarak, olumsuz duyguların, işyerinde zorbalık ile bilgi gizleme ve sosyal ayrımcılık arasındaki ilişkiye dolaylı bir etkiye sahip olduğunu ortaya çıkarmıştır.

Anahtar Kelimeler: İşyerinde zorbalık, olumsuz duygu, bilgi gizleme, sosyal ayrımcılık, COR teorisi, öğretmenler, Yemen, zarar verici iş davranışı.

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LIST OF ABBREVIATIONS

WB   Workplace Bullying

NE   Negative Emotion

KH   Knowledge Hiding

SL   Social Loafing

CWB   Counterproductive Work Behavior

SPSS   Statistical Package for the Social Sciences

COR   Conservation of Resources

CHAPTER 1

INTRODUCTION

It is considered normal to believe that most, if not all, employees of any business, over the period of their work, involve in some sort of misbehavior. These misbehaviors which are associated with their works can range from trivial to severe (Fox & Stallworth, 2005). Misbehavior at the workplace may include offending, incivility, ostracism, bullying, counterproductive work behavior, abuse, harassment and sabotage. The negative impact of misbehaviors at the workplace are significant and better be taken into consideration (Kidwell & Martin, 2005; Griffin & O'Leary-Kelly, 2004; Vardi & Weitz, 2004). Misbehavior may increase employee work dissatisfaction, emotional anxiety, distress, and job withdrawal (Hershcovis & Barling, 2010; Schilpzand, De Pater & Erez, 2016). One of the most common types of workplace misbehavior is bullying (Pearson, Andersson & Porath, 2005).

Workplace bullying is a phenomenon that has been reviewed and studied by various researchers, experts, scholars for over 30 years; it still is an area of interest for academic scholars due to its importance on the impact and behavior of people in the workplace. (Paull-Omari, 2016). According to Einarsen et al (2003), bullying at the workplace has been recognized as a severe problem that has serious outcomes on people, corporations, and society at large. A set of leading scholars in this field stated that a lot of employees, at some point in their employment, may face bullying at work whether directly as target or indirectly as the observer (Einarsen et al., 2003).

Workplace bullying points to the condition where employees endure or suffer from repeated mistreatment, offensiveness, as well as teasing behavior. It is uncomfortable and undesirable behavior happening in the day-to-day activities in the workplace. Einarsen (1999) argued that bullying is an act that has been repeatedly happened to employees in the workplace. Intentionally or unintentionally, bullying brings shame, resentment, anxiety, and may create a problem to the performance of the job and bring the unwanted and repulsive atmosphere in the workplace. MacMahon (2000) believed that bullying takes part as an abuse of power. Bullying can be viewed as a problem that brings damage and harm, and that is why its happening can cause destruction to the workplace performance among employees (Townend, 2016).

Bullying is consistent and determined mental behaviors concerning humiliation and criticism. Bullying weakens the determination or confidence of individuals, resulting in weaker productivity.

Bullying also creates despair, anxiety, negative emotions, and incapability to do the assigned tasks. Workplace bullying can damage teamwork, engagement, and spirit (Gardner & Pamela, 2001). Also, negative emotion is introduced here as a focal point between bullying and other outcomes behaviors such as knowledge hiding and social loafing.

There are numerous researches about bullying in western countries (Einarsen et al., 1994; Leymann, 1996; Rayner, Hoel. & Cooper, 2002) and North America (Keashly et al., 1994; Tracy, Lutgen-Sandvik, & Alberts, 2006). However, in Arab countries including Yemen studies are scarce. The reason behind the absence of such studies is due to the cultural factor in Yemen. They consider bullying as a joke, and people take it lightly not seriously, which makes people bear this kind of behavior under the name of " joking " and " sarcasm". A study by Mohammed A.G (2002) discovered that over half of the nurses encountered workplace bullying, 93% verbal violence, 33% oral threats, 16% physical, 17% sexual. On the other hand, Kuwaiti research of nearly 6000 nurses discovered that 46% were exposed to verbal violence. 8% reported physical ones (Adib et al., 2002). Also, bullying at the workplace was reported in Jordan (AbuAlrub & Al-Asmar, 2011), Lebanon (Alameddine, 2011), Iraq (AbuAlrub, Khalifa & Habbib, 2007), and Egypt (Abbas et al., 2010).

In Yemen, a survey by Yemeni Data Journalism Network (2019) confirms that bullying has multiple types in Yemen. The study included 150 people; 72 females, 40 children, and 32 males, it turned out that 29 cases suffer from physical bullying, 102 verbal bullying, 73 social bullying, 60 cyberbullying, 37 sexual bullying, 54 racial bullying. Another study by Al-Wsaby et al. (2018) discovered that most nurses in Yemen have been exposed to abuse, bullying and violence at the workplace. mental abuse was the most popular type stated (83.5%), physical abuse 14 (10.3%), and sexual abuse 9 (6.1%). The research indicated that 249 (95.4%) of nurses felt that the workplace abuse endangered their dignity, and 234 (89.7%) were recognized that the abuse has psychological and social outcomes that endanger their entity.

1.1 Problem Statement

As formally mentioned, there are plenty of studies on Workplace Bullying in western countries (Einarsen et al., 1994; Leymann, 1996; Rayner, Hoel. & Cooper, 2002). However, to the best of our knowledge there has been no study investigating workplace bullying among school teachers in Yemen. Therefore, this study tries to fill the gap.

1.2 Purpose of the Study

Due to the major effect of workplace bullying on employees' behavior, the purpose of this study is to investigate the impact of workplace bullying on teachers in Yemen. Furthermore, this study also examines the undertaking mechanism through which bullying affect knowledge hiding and social loafing among school teachers in Yemen.

1.3 Significance of the Study

This research is the first research examining the impact of workplace bullying in Yemen. This research is also significant because it provides companies, schools, and employers recommendations to stop this negative behavior in their workplace, as well as provide a path on how to protect their employees and make sure they are working in a healthy and safe environment.

1.4 Research Questions

This research aims to contribute to the impact of bullying at the workplace on employees' behavior; therefore, the following research questions are established:

1. Is there any connection between workplace bullying and teacher's knowledge hiding and social loafing?

2. Is the relationship between workplace bullying and employees' knowledge hiding and social loafing mediated by negative emotions?

1.5 Assumptions

The following assumptions are made regarding this study:

1. The questions fully understand by all respondents.

2. The respondents will provide honest expressions of their knowledge

3. All results provided are clear regarding the impact of workplace bullying on employees' behavior.

1.6 Limitations

This study like other studies has some limitations that need to be considered. First, the measures used in this study were self-reported, which can give rise to questions concerning common method variance (Podsakoff et al., 2003). Yet, endeavors were taken place to reduce the impact of this bias by making sure the confidentiality of responses, which is supposed to lessen social desirability biases. Second, the lack of a longitudinal research model limits the causal conclusions that can be obtained from the findings.Third, the results of the study cannot be generalizable to other cultural settings with more efficient resources and regulatory regimes that may restrict workplace misbehavior.

1.7 Definition of Key Terminology

Workplace Bullying (WB): is a constant type of misbehavior happening in the workplace among individuals that creates harm whether physically or emotionally. It includes psychological, insulting, verbal, non-verbal, and physical abuses, also humiliation (Rayner & Cooper, 2006).

Negative Emotions (NE): are unpleasant or miserable feelings that are triggered in people to express a negative impact towards a situation or an individual (King P.S, 2013).

Knowledge Hiding (KH): is the act of hiding knowledge deliberately when an employee is asked by his/her co-workers to share the requested information (Connelly et al., 2012).

Social loafing (SL): is the phenomenon of an individual doing less work or effort to achieve an objective when working in teams rather than alone (Karau et al., 1993).

CHAPTER 2
LITERATURE REVIEW

2.1 Workplace Bullying and negative emotions

Workplace bullying is a phenomenon that has been reviewed and studied by numerous organizational scholars over the last 30 years; it still is an area of interest for academic researchers due to its negative impact on employee's behaviors in the workplace (Paull-Omari, 2016). Bullying at the workplace points to the condition where employees endure or suffer from repeated mistreatment, offensiveness, as well as teasing behavior. It is uncomfortable and undesirable behavior happening in the day-to-day activities in the workplace. Olweus (2011) defined bullying as a direct and intended harm to individuals, which happens in many settings such as schools and workplace, and internet (i.e., cyberbullying). In most cases, workplace bullying is recorded as having been bullied by somebody (i.e., the bully, who has power over the bullied) (Einarsen et al., 2003). Some behaviors regarding bullying include: threatening, embarrassment in front of people, verbal harm, determined judgment, disparaging comments, screaming, casting or insignificant duties or extreme job monitoring (Einarsen et al., 2003).

Due to the significance of writing about this issue, it has been reported by scholars and researchers that the majority of employees will encounter bullying in their work whether directly or indirectly as victims or as witnesses at a certain point in their occupations (Einarsen et al , 2003). Workplace bullying is repeated and determined psychological behaviors concerning disgrace and blame. At a minimum level, workplace bullying undermines the determination or confidence of those experiencing bullying, ending up in low productivity. However, at a higher level, workplace bullying generates hopelessness, stress, negative emotions, and the inability to finish tasks. Workplace bullying has a serious impact on businesses due to its severe harm to employees 'collaboration, engagement, spirit, and the company in general (Gardner & Pamela, 2001). When a workplace environment is psychologically safe, it usually represents zero or absence bullying in the workplaces, which increases the performance of the employees. However, these varieties of bullying create variously negative issues such as anger, anxiety, boredom, depression, discouragement, and negative emotions.

Feelings or emotions are particular responses to specific events. It contains various segments, like experiential emotion, perceptions, and physiologic responses which might contain significant consequences behaviors (Stanley & Burrows, 2001). Emotions can guide awareness or attention to situations, opinions, or motives and build cognitive and invented

methods. They stimulate and drive most features of individual actions and behaviors. Furthermore, feelings can be distinguished from moods. Because moods normally change at a lower rate, are average in intense, and do not significantly correlate to anything in particular. While emotions are extreme, alter quickly and also correlated particularly to something, like a continuing circumstance (i.e., exposure to workplace bullying) (Briner, 1999). Emotions can have different kinds, negative or positive. Positive emotions are ambitious, dynamic, and alarming. Negative emotions are " fear, anxiety, anger, and unpleasant feelings (Watson, Clark & Tellegen, 1988). Various researches have revealed that negative emotions like resentment, stress, anxiety, weakness, discomfort, and anger may reflect the practice of workplace bullying (Kile, 1990; Leymann, 1996; Tracy, Lutgen-Sandvik, & Alberts, 2006). According to Leymann (1990) clinical records also confirmed the rising spread of despair, weakness, irritation, stress and hopelessness amidst the bullied individuals in the workplace as a result of bullying. In other words, a major element that may explain better the cause and manner of bullying being the damaging impact on individuals is negative emotions.

Negative emotions at workplace are affected by increased workload, social relationship, and absence of rewards; which all represent some of the highest exhausting factors relating to workplace (Bulik & Nina, 2005). Negative emotions may be viewed as a negative factor in the work environment. When employees show negative emotions, such emotions have undesirable impact around them. Understanding and addressing negative emotions may help both at personal and organizational levels to increase success and productivity (Mann, 1999). Moving to the causes of negative emotions, Basch and Fisher research (2000) discovered that the main causes behind negative emotions at the workplace are: administration and co-workers acts, corporation policy or system, committing errors, efficiency problems, and misbehavior like bullying. Another similar study by Herzberg (1959) showed that when employees were asked to write down the number of times they felt down and bad regarding their jobs, the problems they reported were: working situations, corporation policies, status, salary, oversight, co-workers, and mistreatment, which lead in a way or another to negative emotions.

Negative emotions, like anger and fear, indicate a form of intimidation or failure, and also correlate with particular evolutionarily adjusted modes of conducting a move (i.e., desire to beat or escape) (Cannon, 1929; Lazarus R. S., 1991). According to Carnelley and Bulman (1992) bullying creates severe impacts on individuals and employees such as anxiety, pressure, trauma, grief, despair, and negative emotions. Also, Ayoko (2003) noted that bullying causes outcomes such as failure, blame, anger, and negative emotions. Workplace bullying results in

negative and exhausting consequences because of the existence of unpleasant behaviors in the work environment (Lazarus, 1999). Also, literature reveled that anxiety and pressure faced by workers are because of bullying (Glasø, L. & Notelaers, 2012).

Bullied people experience stress as well as negative emotions such as anger, and fear due to repeated exposure such negative behaviors at workplace (Nielsen & Einarsen, 2012). Another study by Brotheridge and Lee (2010) argued that whenever individuals are exposed to workplace bullying, their comfort and happiness are faded away and losing them, but when such behavior of bullying is absent in the workplace, they feel happier and they enjoy their work.

The aforementioned relationships can be explained by COR theory. First of all, Conservation of Resources (COR) Theory is a stress theory explaining the motives or urges that make individuals preserve their own resources and attempt to gain new ones (Hobfoll, 1989). Hobfoll (1989) introduced this theory as a means to extend to the literature of stress as a construct. COR theory comes in 3 forms: when there is a danger to lose resources; actual loss of resources, and a lack of obtained resources (Halbesleben, 2014). Therefore, resources are described as things that an individual values, particularly objects, conditions, and states. COR affirms that the loss of these resources will drive people into certain levels of stress (Hobfoll, 1989).

COR theory confirms that when individuals are abused, intimidated, or endangered by pressure or stressor, such behavior consumes their resources, and as a result of losing resources, different feelings are developed such as stress, negative emotions, and negative thoughts. Then, people strive to involve in different behaviors to retrieve the lost resources or they may lose more (Hobfoll, 1989). In this case, bullying is the pressure or stressor here that consumes the employees' resources, as well as creates stress which is a form of negative emotions. Pressure or stressor consumes individual's resources if it occurs repeatedly. Bullying is an essential work-related pressure that creates anger and anxiety and results in negative emotions because of the consumption of resources (Hauge, 2010). Employees experiencing constant resentment which is a kind of bullying lead to urge negative behaviors (Glasø, L. & Notelaers, 2012)which stimulate individuals involving in wrong behaviors in their workplace (Diefendorff et al., 2007).

Thus, we argue that experiencing and confronting bullying can threat and consume teacher's valuable resources. Accordingly losing their valuable resources, we believe that workplace bullying could stimulate negative emotions among teachers.

Based on what has been discussed so far, we propose:

H1. Workplace bullying will significantly and positively affect negative emotions.

2.2 Workplace Bullying and Knowledge Hiding

Like any other type of misbehavior, workplace bullying is likely to reveal itself in form of behavior or attitude. It causes critical emotional effects like nervousness, fear, stress, weakness, despair, and trauma (Mikkelsen & Einarsen, 2002). Misbehavior in the work environment is endangering the corporation's well-being in terms of physical, emotional, and financial ways. It also causes various problems socially, and financially to the partners of the corporation (Divina, 2015).

Misbehavior also happens when employees encounter repeated harm, taunting, and aggressive marks; consisting of repulsive, undesirable practices happening daily in the workplace. It is also frequently considered to include abuse of power (McMahon, 2000). Workplace misbehavior has different types, such as ostracism, CWB, aggression, sabotage, harassment, and workplace bullying, all of these behaviors damage both the corporation and members (Divina, 2015). Studies have found that workplace bullying will cause dissatisfaction to employees about their jobs, and increase insecurities among them. Additionally, turnover intentions will also increase among workers along with absenteeism (Glambek et al., 2014). Workplace bullying will also negatively impact both psychological and physical health of workers (Nielsen & Einarsen, 2012).

Moreover, various studies have addressed the negative outcomes of bullying. For instance, a survey conducted by Christine Pearson (1999) argued the consequences of workplace bullying regarding productivity. The study revealed that whenever individuals are exposed to workplace bullying their productivity decreases; 53 percent of participants said they lost time concerning about the act of bullying, and 22 percent reduced their efforts. Approximately 50 percent thought about leaving their job, and 12 percent left. Also, 30 percent lost office hours just by attempting to evade the offender. Another study by Quine (2001) observed that nurses experiencing workplace bullying showed low work satisfaction and high anxiety and depression.

Bullying at the workplace brings unitability among employees, leading to the practice of knowledge hiding which decreases task performance (Singh, 2019), and holds back the cycle

of productivity, and affects the overall team dynamics regarding innovation and creativity (Cerne, 2014).

As institutions spend plenty of resources and provide incentives to workers in order to improve the process of knowledge exchange, workers on the other hand are, however, hesitant in providing or giving their knowledge (Connelly et al., 2012).

Based on Connelly (2012) knowledge hiding is the act of hiding knowledge deliberately when an employee is asked by his/her co-workers to share. Bartol and Srivastava (2002) defined knowledge hiding as a deliberate or intended attempt that a person hides or withholds knowledge from others. It's like when a particular request of knowledge is asked by one worker to another. For instance, when a co-worker asks for a visit report of a project from his/her colleague, and the answer from the colleague is: this copy of the visit report is classified and cannot be revealed. In this example, deception is not involved; while the scenario of hiding knowledge that involves deception is when giving some information or knowledge while hiding the rest of it.

According to Connelly (2012) also have classified various antecedents of knowledge hiding such as understanding of distrust, the complication of information or knowledge, job-relatedness of information, and knowledge-sharing environment. Yet, scholars still have little knowledge about the psychological mechanism of knowledge hiding. Connelly et al. (2012) indicated that it is significant to differentiate between knowledge hiding and different misbehaviors at workplaces like CWB. Knowledge hiding conceals information, and reveals the intended hiding of information when demanded or asked by co-workers (Hislop, 2003; Webster et al., 2008). Knowledge hiding mainly happens among employees (Connelly et al., 2012; Zhao et al., 2007).

There are three dimensions of knowledge hiding: rationalized hiding, playing dumb, and evasive hiding (Connelly et al., 2012). Playing dumb includes misleading and showing no intention to give knowledge by pretending of not understanding what they are talking about when asked or requested information (Connelly & Zweig, 2015). Evasive hiding includes misleading. Connelly and Zweig (2015)defined evasive hiding as giving false or wrong knowledge or deceptive commitment of a full answer later on, with actually no sign or intention of giving the knowledge. Rationalized hiding may not surely include misleading, it is more like giving an explanation if a person does not have the requested information by proposing he/she is incapable of giving the information asked or blaming others (Connelly & Zweig, 2015).

Employees experiencing workplace bullying are involved in passive acts because of such behavior of bullying in the workplace (Nielsen & Einarsen, 2012). Zhao (2016) noted that workplace bullying has a negative impact on the behaviors of workers when it comes to knowledge hiding. Thus, employees who experience bullying may demonstrate higher level of knowledge hiding.

COR theory can be a suitable theoretical standpoint to clarify this relationship. It suggests that one's behavior or feeling might be affected by gaining or losing of her/his resources (Halbesleben et al., 2014). Also, according to Wheeler (2010), examining and investigating workplace bullying from the point of view of losing and gaining resources could assist in determining the impact and effects of the mechanisms regarding workplace bullying. Based on COR theory, people attempt to gain and preserve resources because these resources are important to them. These resources can be financial, physical, and psychological in essence or nature. When such resources are endangered or threatened or lost, individuals will strive to retrieve the resources, where an individual may engage with this pressure by withholding knowledge or resources.

As discussed in COR theory, workplace bullying can deplete individual's resources (Escartin, 2011). Therefore, to protect their resources from constant depletion, employees may preserve their resources by practicing the act of withholding knowledge (Halbesleben et al., 2014). Particularly, workplace bullying can take up plenty of emotional resources of employees, (i.e., mental anxiety) then employees will develop a way of understanding and examining if their endeavors are useful and worth the efforts. At the final step, they will resort to protect their behaviors (i.e., by knowledge hiding) all for the sake of not losing their resources (Escartin, 2011).

Hence, when bullied teachers are asked by their co-workers to provide knowledge, they will resort to preserve their knowledge or information (i.e., resources) by practicing knowledge hiding such as remain silent when they are asked (Rai & Agarwal, 2018). In another word, when teachers are bullied or feel that other co-workers are mean and rude to them, as a reaction, they practice withholding information or knowledge when they are asked by those co-workers (Lanke, 2018).

Based on what has been discussed so far, we propose:

H2. Workplace bullying will significantly affect knowledge hiding.

2.3 Workplace Bullying and Social Loafing

Counterproductive work behavior (CBW) has got the attention of researchers due to the vital adverse impact on the workplace which causes an increase of work stress, workers turnover, low productivity (Baron & Neuman, 1996; Penney & Spector, 2005). Several researchers have reviewed different related words or terms for workplace bullying. Workplace bullying plays a role as a form of workplace misbehaviors involving employee's' responses or behaviors which expected to bring harm to the corporation and employees. It includes aggression, theft, harassment, sabotage, and running away from responsibility without due cause (Spector & Fox, 2002).

Workplace bullying is a behavior or act that happens frequently to employees directly or indirectly; which of course unwelcomed or undesired actions to the bullied; that might happen intentionally or unintentionally. Bullying can create shame, anger, anxiety as well as affects job performance and creates repulsive job environment in the workplace (Einarsen & Raknes, 1997).

Workplace bullying is a determined exposure to destructive and adverse behaviors of a fundamentally emotional nature, such as hateful or hostile ones that are headed regularly to employees which create disgrace and harm to them (Leymann, 1996; Olweus, 1987; Björkqvist, Österma & Hjelt-Bäck, 1994).

Regarding the outcomes of workplace bullying, in a study by Einarsen et al (1994) 27% of the survey participants agreed that "workplace bullying decreases their efficiency". Health issues caused by being exposed to workplace bullying can discourage workers with gradually decreased work satisfaction as an outcome with higher absence and lower productivity as potential outcomes in the long run (Einarsen et al., 2003). Exposure to workplace bullying has to create intense emotional responses such as anxiety, stress, fear, inability, despair and trauma (Mikkelsen & Einarsen, 2002).

Over the last couple of years, the demand of team works has raised considerably. Working in groups or together have become a primary feature in any business. Also, the rise of team works has resulted in more studies regarding the efficacy or absence of efficiency of team works (Biabri, 2021). Working in groups is one of the most outstanding characteristics that businesses nowadays follow in their workplace, whereas working alone, not in groups, shows patterns of weak productivity and performance.

Yet some researches have revealed some of the problems concerning team works. For example, Teng and Luo (2015) considered social loafing as a problem when members of the team-work notice that their colleagues put less energy and effort than them.

Social loafing is a situation when an individual exerts less effort to reach a goal when working in a group than working all alone (Karau, et al., 1993). Studies on social loafing started with rope withdrawing tests by Ringelmann (1913), he found that team members put less effort in withdrawing a rope than doing it individually.

Employees usually perceive the other employees' behavior which have an effect on their behaviors too (Liden et al., 2004). Adams (1965) proposes that workers are nervous about employees who get or obtain similar credits for working less or putting less effort unlike them, which will have an impact on their perceptions of the idea of justice. Employees' loafing practices do not only give individuals information regarding their social settings, but also affect how people adjust and respond to such settings (Bennett & Robinson, 2003; Glomb & Liao, 2003; Robinson & O'Leary-Kelly, 1998). Social loafing relates to a person's understanding that employees are putting less effort than they should (Comer, 1995).

According to Earley (1993) social loafing happens when the team is more incoherent than coherent, also when the team has a large number of members than a smaller one. Moreover, weak relationships with managers or co-workers, understanding of social inequality, apathy and social disconnection are some antecedents of social loafing behaviors (Jassawllah, Sashittal, & Malshe, 2009). Jassawllah et al. (2009) said that social disconnection attributes to the adverse environment or lack of social connections among those who loaf and their companions in the group work due to hating or failing to be in harmony with the group members.

Over the twentieth century, numerous researches were published investigating the causes of social loafing. One of the causes of social loafing is the expectations performance of colleagues, based on a study conducted by Jackson and Harkins (1985) which manipulated individuals' anticipations of how hard their colleagues would perform, it found that co-workers who had lower expectations of their colleagues decreased their work to maintain and match equity. This indicates that social loafing is more probably happen when performing in a group of super-hardworking employees allowing an individual to get lazy and let those competent hardworking members do most of the task or job.

Another cause of social loafing is evaluation potential, based on a study by Davis (1969) proposes that decreasing effort happens in collaborative or joint assignments because

group fellows cannot be assessed or evaluated separately or individually; they can hide in the group or crowd because they do not perform their full effort.

The relationship between workplace bullying and social loafing can be further explained by COR theory. One of the essential hypotheses of COR theory is that people can determine or decide where and when to use or spend their resources in order to gain more resources. Hobfoll (1989) applies this example to explain: "usually people spend their time and effort, which are essential resources, for the sake of turning them into more profoundly valuable resources, i.e., money and power." Once effort and time resources are preserved within social loafing, these resources become ready to be used in different duties or functions. Therefore, social loafing may play as a mechanism where people can decrease energy to preserve resources to spend or use those resources bearing on other tasks.

Accordingly, we argue that once teachers experience bullying at their workplace, in order to preserve and protect additional resource loss they may display social loafing.

Based on what has been discussed so far, we propose:

H.3 Workplace bullying will have a positive link with social loafing

2.4 Negative Emotion and Knowledge Hiding

Negative emotions point to the condition of an individual resulted from extreme depletion of resources whether mentally and emotionally, it is a psychological pressure reaction arising from work stress (Lam et al., 2010; McDowell et al., 2019). Also, Negative behavior at work that leads to negative emotions often manifests like assigning further challenging tasks to workers and force them to consume a lot of resources (Moon & Hur, 2011; Rosander & Blomberg, 2019; Wheeler et al., 2010). These negative emotions will use up workers' own resources (Chen et al., 2019; Hobfoll et al., 2018; Lee & Chelladurai, 2016; Xu et al., 2018). Another study by Glasø (2007) found that negative emotions attract an employee's constant tendency to sense negative feelings, perceptions, and thoughts.

Negative emotion can have a serious impact on individuals in the workplace (Weiss & Cropanzano, 1996; George & Jones, 1997), involving lack of trust and dedication, higher turnover intentions, and task slow-downs. Also, another impact of negative emotion at the workplace affects individual moral, commitment to the institution, the inability to handle personal feelings, and identify emotional signals in individuals can be catastrophic in the place of work (Canaff & Wright, 2004).

Cropanzano and Weiss (1996) argued that when emotions are triggered whether positively or negatively among employees due to some sort of situation in the place of work, such

things lead employees to develop attitudes or emotions that will link to the behavior of employees or co-workers. Negative emotions make employees respond back with severe behaviors that are described as intention to sabotage (Abubakar, Yazdian & Behravesh, 2018).

Negative emotions like fear may play a role in knowledge hiding behavior; it is like when employees think that after they share these pieces of knowledge they have with other employees, they may lose their status or importance as the owners of these pieces of knowledge, which in return makes them weak and not taken seriously, as well as their knowledge will be replicated by others (Connelly & Zweig, 2015). More importantly, they fear their knowledge that they give it will not be appreciated by other employees who will take advantage of their knowledge (Hsu & Chang, 2014); they practice knowledge hiding because of their work insecurity (Serenko & Bontis, 2016). Due to negative emotions employees lose their trust in their colleagues, and it makes them practice hiding knowledge.

Studies in psychology reveal that in some cases, negative emotions such as anger makes workers refuse or beat the other individual (i.e., bully) because they recognize the bully as accountable for the condition they are suffering. So, workers may involve in such behaviors, such as gossip, violence, and knowledge hiding from colleagues (Bonifield & Cole, 2007). Negative emotions, due to negative work-related- factors, result in negative deviant behavior among workers, where such deviance behavior might be defensive or offensive (Michel, Newness & Duniewicz, 2016). The thought of being excluded from other gatherings and not being taken seriously, and gradually feeling less worthy undermines the social communication quality among people and passively impacts their status and mental health as well as feelings (Wu, et al., 2012).

When employees hide important knowledge, they begin to feel like the ownership of that knowledge, which Peng (2013) defined it as "Knowledge-based psychological ownership". Employees think of their knowledge as an important piece of information that develops an understanding in their mind that these pieces of knowledge influence their bonuses and status among other employees, also in the company they work for, leading to practice knowledge hiding (Huo, 2016).

This research proposes that workers with negative emotions may probably practice knowledge withholding. Based on COR theory, when people are lack of resources, they are more likely to try protecting their valuable resources in order to evade losing more (Buchwald & Hobfoll , 2004; Halbesleben et al., 2014; Hobfoll, 1989). In line with this, when co-workers

request them for information, workers will prefer to withhold resources for the sake of avoiding more resources depletion of theirs (Hobfoll et al., 2001; Rai & Agarwal, 2018).

To conclude, negative emotions may show knowledge hiding of teachers. Hence, whenever a co-worker asks them about a particular knowledge, they will choose to withhold the information.

Consequently, the following hypothesis is proposed in this study:

H4. Negative emotions will have a positive link with knowledge hiding.

2.5 Negative Emotion and Social Loafing

Negative emotions decrease job performance of individuals and its negative impacts are evident in people life and workplace (Öhman & Esteves, 2001; Anderson & Phelps, 2001; Vuilleumier & Schwartz, 2001). Companies started or are in the process to understand and explain the distinguished values linked with anxiety, burnout, and despair in the workplace environment. Studies on wellness in companies verify that strain in the workplace has vital harmful consequences. For instance, stress can lead to weak psychological and physical wellness and raised workers' use of ill days, and reduced productivity. Also, workplace tension is related to mental stress (Farrell & Geist-Martin, 2005; Cooper, Dewe & O'Driscoll, 2001; Tattersall, 1995).

Emotion happens once people are encountering a situation that has been observed as significant to their objective achievement. When emotions of individuals are adversely stimulated or triggered, they may lean towards paying direct consideration to contribute less in the assigned work, free-riding upon others' efforts to complete their part, and also avoid participation. Therefore, once employees feel negative emotions, they are more prone to display social loafing.

Social loafing happens when a person is seen to avoid responsibilities and depend upon the efforts of others, and taking advantage of the benefits of others regardless of his or her contribution. Social loafing happens when a loafer begins to use his/her leverage upon the group. The rest of the team sense that they are being used by that person who depends heavily on them in order to achieve or complete her/his part of the task. Whereas that person, i.e., the loafer, is having the equal and even results as the rest of the hardworking team. (Williams & Karau, 1991).

Employees will associate social loafing behaviors such as performing less, getting lazy, producing poor quality jobs, and being subversive and distractive practices as causes of social loafing, also negative emotion is one of the factors causing social loafing (Liden et al., 2004).

Negative emotion and anxiety created by the misbehavior in the workplace might result in decreasing or diminishing the engagement of individuals in the team such as arriving or showing up so late, not attending, or delaying, therefore; such behavior cause employees to show more social loafing.

COR theory provides a valuable explanation for the relationship between negative emotion and social loafing. As already discussed according to COR, people try to keep, preserve, and develop valuable resources. Resources can come in many forms, such as physical; relationship, or energies, and emotions or feelings. Negative emotions such as anxiety, pressure, and anger threat and endanger their resources.

To preserve their valuable resources or prevent additional resource loss, individuals may put less effect in their team activities and show social loafing. Hence, according to COR theory we believe when teachers confront and experience higher level of negative emotions, this negative emotion can consequently cause those teachers to exhibit higher level of social loafing.

Based on what has been discussed so far, we propose:

H5. Negative emotions will have a positive link with social loafing.

2.6 Negative Emotion as a mediator between Workplace Bullying and Knowledge Hiding

Bullying at work is a critical issue facing employees in their work environment and life. It can come in different shapes, like harassment, insulting, exclusion of workers from social life, or passively have an impact on individuals' work. The nature of passive and undesired behavior plays a role in the idea or concept of bullying (Einarsen & Hoel, 2008). Workplace bullying is pressing obstacles in the present working days. Workplace bullying occurs when individuals regularly and over the period of time sense that they have been suffering from negative misbehavior in the workplace by co-workers, where the bullied ones are powerless in protecting themselves upon these behaviors (Einarsen et al., 1994).

Based on this concept, negative emotions are critical to know individuals' attitudes or reactions when it comes to their working environment (Muchinsky, 2000). Another study based on victimology reviewed that encountering bullying at the workplace may trigger negative emotions, anxiety, stress, anger, and trauma (Janoff-Bulman, 1992). These emotions may show signs on employees who are bullied, also negative emotions surely are related to workplace bullying (Ayoko, 2003).

Employees who experience workplace bullying note that they are constrained to constant and determined adverse behaviors by colleagues or top managers (Fox & Stallworth, 2005). As a result, victims of bullying may encounter manifestations of anxiety, fear, anger, and stress, urging them to attack and act differently to retrieve control. Workers may also display temporary negative emotions, such as anger once they see their projections are attacked by degrading treatment by colleagues or when task accomplishment is restrained by co-workers (Porath, 2010).

The COR theory confirms that people are very likely to obtain, keep, and improve their resources, but when they face different circumstances, like bullying, they may wind up adopting negative feelings which may result in display of deviance behaviors, due to that, employees experiencing workplace bullying might stop having their emotional resources, leading to creating negative emotions. These emotions are described as anxiety, rage, grief, hatred, fear, pressure, and despair (Beck, et al., 2001). Neto et al (2017) reported that workplace bullying could stimulate negative emotions among workers as well as trigger emotional fatigue.

Studies also showed that workplace bullying creates critical problems for individuals when it comes to emotions, like fear, stress, oppression, negative emotions (Carnelley & Janoff-Bulman, 1992). According to Ayoko (2003) negative feelings, such as a sense of powerlessness, blame, anxiety, stress, and extreme anger are probably the results of bullying at the workplace because workplace bullying results in adverse and exhausting feelings, i.e. negative emotions that are due to the happening of adverse situations in the working environment (Lazarus, 1999).

Another research reported that tension and distress faced by individuals are because of workplace bullying (Glasø, L. & Notelaers, 2012). Also, bullied individuals experience fear and negative feelings due to repeated vulnerability to adverse work situations (Nielsen & Einarsen, 2012). Workplace bullying, like any other type of social stress, is expected to show itself in terms of attitude and behavior. Being bullied deliberately and regularly via mental abuse practiced by bullies appear to create severe emotional effects such as anxiety, stress, weakness, despair, and trauma (Mikkelsen & Einarsen, 2002). According to Devonish (2013) workplace bullying has a vital adverse impact on the work demands of fatigue, negative emotions, and despair. The correlation between workplace bullying and psychological distress and outcomes revealed that psychological suffering or negative emotions were an indicator of bullying (Finne & Knardahl, 2011). Job strain or stress leads to psychological and social risks and creates emotional and social damage i.e., negative emotions due to workplace bullying.

Therefore, individuals and employees find themselves doing negative behaviors in order to adjust to such pressure by practicing knowledge hiding as revenge behavior (Hobfoll, 2011). As argued earlier in the literature, there are many ways that employees react to misbehavior or bullying that happened to them, ranging from encounter to avoid; therefore, knowledge hiding is one of the ways of reacting to misbehavior through negative emotions.

Negative emotions, at a higher phase, can create negative work consequences like counterproductive work behavior, also as reported by Zhao et al; Ferris et al (2016; 2008) less productivity on one hand due to bullying, and top-level absenteeism as a result on the other. Withholding is seen as the absence of credibility that displays hatred or avoidance. According to Anand et al. (2019) individuals regularly have emotions or moods of thinking like " Once I reveal to them my knowledge and information, the moment they will no longer need me.", Therefore, individuals tend to withhold information or what they know due to the fact that they might lose their status or position among co-workers which is due to the emotions of insecurity that developed.

On the other hand, as a defense mechanism that is an effective negative behavior, knowledge hiding plays a role in protecting the resources of individuals (Connelly et al., 2012; Einarsen et al., 2009; Nielsen & Einarsen, 2012; Tynes, 2013).

According to COR theory, strain or exhaustion consume individuals' resources once they occur repeatedly. Workplace bullying is a critical functioning strain that creates tension and anxiety that bring about negative feelings because of the consumption of resources (Hauge, 2010). It also explained that employees or workers are engaged in the process of keeping, improving, and gaining their resources, but once they sense a threat endangering their resources like bullying, they may resort to adopting negative feelings to avoid losing these resources. Consequently, employees suffering from workplace bullying might lose their knowledge-related and feeling resources, leading to negative emotions. Such emotions are described as anxiety, hate, sorrow, hatred, stress, strain, and worry (Beck, et al., 2001). Another study also showed that workplace bullying can stimulate negative feelings among workers (Neto, 2017). According to the COR theory and the existing studies, workers or individuals face losing their resources because of bullying behaviors. Consequently, negative emotions that are generated from bullying result in practicing knowledge withholding or hiding.

Based on what has been discussed so far, we propose:

H6. Negative emotions mediate the relationship between Workplace bullying and Knowledge hiding.

2.7 Negative Emotion as a mediator between Workplace Bullying and Social Loafing

Regularly, bullying at work is a mixture of methods where various kinds of hateful interaction and response are employed. Workplace bullying happens in circumstances where workers are exposing to frequent, determined, and adverse behaviors which are frightening, ill-disposed, and undermining (Einarsen et al., 2003).

Researches have shown that a healthful environment to work in may result in rising productivity (Griffin & Danna , 1999). A healthful place to work indicates that the company or firm encourages job security, worker development and engagement, wellness, and protection (Grawitch, Gottschalk & Munz, 2006). Yet, the idea of sense equality inside the place of work plays a different role here when employees see their colleagues practicing social loafing and getting away with it (Cornelius, 2002). Researches have described social loafing as a kind of abnormal behavior (Ahmadi et al., 2011) where its impact can be harming the workplace (Semmer et al., 2009).

Additionally, Vecchio (1995) proposes that emotional behaviors can stimulate power-ful disturbances and real damages like sabotage, or exclusion. More precisely, when bullied individuals feel agitated, tense, hateful, and disconcerted, they are more likely to involve in social loafing. Consequently, it is expected that bullied individuals enduring negative emotions at the workplace may respond to their circumstances by restricting their own energy and par-ticipation in the company by practicing social loafing (Fox et al., 2001; Vecchio et al., 2007).Hence, negative emotions are the tool that offensive mistreatment leads to the practice of social loafing.

COR theory is meaningful when it comes to recognizing what leads to social loafing, because it shows us that people try to maintain, keep and improve resources, also they sense fear and threat when their resources are at risk (1989). When emotions or negative feelings are present in the workplace and it is higher because of stress, strain, and anxiety, people within their teams will likely have the tendency to practice social loafing (Carretié et al., 2001; Vaish & Grossmann, 2008), where also mistreatment such as CWB plays a part in evading tasks, performing duties wrongly, verbal offenses, destruction, and theft (Spector & Fox, 2002).

Individuals' emotions play a crucial sign function (Freud, 1926; Hochschild, 1983); like fear indicates risk, leading to perform an act to protect his/her resources, i.e., the COR theory concept. Hence, according to COR theory we believe when teachers confront and experience

Workplace bullying, they will have higher level of negative emotions. This negative emotion can consequently cause those teachers to exhibit higher level of social loafing.

Consequently, the following hypothesis is proposed in this study

H.7 Negative emotion mediates the relationship between bullying and social loafing

Figure 1

Proposed Conceptual Model
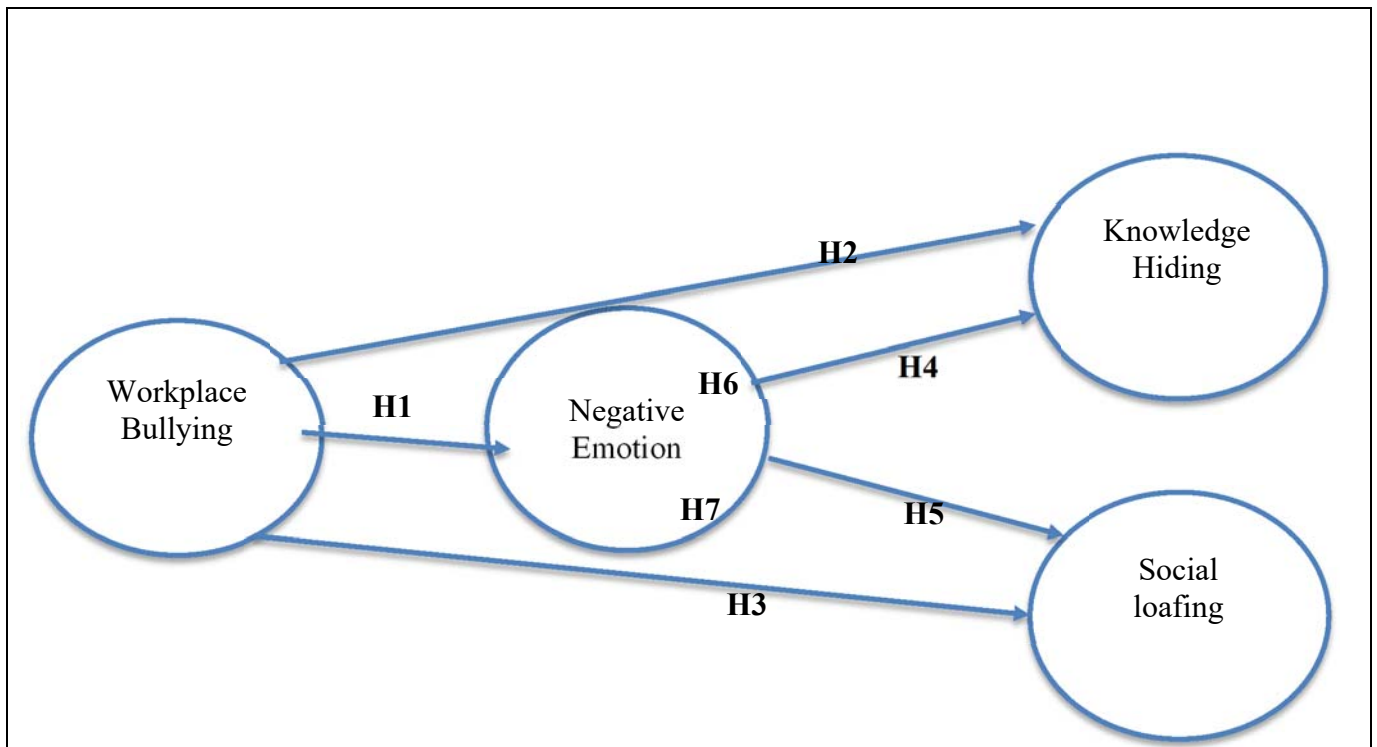
CHAPTER 3

METHODS

In order to collect and analyze data for the current study thesis, a quantitative research approach was employed by the researcher. The research process is discussed in detail in the following sections.

3.1 Research Design and Proposed Model

The current research attempts to examine the relationship between workplace bullying, knowledge hiding and social loafing through the mediation effect of negative emotion. A quantitative research approach was conducted among school teachers in Yemen to test the proposed hypotheses. The data collected for this research was between October and November 2021.

3.2 Population and Sampling

This quantitative study was conducted in schools in Sana'a, the capital, Yemen. The study was conducted face to face. In face-to-face data collection, the researchers used the convenience sampling technique. Survey questionnaires were distributed among teachers for data collection. Prior to the main data collection, twenty teachers were selected for a pilot study to confirm the understandability of the questionnaires and to minimize errors which can happen in the data collection process. Based on the feedback gathered, few items were fixed.

Back translation: The questionnaire was in English, then translated into Arabic; back into English in order to assure no discrepancies in the questionnaire, and also to reflect accuracy and equivalence of the target text, which is a commonly used quality assessment tool in cross-cultural research (Brislin RW, 1970).

The researcher provided a cover letter at the beginning of the questionnaire. The cover page of each questionnaire included such information to reduce the risk of common method bias (Podsakoff et al, 2003). The cover letter was assuring the respondents about the anonymity and confidentiality of their responses. More precisely, statements such as "In this questionnaire, there are no right or wrong answers", "Any type of data collected in our research will be maintained confidential" and "Participation is voluntary" were included in the cover letter.

In this study, 504 teachers accepted to participate. Although, due to the restrictions regarding COVID-19, from the 504 administered questionnaires, 165 were removed as being incomplete, leaving 339 to be further analyzed and providing response rate of 79.17%. Table 1 provides information about the respondents.

As it can be clearly seen in Table 1 approximately the majority of the respondents, 174 out of 339 survey participants are female, making up 51.3% of the study sample. As presented in Table 1, the majority of the respondents 44.0% are between the ages of 25-35.

The vast majority of respondents have bachelor degrees 67.0%, 17.7 % had master degrees, and the rest had high school diplomas of 9.4%.

70.5 % of the participants have tenures of 5 years or below. The rest have 29.5% tenure above five years.

Table 1 show that 74% of the respondents had income of 100.000YR- 200.000YR and less than 100.000YR, and 26% income of higher than 200.000YR.

Note: (YR= Yemeni Rials).

Table 1

Sample demographics

Gender	Frequency	Percent
Male	165	48.7
Female	174	51.3
Total	339	100

Age	Frequency	Percent
17-20 years	22	6.5
21-25 years	93	27.4
25-35years	149	44.0
Above 35	75	22.1
Total	339	100

Table 1 *(continued)*

Sample demographics

Educational level	Frequency	Percent
High school diploma	32	9.4
Bachelor's degree	227	67.0
Master's degree	60	17.7
Ph.D.	7	2.1
Others	13	3.8
Total	339	100

Income	Frequency	Percent
Less than 100.000YR	140	41.3
100.000YR – 200.000YR	111	32.7
Higher than 200.000YR	88	26.0
Total	339	100

Organizational tenure	Frequency	Percent
Less than a year	91	26.9
1-3 years	97	28.6
3-5 years	51	15.0
Above 5 years	100	29.5
Total	339	100

3.3 Instruments and Procedures of Data Collection

This study is based on a quantitative survey using a self-administered questionnaire. All measurement items were adopted from existing literature and former empirical studies. Workplace bullying was adapted from the study of ((Einarsen et al., 2009). Negative emotions scale was adapted from the study of (Van Katwyk et al., 2000) Knowledge hiding was adapted from the study of (Connelly et al., 2012). Finally social loafing was adopted from (Price, Harrison, & Gavin, 2006). The measurement items in bullying, negative emotions, and knowledge hiding have a 5 Likert scale ranging from Never (1) to frequently (5); while in social loafing, it is ranging from "Extremely unlikely to loaf "(1) to " Extremely likely to loaf "(5). All measurement items have a 5 Likert scale used in the study. Table 2 shows the constructs and scale items.

Table 2

Constructs and scale items

	Someone withholding information which affects your performance
	Being ordered to do work below your level of competence
	Having your opinions ignored
	Being given tasks with unreasonable deadlines
	Excessive monitoring of your work
	Pressure not to claim something to which by right you are entitled (e.g., sick leave, holiday entitlement, travel expenses)
Workplace Bullying (WB)	Being exposed to an unmanageable workload
	Being humiliated or ridiculed in connection with your work
	Having key areas of responsibility removed or replaced with more trivial or unpleasant Tasks
	Spreading of gossip and rumors about you
	Being ignored or excluded
	Having insulting or offensive remarks made about your person, attitudes or your private Life
	Hints or signals from others that you should quit your job
	Repeated reminders of your errors or mistakes
	Being ignored or facing a hostile reaction when you approach

Table 2 *(continued)*

Constructs and scale items

	Persistent criticism of your errors or mistakes
	Practical jokes carried out by people you don't get along with
	Having allegations made against you
	Being the subject of excessive teasing and sarcasm
	Being shouted at or being the target of spontaneous anger
	Intimidating behaviors such as finger-pointing, invasion of personal space, shoving, blocking your way
	Threats of violence or physical abuse or actual abuse
Negative Emotions (NE)	Furious
	Gloomy
	Angry
	Anxious
	Bored
	Depressed
	Discouraged
	Disgusted
	Fatigued
	Frightened
Knowledge Hiding (KH)	I agree to help him/her but never really intend to
	I agree to help him/her but instead give him/her information different from what s/he wanted.
	I tell him/her that I would help him/her out later but stall as much as possible
	I offer him/her some other information instead of what he/she really wants
	I pretend that I do not know the information
	I say that I do not know. Even though I do
	I pretend I do not know what s/he was talking about

Table 2 *(continued)*

Constructs and scale items

	I say that I am not very knowledgeable about the topic
	I explain that I would like to tell him/her but was not supposed to
	I explain that the information is confidential and only available to people on a particular project
	I tell him/her that my boss would not let anyone share this knowledge
	I say that I would not answer his/her questions
Social loafing (SL)	I left my work to other to do.
	I claimed there are other things to do when others need help.
	I avoided work and responsibility,
	I loafed my share of tasks

CHAPTER 4

DATA ANALYSIS RESULTS

4.1 Preliminary Data Analysis

Statistical Package for Social Sciences software (SPSS) were used for data analysis. Exploratory factor analysis was employed using principal components analysis, with Varimax rotation to determine if they represent the distinct concepts of interests. Reliability analysis was used to check whether the measurement scales are reliable. Finally, regression analysis was used to test the proposed hypotheses and to investigate the impact of bullying on negative emotions, knowledge hiding and social loafing.

Preliminary data analysis is conveyed to designate number of respondents. Missing item were rejected according to the study's purpose, the number of respondents was dropped to 339.

4.2 Exploratory Factor Analysis (EFA)

The table 3 shows that the KMO value is 0.930, exceeding the suggested cut-off value of .60 (Kaiser, 1974). Additionally, Bartlett's Test of Sphericity 8803.175 (Bartlett, 1954) reached statistical significance ($p < 0.00$). Thus, the data is considered appropriate for factor analysis.

Table 3

KMO and Bartlett's Test of Sphericity

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.930
Bartlett's Test of Sphericity	Approx. Chi-Square	6078.427
	df	496
	Sig.	.000

All measures were subjected to exploratory factor analysis. Exploratory factor analysis (EFA) was conducted for establishing the relationship between measured variables in a data set and the latent factors that explain the covariation between these measured variables (Allen, 2017).

The initial results demonstrated that eight items from bullying measures produced a distinct dimension. Therefore, they were removed from the measurement items. Additionally, 2 items from negative emotions produced a distinct dimension and thus removed from the negative emotions' measurement items. Moreover, 6 items from knowledge hiding produced a distinct dimension and thus removed from the items. The final results indicated that all items loaded on their underlying dimensions. None of the items showed cross loading (all were less than <0.44).

Table 4 represents the factor loading of each of the variables in this study. Table 4 also represents that all items were loaded beneath their underlying variables with magnitudes of loadings ranged from 0.812 to 0.50. According to the data, 14 items loaded under bullying, 8 items loaded under negative emotions, 6 items loaded under knowledge hiding and 4 items loaded under social loafing. All Eigenvalues were greater than 1.0. In short, there was evidence of convergent validity.

Table 4

Factor loadings

| Items | Factor | | | |
	Bullying	Negative Emotion	Knowledge Hiding	Social Loafing
B19	,789			
B16	,785			
B18	,782			
B14	,774			
B12	,757			
B10	,748			
B21	,725			
B17	,724			
B15	,719			
B20	,714			
B13	,693			
B11	,681			
B8	,665			
B3	,525			
NE2		,734		
NE7		,733		
NE6		,731		
NE1		,675		
NE5		,645		
NE8		,592		
NE3		,582		
NE10		0.5		
KH6			,799	
KH5			,775	
KH7			,719	
KH8			x,695	

Table 4 *(continued)*

Factor loadings

KH4	,660	
KH3	,659	
SL4		,812
SL3		,793
SL1		,696
SL2		,683

Table 5

Exploratory Factor Analysis

Total Variance Explained

	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Factors	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	11.105	34.704	34.704	11.105	34.704	34.704
2	3.267	10.209	44.914	3.267	10.209	44.914
3	2.533	7.915	52.829	2.533	7.915	52.829
4	1.613	5.040	57.868	1.613	5.040	57.868
5	.913	2.854	60.723			
6	.897	2.803	63.526			
7	.842	2.633	66.159			
8	.782	2.445	68.604			
9	.752	2.350	70.954			
10	.717	2.240	73.194			
11	.671	2.096	75.290			
12	.649	2.028	77.318			
13	.617	1.927	79.245			
14	.558	1.745	80.990			
15	.533	1.665	82.654			
16	.494	1.544	84.199			
17	.462	1.444	85.642			

Table 5 *(continued)*

Exploratory Factor Analysis

18	.449	1.404	87.047
19	.424	1.325	88.372
20	.402	1.257	89.628
21	.394	1.232	90.861
22	.361	1.127	91.988
23	.329	1.028	93.016
24	.311	.971	93.987
25	.305	.954	94.941
26	.295	.921	95.862
27	.273	.855	96.716
28	.255	.797	97.513
29	.247	.771	98.284
30	.205	.642	98.926
31	.177	.553	99.478
32	.167	.522	100.000

4.3 Reliability

Reliability is used to evaluate the quality of research. It indicates how well a method, technique or test measure something. Reliability is about the consistency of a measure (Middleton, 2020). In an attempt to have internal consistency, the relative Cronbach's alpha level of measurement scales should be over .70 (Cronbach, 1951). Ranged from 0.799 to 0.946 all measures proved to be reliable, since all coefficient alphas were above the commonly accepted cut-off values of 0.70 (Bagozzi, & Yi, 1988).

Table 6 shows that the scales used in the study have good internal consistency, with Cronbach's alpha values reported as follows: bullying (0.944), negative emotions (0.839), knowledge hiding (0.855) and social loafing (0.799).

Table 6

Reliability

Dimensions	Cronbach's Alpha	No. of Items
Bullying	.946	14
Negative Emotions	.839	8
Knowledge Hiding	.855	6
Social Loafing	.799	4

4.4 Correlation

The table 7 represents means, standard deviation and correlation of study variables. Since all correlations among study variables are significant the first three conditions for a mediation analysis as outlined by Baron and Kenny (1986) are met. Bullying is positively related to negative emotions ($r = 0.529^{**}$). This shows that the first condition is met. The second condition is also met because negative emotion is significantly related to knowledge hiding ($r = 0.285^{**}$) and positively related to social loafing ($r = 0.260^{**}$). Since bullying is significantly correlated to both knowledge hiding ($r = 0.428^{**}$) and social loafing ($r = 0.281^{**}$) the third condition is likewise met.

Table 7

Correlation Matrix

Variables	1	2	3	4
1. Bullying	1			
2. Negative emotions	0.529**	1		
3. Knowledge Hiding	0.428**	0.285**	1	
4. Social Loafing	0.281**	0.260**	0.460**	1
Mean	2.1627	2.8020	1.7168	2.0678
Standard deviation	0.87635	0.76236	0.70892	0.86763

Note: composite scores for each variable were computed. All correlations are significant at p < 0.01 ** and p < 0.05 * except role ambiguity and work-family conflict (one –tailed test)

4.5 Regression

Regression analysis allows researchers to analyze relationships between one independent and one dependent variable (Sarstedt & Mooi, 2014). Hierarchical regression analysis was executed to investigate the proposed model and to test the hypotheses for significant relationship between bullying and negative emotions, and knowledge hiding and social loafing. Regression analysis is also used to check the mediation effect of negative emotions in the relationship between bullying and knowledge hiding; and also, mediation effect of in the relationship between bullying and social loafing.

Multicollinearity happens when independent variables in the regression model are highly correlated to each other (Wu, 2020). Through linear regression, it can be recognized by checking the Tolerance values and Variance Inflation Factor (VIF). All variables had a Tolerance value higher than .10 and VIF value below 10. The results did not reveal any issues with multicollinearity.

The results concerning direct and mediation effect are demonstrated in Table 8. Workplace bullying has a positively significant effect on negative emotions ($\beta= 0.529, p< 0.000, t= 11.438$). Therefore, hypothesis H1 is supported. The results indicate that workplace bullying has a positive effect on knowledge hiding ($\beta = 0.428, p < 0.000, t= 8.701$). Therefore, hypothesis H2 is supported. The results indicate that bullying has a significant positive effect on social loafing ($\beta = 0.281, p < 0.000, t= 5.371$). Therefore, hypothesis H3 is supported. The results also indicate that negative emotion has a positively significant effect on knowledge hiding ($\beta = 0. 285, p< 0.000, t= 5.460$) and negative emotion has a positively significant effect on social loafing ($\beta = 0.260, p< 0.000, t= 4.939$). Therefore, hypothesis 4 and 5 are supported.

As demonstrated in Table 8 the inclusion of negative emotions in step 2, increases the explained variance by 0.5%. The positive effect of bullying on knowledge hiding is still significant despite the inclusion of negative emotion in the model. In this case, negative emotion partially mediates the relationship between bullying and knowledge hiding. This effect is significant based on Sobel test. Also, regarding social loafing, inclusion of negative emotion in step 2, increases the explained variance by 1.7%. The positive effect of bullying on social loafing is still significant despite the inclusion of negative emotion in the model. In this case, negative emotion partially mediates the relationship between bullying and social loafing. This effect is significant based on Sobel test. Therefore, hypothesis H6 and H7 are supported.

Table 8

Regression Analysis, direct and mediating effects

Independent Variables	Standardized Regression Weights	
I.	Knowledge Hiding	
	Step 1	Step 2
Bullying	0.428*	0.385*
Negative Emotion	---	0.081*
F	75.706	1.971
R^2 at each step	0.183	0.188

ΔR^2		0.005
II.	Social Loafing	
	Step 1	Step 2
Bullying	0.281*	0.199*
Negative Emotion	---	0.155*
F	28.850	6.393
R^2 at each step	0.079	0.096
ΔR^2	---	0.017

Note: The variance inflation factors (VIF) did not show any problems of multi-collinearity.
The results are significant at $p < .10$.

Hypotheses: Workplace bullying has a significant relationship with negative emotion; workplace bullying has a significant relationship with knowledge hiding; workplace bullying has a significant relationship with social loafing; negative emotion has a significant relationship with knowledge hiding; negative emotion has a significance relationship with social loafing; negative emotion has a significance in mediating the relation between bullying at the workplace and knowledge hiding; negative emotion has a significance in mediating the relationship between workplace bullying and social loafing as shown in Table 9.

Table 9

Results of the proposed hypotheses

Hypotheses	Results
H1: Workplace bullying is positively related to negative emotion.	Accepted
H2: Workplace bullying has positive impact on knowledge hiding.	Accepted
H3: Workplace bullying has positive impact social loafing.	Accepted
H4: Negative emotion has positive impact on knowledge hiding	Accepted
H5: Negative emotion has positive impact on social loafing	Accepted
H6: Negative emotion mediates the relationship between workplace bullying and Knowledge hiding	Accepted
H7: Negative emotion mediates the relationship between workplace bullying and social loafing	Accepted

CHAPTER 5

CONCLUSION AND IMPLICATIONS

5.1 Discussion

Bullying at the workplace is a widespread negative behavior in the work environment that causes a great deal of harm and damage to corporations and individuals. Therefore, by using the data collected from school teachers in Yemen, this study shed light on the impact of workplace bullying on employees' behavior, and the relationship between workplace bullying, knowledge hiding, and social loafing through the mediation effect of negative emotion. Moreover, the current study used the Conservation of Resources (COR) theory, and previous study findings to better explain the correlation among the above-mentioned variables.

According to our result, workplace bullying will increase negative emotion at the workplace. This is consistent with former study findings that supported the relationship between workplace bullying and negative emotion. Therefore, school teachers in Yemen, when they experience bullying, they tend to feel higher level of negative emotions. The results also revealed that workplace bullying can manifest stress, anxiety, or depression among employees, based on the view of (Pharo et al., 2011; Williams & Nida, 2011).

In consistent with Zhao et al. (2016), our results confirmed that workplace bullying positively and significantly triggers knowledge hiding behaviors. These findings are backed up by (Hobfoll, 1989) which describes the motive that guides individuals to preserve their current resources and seek new ones. Hence, when school teachers experience bullying, this negative behavior depletes their resources (Escartin, 2011); therefore, to protect their resources from constant depletion, they tend to involve in hiding their knowledge.

Consistent with Spector and Fox (2002), our results confirmed that bullying at the workplace is significantly related to social loafing. Conferring to our results, school teachers when they experience bullying at their workplace, they tend to engage in loafing behaviors such as putting less efforts when they are working in groups, shirking jobs. Based on COR theory (1989) school teachers may resort to social loafing when encountering negative behaviors, where they can decrease their efforts to preserve resources and use such resources on other tasks.

The findings of the study reveal that negative emotion has a positive impact on knowledge hiding. Consistent with Connelly et al. (2015) our results confirmed that when

school teachers that have higher level of negative emotions such as fear, anger, anxiety, depression tend to involve in hiding knowledge. Therefore, school teachers think after they share their own knowledge, they may lose their status as the owners of the information and feel weak, also their knowledge will be replicated and no longer important.

Our results reveal that negative emotion is positively related to social loafing. Consistent with Öhman and Esteves (2001), our results confirmed that when school teachers experiencing high level of negative emotions, they tend to engage in social loafing and decrease their effort within the team.

The results of the study confirmed that negative emotion mediates the relationship between workplace bullying and Knowledge hiding. Our findings revealed that when school teachers facing misbehavior, they tend to have high level of negative emotions (like fear and anxiety), which eventually lead them to hide their knowledge from others. Moreover, based on COR theory (1989) and in line with our findings, when school teachers feel their resources like knowledge, information, relationships, and efforts are at risk of losing them due to bullying behaviors, negative emotions are generated from such behaviors resulting in knowledge withholding practices.

Lastly, the findings of this study reveal that negative emotion is the mechanism through which bullying causes social loafing. Our findings confirmed that when school teachers endure misbehavior in the workplace, they feel agitated, tense, and disconcerted, and they become more likely to involve in social loafing like restricting their own efforts physically or mentally. Hence, consistent with COR theory (1989) we believe when teachers face misbehavior in the workplace, they will have higher level of negative emotions, causing those teachers to show higher level of social loafing. It means that teachers will lose their trust on their co-workers because of mistreatment, and they become less productive.

5.2 Limitations

It is noteworthy to recognize the limitation of the current study, which highlights the need for further studies. Even though our research provides meaningful results for understanding the impact of workplace bullying on employees' behaviors, still like other studies our research also has some limitations that need to be considered.

First, the measures used in this study were self-reported, which can give rise to questions concerning common method variance (Podsakoff et al., 2003). Yet, endeavors were taken place to reduce the impact of this bias by making sure the confidentiality of responses, which is supposed to lessen social desirability biases.

Second, the lack of a longitudinal research model limits the causal conclusions that can be obtained from the findings.

Third, the results of the study cannot be generalizable to other cultural settings with more efficient resources and regulatory regimes that may restrict workplace misbehavior. The key goal of the research, is to conduct and investigate the impact of workplace misbehavior on employees' behaviors in Yemen, and also to provide useful information that might be of help to recognize and somewhat prevent workplace mistreatment from happening or reduce it at least.

5.3 Future studies

Since workplace bullying among employees and more precisely teachers have been clearly emphasized here in this research. Also, to examine such experience and its prevalence more intensively is needed. Particularly, studies in the future may need to investigate different occupations more intensively. Cultural contexts may have a vital impact on results. Therefore, we encourage researchers to carry out related researches in different cultural settings and with a larger sample.

A longitudinal study design can present affirmative proof or evidence for the current result. Since our study used self-reported measures, future studies may need to connect self-reported and other rated measures of bullying at the workplace in order to find out discrepancies regarding the importance of this misbehavior, and if such discrepancies arise or appear, what their causes and consequences might be.

Future studies can also investigate other variables as mediators between bullying and knowledge hiding and social loafing, such as psychological distress, revenge motivation, organization commitment, anger, or stress. Similarly, other possible outcomes of workplace bullying can be investigated, such as intention to sabotage, deviance behavior, CWB.

Finally, future studies can introduce the moderating influence of demographic variables, such as gender, generational groups, and personality, in the relationship between workplace bullying and knowledge hiding and social loafing.

5.4 Managerial Implications

The current research proposes that workplace bullying can be eliminated or at least restricted if efforts are addressed at individual and organizational levels (Fox & Stallworth, 2005). Managers or employers may need to be aware of the probability of bullying happening in the work and should go hand-in-hand to prevent it. It's their duty to stop this negative behavior because they have the power and control to change it in the workplace. For example,

policies as well as laws might be implemented insisting that workplace bullying is not allowed in the work environment (Allan, Cowie & Smith, 2009). Also, managers should introduce strict regulations such as "a zero-tolerance policy for incivility" and punishment for Instigators (Andersson & Pearson, 1999).

Training courses and sessions for employees and administration shall initiate, particularly raise awareness regarding workplace bullying, bullying nature, and the means to handle these negative behaviors at workplace (Lewis, 2006). Also, appropriate training should be introduced in order to educate staff about how to handle stress and conflict control and improve civil behaviors (Pearson, Andersson & Porath, 2005). Creating a healthy and good environment for staff is advisable for industries.

Managers should establish appropriate settings to enable staff to speak and vent their emotions, problems and bullying acts to prevent emotional exhaustion. For example, group discussion panels might make bullies be informed about the harm they do. Moreover, staff shall be granted an access to private discussion forums with HR management team or ombudspersons (Cabrera & Cabrera, 2005; Harrison et al., 2013). Staff should also understand and report any bullying acts they experience, even if these acts are subtle (Samnani, 2013), in the same context managers also should provide training and counseling to those who experience misbehavior at the work (Tehrani, 2012).

Lastly, we recommend managers in order to prevent workplace bullying to provide appropriate training in the management of crises and anger, as well as train them on how to address their negative emotions (Twenge, 2010).

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APPENDIX: SURVEY QUESTIONNAIRE

FINAL INTERNATIONAL UNIVERSITY

You are invited to participate in a survey which is investigating **the Impacts of Workplace Bullying on Teachers' Work Behaviors.**

This research composed by **SAIF AHMED SAIF ABDULLAH ALYOUSEFI,** MBA student of Final International University and supervised by **Assist. Prof. Dr. Taraneh FOROUTAN**.

Your survey responses will be strictly confidential and data from this research will be used only for academic purposes.

The survey's duration is approximately 7 minutes and the participation is voluntary. By starting the survey, you are accepting to give consent for evaluation of your responses. If you feel any concern or discomfort, you are free to withdraw from the survey at any time. In such a case, the use of the information you provide will only be possible with your consent.

Your sincere, thoughtful answers are kindly requested.

Thank you in advance for your participation.

SAIF AHMED SAIF ABDULLAH ALYOUSEFI

Do you accept to participate in this questionnaire: ☐Yes   ☐No?

Gender: ☐Male   ☐Female

Age: ☐17-20years.   ☐21-25years   ☐25-35years   ☐Above 35

Education level: ☐High school   ☐Bachelor's degree   ☐Master's degree

☐Ph.D.   ☐Others

Income level: ☐ less than 100.000YR   ☐ 100.000YR – 200.000YR

☐ higher than 200.000YR

Organizational tenure ☐ less than a year   ☐1-3 years   ☐ 3-5 years   ☐ above 5 years

Please indicate how often you feel each of the following emotions.

1. Never   2. Rarely   3. Sometimes   4. Often   5. Frequently

No.	Item	1	2	3	4	5
1	Furious					
2	Gloomy					
3	Angry					
4	Anxious					
5	Bored					
6	Depressed					
7	Discouraged					
8	Disgusted					
9	Fatigued					
10	Frightened					

Please read the following statements and choose accordingly.

1. Strongly Disagree   2. Disagree   3. Neutral   4. Agree   5. Strongly Agree

	Item	1	2	3	4	5
11	I agree to help him/her but never really intend to					
12	I agree to help him/her but instead give him/her information different from what s/he wanted.					
13	I tell him/her that I would help him/her out later but stall as much as possible					
14	I offer him/her some other information instead of what he/she really wants					

15	I pretend that I do not know the information					
16	I say that I do not know. even though I do					
17	I pretend I do not know what s/he was talking about					
18	I say that I am not very knowledgeable about the topic					
19	I explain that I would like to tell him/her but was not supposed to					
20	I explain that the information is confidential and only available to people on a particular project					
21	I tell him/her that my boss would not let anyone share this knowledge					
22	I say that I would not answer his/her questions					
23	Someone withholding information which affects your performance					
24	Being ordered to do work below your level of competence					

25	Having your opinions ignored					
26	Being given tasks with unreasonable deadlines					
27	Excessive monitoring of your work					
28	Pressure not to claim something to which by right you are entitled (e.g. sick leave, holiday entitlement, travel expenses)					
29	Being exposed to an unmanageable workload					
30	Being humiliated or ridiculed in connection with your work					
31	Having key areas of responsibility removed or replaced with more trivial or unpleasant Tasks					
32	Spreading of gossip and rumors about you					
33	Being ignored or excluded					
34	Having insulting or offensive remarks made about your person, attitudes or your private Life					
35	Hints or signals from others that you should quit your job					
36	Repeated reminders of your errors or mistakes					

37	Being ignored or facing a hostile reaction when you approach				
38	Persistent criticism of your errors or mistakes				
39	Practical jokes carried out by people you don't get along with				
40	Having allegations made against you				
41	Being the subject of excessive teasing and sarcasm				
42	Being shouted at or being the target of spontaneous anger				
43	Intimidating behaviors such as finger-pointing, invasion of personal space, shoving, blocking your way				
44	Threats of violence or physical abuse or actual abuse				

Please indicate what would likely happen in your workplace if you made a formal complaint against a co-worker who engaged in the following behaviors.

1. Nothing

2. Very little- someone might talk to the person

 3. The person would be told to stop

 4. The person would be given a formal warning

 5. There would be very serious consequences

	Item	1	2	3	4	5
45	Repeatedly invaded your privacy (e.g., read communications addressed to you, to items from your desk, or opened your desk drawers without your permission).					
46	Repeatedly gossiped about you to other coworkers					
47	Repeatedly withheld important information relevant to your job and/or excluded you from key decisions					
48	Repeatedly treated you in overtly hostile manner (e.g., spoke to you in an aggressive tone of voice, made snide remarks to you, or rolled his or her eyes at you).					

Please read the following statements and choose accordingly.

1. Strongly Disagree   2. Disagree   3. Neutral   4. Agree   5. Strongly Agree

49	I often think about withdrawing my effort and energy and enacting flexible service rules because of rude coworkers					
50	I sometimes feel it is not worth caring for the institution resources, time and energy, as no one knows your value					

	Item					
51	I will not hesitate to share my knowledge, experience, and feedback with the management					
52	I will not hesitate to share my knowledge, experience, and feedback with coworkers					
53	I don't see any problem directing coworkers to other institutions					
54	I don't have the intention to hurt students					
55	I don't have the intention to hurt coworkers					
56	As long as I am comfortable with many aspects of my job, why should I slow down or disrupt service flow					

Please read the following statements and choose accordingly.

1. Extremely unlikely to loaf

2. unlikely

3. Neutral

4. likely

5. Extremely likely to loaf

	Item	1	2	3	4	5
57	I left my work to other to do.					
58	I claimed there are other things to do when others need help.					
59	I avoided work and responsibility,					

		1	2	3	4	5
60	I loafed my share of tasks					

Please read the following statements and choose accordingly.

1. Strongly Disagree   2. Disagree   3. Neutral   4. Agree   5. Strongly Agree

	Item	1	2	3	4	5
61	I would be very happy to spend the rest of my career with this organization					
62	I enjoy discussing my organization with people outside it.					
63	I really feel as if this organization's problems are my own.					
64	I think that I could easily become as attached to another organization as I am to this one.					
65	I do not feel like "part of the family" at my organization.					
66	I do not feel "emotionally attached" to this organization.					
67	This organization has a great deal of personal meaning for me.					
68	I do not feel a strong sense of belonging to my organization.					