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Article

A New Trilogy to Understand the Relationship among Organizational Climate, Workplace Bullying and Employee Health

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A New Trilogy to Understand the Relationship among Organizational Climate, Workplace Bullying and Employee Health

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ABSTRACT

Organizational Climate is a driving force in the organization behavior which provides foundations to many physical and psychological phenomena to the employees. Bullying is one of the major under considered phenomenon, usually caused by the organizational climate. The objective of the study is to examine the relationship between organizational climates, workplace bullying and workers' health in selected higher education institutes of Pakistan. A proportionate random sample of 20 Universities comprising of 10 from public sector and 10 from private sector was selected for the study. The model of workplace bullying, organizational climate and worker's health was estimated by Structural Equation Modeling using AMOS software. The study found a negative relationship between organizational climate and bullying on one hand, while on the other hand, an increased workplace bullying effects employees' health negatively due to affected sleeping hours. Drug abuse was treated as a moderator between health and affected sleeping hours. The study suggested that organizations should control workplace bullying which may cause physical and psychological effects on employee's health.

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1. Introduction

Workplace bullying reflects negative workplace behaviour when an employee continuously exposed by the mistreatment from others at workplace (Adams & Crawford, 1992), Workplace bullying often named workplace mobbing (Leymann, 1990, Qureshi, Ifikhar, Janjua, Zaman, Raja, & Javed, 2013). Mobbing is psychological aggression that often

involves a group of 'mobbers' instead of a single person. In theory, mobbing is considered to be an extreme type of social stressor at workplace (Qureshi et al. 2013).

Workplace bullying needs to be explored in a sustained and systematic way because organizations have a responsibility to protect their employees from the psychological harassment of a workplace bully (Georgakopoulos, Wilkin, & Kent, 2011). In addition, bullying is related to the development of sleep disorders (Einarsen, 2000) as bullying victims

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use sleep-inducing drugs more than those who are not being the victims of bullying (Vartia, 2003). A huge sample of French employees revealed that bullying in the workplace was associated with sleep disturbances (Niedhammer, David, & Degioanni, 2006). Negative work environment may have serious effects on health of employees, i.e. employees might suffer from psychological effects, such as impaired judgment, anxiety, irritability, anger, memory loss and an inability to concentrate (Appelbaum & Girard, 2007). Barling (1996) found that depressive symptoms and negative mood are directly linked with bullying.

Employee's health plays a vital role in the productivity of any organization. It is very important for organizations to develop strategies that can promote their employees' health or at least can eliminate health-related problems. The organizations must be aware of those organizational risk factors that might have negative association with employee's health particularly bullying at workplace which can be one of the major factors. Few studies have been conducted on bullying behaviours in non-western societies and focused solely on bullying occurrence and frequencies of negative acts. The present study is initiated with an objective to sort out the root causes, nature and the extent of bullying behaviours at workplace of higher educational institutes of Pakistan and to investigate its relationship with organizational climate and health.

The study has the following key objectives i.e. (i) to investigate the relationship between organizational climate and workplace bullying; (ii) to investigate the relationship between workplace bullying and employees' health; and (iii) to assess the moderating effect of drug use between employee health and affected sleeping hours.

The study is divided into the following sections after the introduction which is presented in Section 1. Section 2 describes the review of literature, methodology is explained in Section 3, results are discussed in Section 4 and the final section concludes the study.

2. Literature Review

Bullying has progressively become an essential area of debate in the last 15 years, mainly among researchers who are adopting a psychological aspect of the work (Einarsen, Hoel, Zapf & Cooper (2003). Einarsen *et al.* 2003; Hoel, Rayner, & Cooper 1999; Lewis & Sheehan 2003). The findings of various UK surveys indicated that bullying in about 3 out of 4 cases is a downward process that is directed by someone in a supervisory or managerial position at a subordinate (Hoel & Cooper 2000; Unison 1997, 2000). While, roughly a third of incidents, victims of bullying have identified their peers/colleagues as the perpetrators, even though some bullying by colleagues/peers is also interlinked with bullying by managers of the organization.

Bullying is the term that is preferably used in most of the English speaking countries, including Ireland, UK and Australia. In Southern European countries other terminologies have been used like 'moral harassment' in France and Spain, 'emotional abuse' and 'work mistreatment' are used in America, and most remarkably in German-speaking countries and Scandinavia the English-derived term 'mobbing' has been usually adopted. Though the terms are being used interchangeably and a common understanding is rising within the community of an international research, significant differences have been recognized between both the terms mobbing and bullying and their practical application as well (Hoel *et al.* 1999; Di Martino, Hoel, &

Cooper, 2003; Einarsen *et al.* 2003). This distinction is mainly associated with the choice of focus with UK researchers tending to focus their attention to the perpetrator and bully behaviour, whereas German and Scandinavian researchers are putting emphasis to the experience of victims (Zapf & Einarsen, 2005).

2.1. The nature of bullying at work

The concept of bullying may be used in various situations in common language, describing a variety of behaviours (Crawford, 1998). It can be used in a joking manner, i.e. describing good natured horseplay, or referring to the negligible events of aggressive behaviour that are inclined to be easily tolerated and accepted (Munthe, 1989). On the other hand, in the scientific studies reviewed, this concept refers to a rather specific phenomenon where physical or non-physical aggressive and hostile behaviours are analytically directed at a subordinate or one or more colleagues that leads toward victimization and stigmatization of the recipient (Leymann, 1996; BjoÈrkqvist, Èsterman, K. & Hjelt-Back, 1994). While considering both theoretical and empirical evidence, Zapf (in press) categorizes 5 types of bullying behaviours as follow: (i) work related bullying that includes changing your work tasks or making the tasks more difficult to perform; (ii) social isolation; (iii) personal attacks i.e. attacks on your private life by gossips, ridicule and giving insulting remarks; (iv) verbal threats where you are humiliated in public or criticized; and (v) physical violence or threats of such violence.

In descriptions and definitions of workplace bullying, multiple negative behaviours have been described, that includes insulting remarks, physical assaults, the unjust removal of responsibilities and work tasks, rumors spreading and social exclusion (Zapf, & Cooper, 2003; Bowling & Beehr, 2006; Einarsen, Hoel, Harvey & Treadway, 2006). Therefore, workplace bullying consists of different varieties of negative acts whether these acts are physical or verbal and acts intended directly at the target personally or at the target's work environment or tasks.

It is reported that harassment and bullying both happened on a regular basis in most of the work organizations (e.g. Einarsen & Skogstad, 1996; Keashly & Jagatic, 2000; Hoel, Cooper & Faragher, 2001); and is also reported to happen at all the levels of organization (Hoel, Cooper & Faragher, 2001). Up till now, managers of the organization are seen as the most usual perpetrators in most of the bullying cases (Rayner, Hoel & Cooper, 2002). In this regard, a Norwegian study has shown that more than 50 percent of those considering themselves as targets reported having been bullied by someone in a managerial capacity (Einarsen, Raknes, & Matthiesen, 1994). In countries such as UK and Ireland this ratio is rising to more than 75 percent (Hoel, Cooper & Faragher, 2001; Unison, 1997; O'Moore, Seigne, McGuire, & Smith, 1998). Employees can be bullied by both managers and co-workers (Hogh, Carneiro, Giver, & Rugulies, 2011); is repeated over longer periods of time (Einarsen & Mikkelsen, 2003); is linked with a low level of self-esteem (Matthiesen & Einarsen, 2007); and loss of self-confidence of the targets.

2.2. Intensity

As a distinctive phenomenon, adult bullying at work has 4 specific features i.e. repetition, intensity, power disparity and duration. Firstly, bullying involves a pattern of various negative acts (Mikkelsen & Einarsen, 2001), and most of the targets are subjected to several forms of

abuse (Einarsen, 1999; Keashly & Harvey, 2005). The word 'intensity' is used in order to specify the number of several negative acts that are reported by the targets. Researchers make estimation of bullying by counting these negative acts that include humiliation, isolation, and intimidation among others. Leymann (1990) operationalized bullying as a negative act, while others believe that a minimum of 2 negative acts is a more accurate measure (Mikkelsen & Einarsen, 2001; Salin, 2001). Second, to be comprised as bullying, these negative acts should occur frequently, typically weekly or more often. Since bullying is considered as a recurring 'hammering away' at targets (Tracy et al., 2006), various researchers openly disregard one time incidents as a bullying instances (Rayner, Hoel, & Cooper, 2002; Einarsen & Hoel, 2001; Leymann, 1990; Salin, 2001). Thirdly, they must occur over a duration or period of time. It must be 2 or more negative acts that occur weekly. Researchers typically apply a 6-month duration criterion in order to differentiate bullying from lower level negativity (Hoel, Cooper, & Faragher, 2001; Leymann, 1990; Mikkelsen & Einarsen, 2001; Zapf, Knorz & Kulla, 1996).

2.3. Degree of Bullying

Previous researchers suggested that bullying may occur in gradations, which we call *degrees* that depends on intensity, frequency, and duration (Davenport, Schwartz, & Elliott, 2002; Sandvik, 2003a). Bullying degree is conceptualized as a cumulative score that reflects the frequency, intensity and duration of negative acts that add up to bullying at workplace. The bullying intensity is most often a collection of hostile strategies instead of a single negative act. In a study of a Danish organization, all self-reported victims also reported experience to a large range of bullying behaviours (Mikkelsen & Einarsen, 2001). Furthermore, duration and frequency appears to be associated, i.e. targets 'who are bullied frequently also report a longer duration of their problem' (Einarsen & Skogstad, 1996:192). The sheer number of different negative acts linked to bullying and the effect of duration and frequency on targets pointed out that bullying is not a dichotomous (yes or no) experience, victims may need to express this negative experience.

2.4. Causes of workplace bullying

Researchers have taken an incorporated perspective concerning the contributions of both person and working environment variables in relationship with workplace bullying (Einarsen, 2000; Einarsen *et al.*, 2003). It is more likely that people with poor social competencies or having particular personality traits will easily become victims of bullying (Mikkelsen & Einarsen, 2002) though, studies paying attention towards individual antecedents have founded inconsistent results. Individuals with greater internal locus of control are less likely to be victim of workplace bullying, some other personality traits have proven effects on the victimisation of bullying (Giorgi & Majer, 2008).

2.4.1. Organizational climate

The organizational environment/climate has been defined "as how work is organized, the culture or climate of the organization, and the nature of the leadership within the organization" (Zapf, 1999 p162; Hoel & Salin, 2003 p 619). The framework of our study is based on the proposal that workplace bullying is mainly related to the characteristics of the

organization that include seven components i.e. organizational leadership, job description, working conditions, team, dynamisms, time pressures and cultural norms. The relationship between the role of the organization and the existence of bullying has been stated clearly since the initial studies by Leymann (1990). Current empirical studies have provided additional support related to the relationship between organization and workplace bullying, specially job design and working conditions (Giorgi & Majer, 2008), Laissez-faire leadership (Skogstad, Matthiesen & Einarsen, 2007a, b), organizational climate and violence (Giorgi, 2009) and organizational change, (Skogstad *et al.*, 2007a, b). On the basis of interviews with the victims of bullying, Leymann (1993) claims that the following four factors are prominent as the cause of bullying at work: (i) deficiencies in work design; (ii) deficiencies in leadership behaviour; (iii) a socially exposed position of the victim; and (iv) a low moral standard in the department.

From a number of studies, the influence of psychosocial factors on the occurrence of bullying has gained much support. Thirty Irish bullying victims considered their workplace to be a highly competitive and stressful environment, overwhelmed with interpersonal conflicts and a lack of supportive, directive and friendly atmosphere while undergoing organizational changes and having an authoritarian style of leadership (Seigne, 1998). A Norwegian study shows that out of 2,200 members of 6 labor unions, both the observers and victims of workplace bullying reported about their dissatisfaction with their work environment as compared to others. Respondents observed a lack of constructive leadership, lack of possibilities to control and monitor their own work tasks and particularly a high level of role conflict (Einarsen, Raknes, & Mattheisen, 1994a). It is argued that incompatible expectations and demands around tasks, roles, and responsibilities can produce stress and frustration within a group of worker, particularly in connection to obligations, rights, positions and privileges. This sort of situation might act as a contributor to poor inter-work relationships, conflicts, and a requirement for an appropriate scapegoat. On the basis of an individual level analysis, a diversity of work environment factors are recognized as antecedents of bullying at the workplace (Zapf & Einarsen, 2003; Hoel & Salin, 2003). Different studies (Hoel, Glasø, Hetland, Cooper, & Einarsen, 2009) indicated that relationship oriented factors such as interpersonal conflict, leadership behaviour, role conflict, and social climate are considered to be very strong independent predictors of bullying at workplace, while task oriented factors in the form of decision authority and job demands shows weaker but significant relationships with workplace bullying.

Findings of the studies by Berkowitz (1989) and Fox & Spector (1999) show that a stressful work environment may result in aggressive behaviour due to the individual's negative effect, thus encouraging perpetrators to be engaged in bullying behaviours. Therefore the environmental factors may create inter-group conflict and may result in negative social climate that may cause bullying at the workplace (Einarsen, 2000). Different studies of bullying at workplace depicted that psychosocial work environment characteristics may act as precursors of bullying (Einarsen, 2000; Agervold & Mikkelsen, 2004; Hoel & Salin, 2003). For example, studies conducted by Leymann (1990, 1992, 1996) have founded out that poorly organized working conditions, inadequacies in leadership practices, as well as low morale levels in departments are the major causes of workplace bullying. Various studies have given an

experiential support for the supposition that some psychosocial factors at work may promote bullying at the workplace (Einarsen, Raknes, & Matthiesen, 1994; Vartia, 1996; Jennifer, Cowie & Ananiadou, 2003; Hauge, Skogstad, & Einarsen, 2007; Skogstad, Matthiesen & Einarsen, 2007; Zapf, Knorz & Kulla, 1996). Therefore, according to the organizational climate hypothesis of different studies, organizational characteristics and the psychosocial work environment are considered to be the most commonly predictable precursors of bullying (Agervold & Mikkelsen, 2004; Hoel & Salin, 2003; Einarsen, 2000).

Past research describes workplace bullying as an intention or a perceived intention to harm with the bully being predatory by nature (Einarsen, 1999) as many organizations bullying might be institutionalized as part of management and leadership practices (Ferris, 2004), or the target might be mistreated because he/she is unique in a certain group, like a sole woman working in a male dominated society. Parzefall & Salin (2010) revealed that the Social Exchange Theory might be used to highlight the importance of exchange relationships in the promotion of a "justice climate" within organizations. Perceptions of injustice may lead to behaviours and attitudes being adjusted downwards, that explains the negative effect of the work environment including bystanders (Parzefall & Salin, 2010). Jenkins (2011) has highlighted various factors that have been found to be contributors of bullying at the workplace. According to him, organizational environment, particularly leadership style, role ambiguity and conflict, poor job design, uncondusive industrial environment, stressful working environment and job insecurity is one of the major factors that may contribute to the existence and maintenance of bullying at the workplace.

2.4.2. Leadership

Empirical evidences and theoretical models indicated that organizational leadership is a critical factor with regards to the occurrence of bullying at workplace (Hershcovis, Turner, Barling et al., 2007; Hoel, Glasø, Hetland, Cooper & Einarsen, 2009). According to Avolio, Bass & Jung (1999) and Bass & Riggio (2006), leadership can be explained on the basis of a continuum from ineffective leadership and very passive styles like Laissez faire leadership to effective and active leadership styles such as transformational and authentic leadership. Research findings indicated that Laissez faire leadership is positively related to bullying at workplace while transformational leadership is negatively related to bullying at workplace (Birkel & Nielsen, 2010). This phenomenon is also repeated within work groups. Leadership in organizations is measured to be an essential predictor to psychosocial well-being in subordinates, and must be a strong environmental interpreter of workplace bullying. Leadership practices are probable to have an important effect on the presence of stress at workplace, both directly and indirectly, i.e. directly as abusive supervision might act as a powerful stressor in its own right (Tepper, 2007), and indirectly on the opportunity that workers should have to cope with those strong stressors present. Theoretically, leadership must create a good climate to promote interpersonal relationships and trust among individuals as well in the working groups so as to reduce the risk of role stress, aggression, frustration, and bullying at workplace. Additionally, bad leadership, i.e. unfair and abusive management practices might constitute occurrence of bullying (Hoel, Glasø, Hetland, Cooper, & Einarsen, 2009).

Leadership styles play a significant and complex role in the

process of bullying. For instance, Laissez faire leadership emerged as an interpreter of observed and self-reported bullying. As autocratic style of leadership might not foster any aspirations of involvement, this sort of style might be considered negative and can act as a cause of bullying (O'Moore et al., 1998; Vartia, 1996). Furthermore, an autocratic style of leadership may bring about aggression and frustration among subordinates and possibly rises the likelihood of peer aggression within work groups (Felson, 1992), thus acts as a precursor of bullying at workplace. Hoel et al. (2010) research findings depicted that self-reported bullying is positively associated with autocratic style of leadership.

2.4.3. Job description

Role ambiguity and conflict have long been associated with workplace bullying. Both the observers and targets of workplace bullying are probable to report very high levels of role ambiguity and conflict and a perception of contradictory expectations, goals and demands (Einarsen, Raknes, & Matthiesen, 1994). Likewise, workplace bullying has been found to be closely associated with poorly organized environments of work with unclear roles and structures of command (Leymann, 1996) as well as high stress and conflict levels (Hauge, Stogstad & Einarsen, 2009).

2.4.4. Organizational dynamics

Organizational dynamics is considered to be another important contributing factor in workplace bullying (Knorz & Kulla, 1996; Vartia, 1996; Zapf, 1999; Hoel & Salin, 2003), and different evidences suggested that a stressful environment of work is one of the major factors in both the escalation and development of the conflict into workplace bullying. Some studies have also showed an association between bullying and organizational changes/dynamics at the workplace (McCarthy, 1996; Sheehan, 1998).

2.4.5. Norm and Culture

Bullying might originate from social factors related to perceived or real treatment that individuals receive from others at place of work (Neuman & Baron, 2003). Consequently, according to social interactions theory, people who violate social norm and expectations are more likely to be at the risk of being subjected to aggressive behaviour, particularly bullying which occurs more repeatedly in social contexts where rules are often violated (Felson, 1992; Tedeschi & Felson, 1994). Regarding to this context, a study by Jimenez et al. (2006) found that socio cultural adaptation among immigrants, particularly being able to organize one's daily life in a new context such as cultural knowledge, language ability and social relations plays a vital role in bullying. This shows that people who are having low levels of socio cultural adaptation might violate social norms more widely and then to some level, bring forth aggressive behavior in others. Immigrants might violate social norms and expectations in various ways. They may talk and look differently; they have foreign names or might be unfamiliar with the culture in their new place of work and new country. Or they might reluctantly violate

unwritten rules and regulations for instance by misunderstanding something because of language problems and so become bullying targets more easily.

2.4.6. Working Conditions

Leymann (1993b) reported many cases depicting poor or bad working conditions and leadership problems as bullying antecedents. Research findings by other researchers, i.e., Einarsen et al. (1994), Vartia (1996) and Osterwalder (1998) also support this point of view. All these researchers have found that there is a significant relationship between the frequency of bullying occurrences and working conditions of an organization. It might be concluded that that negative working conditions can lead towards occurrence of bullying, due to lack of communication, particularly conscious miscommunication, which in itself affects information flow and cooperation. Carnero et al. (2010) have studied bullying and its problems, and found that during 2003, approximately 5% of workers were identified as victims of bullying. Some of the working conditions and job characteristics were considered to be very important while explaining the possibility of being a victim of bullying.

2.4.7. Time Pressures

It seems credible that those workplaces that are low in control and are high in organizational problems, particularly with regards to time pressure, face uncertainty because of role ambiguities and unclear responsibilities. The chances of conflict that may cause bullying in those organizations are high because of the aforementioned organizational problems.

2.5. Health of Workers (psychological and physiological)

It has been proved by some researchers that occupational stress may generally contribute to stroke, heart attack, death and medical disorders (Weiman, 1977). Additionally, it has been reported for nearly twenty years that around 50% of cases are related to occupational stress reported to industrial physicians (Fuller, 1977). With regards to the relationship between health and stress and both the physical and psychological, Fuller identified that higher stress on the job will lead to higher job dissatisfaction, negative effect, psychological distress, anxiety, depression, absence from work due to illness, doctor visits, and bad physical health. Likewise, staff with high job stress has lower health as compare to the staff with low levels of job stress (Christopher et al., 1996).

Bullying at the workplace has recognized as a risk factor in clinical depression (Niedhammer et al., 2006), clinical levels of anxiety (Quine, 1999), suicide attempts (O'Moore et al., 1998), post-traumatic stress disorders (Mikkelsen & Einarsen 2002; Matthiesen & Einarsen 2004; Tehrani, 2004), higher levels of job induced stress, intention to leave job, absenteeism, sick leave and lower levels of job satisfaction as well (Quine 1999; Kivimaki et al., 2000). These associated and individual organizational affects are not restricted to targets, with findings that witnesses bullying at workplace can be affected almost all workplace as rigorously as the actual target (Rayner 1999; Mayhew et al. 2004; Niedhammer et al., 2006).

Studies found that bullying at workplace is a severe stressor which effects the well-being and health of the targets and also has negative effects on the work organization where it happens (Hogh et al., 2010). Bullying behaviors might have serious consequences for the victims, it may affect their psychological health and physical health (Parkins et al., 2006). Physiological symptoms that are measured consist of headaches, shortness of breath, indigestion, raise of blood pressure and exhaustion feelings. Psychological symptoms may include restless feelings an inability to think clearly, irritability feelings. Behavioral symptoms might include changes in eating, sleeping, drinking, and smoking as well. Roughly 5 to 30 percent of the European employees are exposed to various kind of bullying behaviors at any time (Nielsen et al., 2009; Zapf, Escartin, Einarsen, Hoel & Vartia, 2010), and it is also documented in literature that exposure to bullying at work creates serious health problems (Hogh, Mikkelsen & Hansen, 2010). Lots of studies have revealed strong relationship between exposure to workplace bullying and psychosomatic, psychological, and psychiatric health problems among the victims of bullying. Victims of bullying usually report low job satisfaction level and well-being (Zapf, Knorz & Kulla, 1996). Besides this, social maladjustment, social isolation, low level of self-esteem, concentration difficulties, sleep problems, fatigue, depression and burnout are considered to be very common symptoms among this group (Hogh et al., 2010). For better understanding about why bullying exposure have such sort of health effects. Some researchers like Einarsen & Mikkelsen (2003) have been suggested a cognitive trauma viewpoint to account for the observed relationship. On the other hand, health relation of bullying can also be explained by taking a biological perspective (Hansen et al., 2006). The negative ramifications of bullying are common. Victims of bullying suffer long term, or may be permanent, psychological and occupational harm (Crawford, 2001; Leymann & Gustafsson, 1996). Substantial evidence has suggested that bullying is a most crippling and disturbing problem (Adams & Crawford, 1992, p. 13) with the possibility to damage victim's self-esteem, cognitive functioning, physical health, and emotional health as well (Brodsky, 1976; Einarsen & Mikkelsen, 2003; Keashly & Harvey, 2005). Abused employees are mostly at the greater risk of depression (Namie, 2003), alcohol abuse (Richman et al., 2001; Rospenda, 2002), prolonged duress stress disorder (Scott & Stradling, 2001), post-traumatic stress disorder (Leymann & Gustafsson, 1996), and suicide as well (Leymann, 1990). Current medical research findings showed that perceptions of injustice at workplace that are experienced by targets of bullying are related to chronic stress, high blood pressure problem and increased risk of coronary heart disease (Kivimäki et al., 2005). Bullying may also can have devastating effects on interpersonal relationships and family functioning (Rayner et al., 2002; Jennifer et al., 2003; Tracy et al., 2006). Many victims of bullying seem to suffer from symptoms under the domain of post-traumatic stress disorder (Leymann & Gustafsson, 1996; Wilson, 1991). At a Finnish university in an interview study among seventeen victims of bullying employed, BjoÈrkqvist et al., (1994a) has been depicted that insomnia, melancholy, various nervous symptoms, apathy and lack of concentration were common among these bullied employees. Though various concepts have been used in order to describe this phenomenon such as 'mobbing' (Leymann, 1996; Zapf et al., 1996), 'emotional abuse' (Keashly, 1998), 'harassment' (BjoÈrkqvist et al., 1994a; Brodsky, 1976), 'bullying' (Einarsen & Skogstad, 1996; Rayner, 1997; Vartia, 1996), 'mistreatment' (Spratlen, 1995) and

'victimisation' (Einarsen & Raknes, 1997a; 1997b), they all refers to the same phenomenon. That phenomenon is the systematic persecution of a subordinate, peer or a superior, which if continued may cause severe social, psychosomatic and psychological problems for the victim.

2.6. Smoking/Drug Abuse

In Australia, Tobacco smoking is responsible for the maximum disease burden, providing around 7% of the total burden in females and 12% in males (Mathers et al., 2001). Research findings show that in 2007 some 17.9% of the Australian population aged fourteen and over were daily or weekly smokers (Australian Institute of Health and Welfare (AIHW), 2007). The life changes and stress that usually occur might have a considerable negative effect on emotional wellbeing of people and might direct to the adoption of maladaptive or unhealthy behaviors. An ineffective adjustment to these life changes might lead to psychological distress. Several studies have found that university teachers experience high psychological morbidity after the beginning of a university course and that the problems begin with depression, stress, anxiety, and burnout being common and that leads those adults toward smoking behaviors. The occurrence of anxiety and depression among teachers is approximately 11% overall, and up to 14% for male staff (Grant et al., 2002). In both adolescents and adults, stress is found to be positively linked with levels of psychological distress (Wills & Shiffman, 1985). Stress and associated distress/depression are significant factors in the adaptation of smoking behavior (Naquin & Gilbert, 1996). Stress seems to be consistently related to the smoking behavior and the Abuse of various other drugs (Hemmingsson et al., 2008). Smoking has found to be a coping tool in order to deal with stress as nicotine has pharmacological affects that moderates stress level (Henningfield et al., 1995; Marlatt and Cordon, 1985; Shiffman et al., 2007). In addition, once smoker has adopted smoking behavior as a strategy for coping after that they will be less willing to see the need to try to develop active and healthier strategies for coping.

2.7. Hours of sleeping

Barling (1996) have founded that depressive symptoms and negative mood are directly linked with bullying. If these instant health problems are not solved or alleviated, they may arouse the development of more long term and wide effects like excessive alcohol use sleep problems. Sequentially perceptions of being bullied might have association with employee's health in both the short and long term for example excessive consumption of drugs, smoking and poor sleep quality. In fact, excessive consumption of drugs may induce sleep disorders by disturbing the duration and sequence of sleep states and by disrupting total sleeps time (Roehrs & Roth, 2001).

3. Research Methodology

3.1. Conceptual Framework

Based on the above discussion a conceptual framework is developed. Figure 1 shows hypothesized relationships between organizational Climate, Workplace Bullying, Health and Hours of Sleeping.

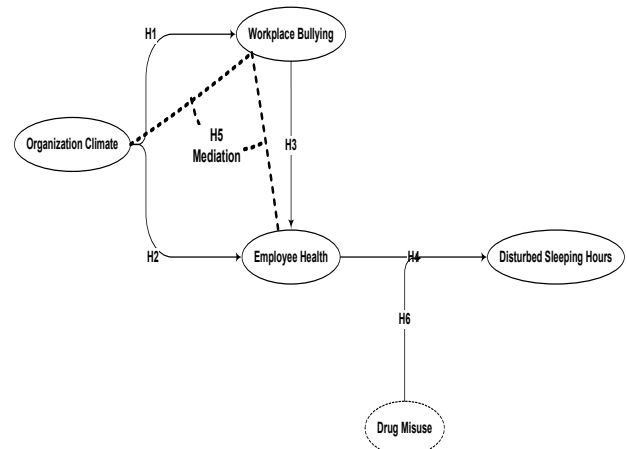


Fig. 1- Conceptual Framework.

The following hypotheses are developed for the study on the basis of research framework

- H1. Organizational Climate negatively relates with workplace bullying.
- H2. Organizational Climate negatively relates with Employee Health.
- H3. Workplace bullying negatively relates with employee health.
- H4. Employee Health Negatively relates with Disturbed Hours of Sleeping.
- H5. Workplace bullying mediates the relationship between organizational climate and employee health.
- H6. Drug Abuse acts as a moderator the relationship between health and sleeping hours.

3.2. Sample and Data Collection

The population consisted of 80 Public and 64 private sector universities of Pakistan. The universe selected for this study is Higher Education industry or Universities of Pakistan. A proportionate random sample of 20 Universities (10 from each public and private sector and 10 private sectors) is selected for the study. Further explanation regarding to sampling is given in the Table 1 and 2 respectively. 400 Respondents Participated consisting sample of 20 respondents from each university.

Table 1 –Sample of Public Sector Universities.

| Public Sector | Population | % of Population | Sample |
|---------------|------------|-----------------|-----------|
| Federal | 22 | 28% | 3 |
| Punjab | 18 | 22% | 3 |
| Sindh | 15 | 18% | 2 |
| KPK | 16 | 21% | 2 |
| Baluchistan | 5 | 6% | 0 |
| AJK | 4 | 5% | 0 |
| TOTAL | 80 | 55% | 10 |

Table 2 –Sample of Private Sector Universities.

| Public Sector | Population | % of Population | Sample |
|---------------|------------|-----------------|--------|
| Federal | 6 | 9% | 1 |
| Punjab | 21 | 32% | 3 |
| Sindh | 24 | 35% | 4 |

| | | | |
|--------------|-----------|------------|-----------|
| KPK | 10 | 15% | 2 |
| Baluchistan | 1 | 1% | 0 |
| AJK | 2 | 3% | 0 |
| TOTAL | 64 | 45% | 10 |

The study used the standardised questionnaire used by the recent researchers to measure the workplace bullying named Negative Acts Questionnaire Revised NAQ-R (Giorgi et al., 2006, Asakura et al., 2008): Organizational climate was assessed by a reduced version (17 items) of the MDOQ10 (D'Amato & Majer, 2005, Giorgi, 2009), depression and anxiety measured by Center for Epidemiologic Study for (Wada et al., 2006).

4. Results

Table 3 shows the detail of respondents who participated in this study. The data describes gender, age, marital status, post, degree and professional experience of the respondents. There are 231 respondents who returned the questionnaire out of 400.

Table 3 - Demographic Data.

| Demographic Variables | Categories | Percentages |
|-------------------------------|----------------------|-------------|
| Gender | Male | 68% |
| | Female | 32% |
| Age | 20-29 | 34% |
| | 30-40 | 57% |
| | Above 40 | 9% |
| Designation | Lecturers | 49% |
| | Assistant professors | 25% |
| | Associate professors | 11% |
| | Professors | 14% |
| Marital status | Single | 43% |
| | Married | 57% |
| Total professional experience | 1-3 years | 19% |
| | 4-6 years | 35% |
| | 7-9 years | 24% |
| | More than 9 years | 22% |
| Qualification | Masters | 14% |
| | Ms/Mphil | 49% |
| | PH.D | 36% |

As shown in the Table 3, male response rate is more than female. There were about 68 percent of male respondents while remaining 32 percent were females. One reason can be the general proportion in our country for female workers is less as comparison to male members. Secondly it was also difficult to approach female faculty members because of their home commitments and teaching schedules. Major portion of ranging between the ages of 30 to 40. Percentage demographic shows that the percentage of the respondents between categories 20-29 is 34 percent. Respondents who are between 30-40 are having the percentage of 57 percent. And remaining 9 percent of the respondents were above the age of 40, 43 percent of the respondents were single while 57 percent were married respondents of the study. The proportion of lecturer respondents is more

than other respondents. As the percentage demographic shows that 49 percent of the respondents were lecturers, 25 percent were assistant professors, 11 percent were associate professors and remaining 14 percent were professors. Work experience of the respondents is also considered as a demographic variable, 19 percent of the respondents belong to the category of 1-3years. 35 percent belongs to the category 4-6years. 24 percent lie between 7-9 years and 22 percent were of the respondents were having the total professional experience of more than 9 years. Qualification was also considered as demographic, 14 percent of the respondents were having qualification of Masters, 49 percent were MS/Phil and 36 percent were PhD. Table 4 shows the descriptive data and factor loading of the constructs for the ready reference.

4.1. Validity and Reliability of Constructs

Validity and reliability of the endogenous and exogenous variables in the model is measured through the Convergent Validity, Discriminant validity. Convergent validity is assessed to determine the extent to which measurement items for a given construct refer to only that construct and no other. Table 2 shows CFA results which were performed to determine the factor loadings for each item, along with its reliability scales (i.e. Cronbach's alpha and co-efficient Rho). Factor loading above than 0.50 indicated fitness of the item to latent constructs (Fornell and Larcker, 1981). Further the construct have reliability indicators above than 0.70 are considerably internally consistent (Hair et al., 1995; Nunnally & Bernstein, 1994; Nunnally, 1978). Constructs having Average variation extraction above 0.50 are producing considerable variation (Hair et al., 1995).

Questionnaire consists of the five constructs including one exogenous and four endogenous variables. Construct organizational climate is measure through 19 items, ranging factor loadings 0.51 to 0.82, Cronbach Alpha above 0.7 and Average variation extraction 0.57 indicates the variation is greater than the measurement error. Table 4 shows the factor loading and reliability analysis.

Table 4- Factor Loading and Reliability Analysis.

| Constructs | Items | Alpha Value | Factor Loading Range | AVE | Composite Reliability |
|---------------------------|-------|-------------|----------------------|------|-----------------------|
| Organizational Climate | 19 | 0.78 | 0.51-0.82 | 0.59 | 0.81 |
| Work place bullying | 17 | 0.86 | 0.49-0.71 | 0.54 | 0.83 |
| Employee Health Disturbed | 28 | 0.86 | 0.55-0.82 | 0.61 | 0.8 |
| Hours of sleeping | 4 | 0.84 | 0.61-0.86 | 0.63 | 0.81 |
| Drug Abuse | 5 | 0.86 | 0.53-0.63 | 0.59 | 0.82 |
| Overall | 73 | 0.93 | 0.49-0.86 | | |

Endogenous construct workplace bullying measured by the 17 items and

has the reliability of 0.86, factor loading range 0.49-0.71, AVE 0.54 and composite reliability 0.81. Employee Health is measured through 28 items, ranging factor loading 0.55 to 0.82, Cronbach's alpha 0.86, AVE 0.61 and composite reliability 0.80. Hours of sleeping has 4 items with factor loading range 0.61-0.86, Cronbach's alpha at 0.84 and AVE above 0.50 and drug Abuse measure through 5 items having factor loading range above 0.50 and reliability above 0.70. This indicates that the questionnaire has the sufficient internal consistency, factor loadings and composite reliability.

4.2. Exploratory Factor Analysis (EFA)

Further multidimensional construct are treated with Exploratory Factor analysis to analyze their dimensions and variation extraction through each dimension. Exploratory factor analysis is a statistical method to investigate linearity of number of variables of interest to a smaller number of unobservable factors, parameters of linear functions are called factor loadings. Exploratory factor analysis consists of two stages. First one loading set is calculated that shows theoretical variances and covariance which fit the observed ones as closely as possible. A method generally used to determine a first set of loadings is called the principal component method. These loadings might not agree with the prior expectations, or might not have reasonable interpretation. so second stage consist of factor rotation to find the point of loadings that fit equally well the observed variances and covariance's and interpreted more easily. There are a number of methods in order to obtain first and rotated factor solutions, and each solution might give rise to a different interpretation. Study used Varimax rotation method that encourages the detection of factors each of which is related to few variables and on the other hand it discourages the detection of factors that are influencing all variables. There is substantial subjectivity in the interpretation of factors and determining the number of factors. The study employed Exploratory Factor analysis on three major latent construct comprise of more than 10 items to reduce dimensions of latent constructs Workplace Climate, Workplace Bullying and Employee health, measured through 19, 17 and 28 questions respectively. Table 5 shows EFA results for the multidimensional construct organizational climate measured through 19 items.

Table 5- EFA results for Organizational Climate.

| Items | Factor 1 | Factor 2 | Factor 3 | Factor 4 | Factor 5 | Factor 6 | Factor 7 |
|-------|----------|----------|----------|----------|----------|----------|----------|
| CL1 | 0.52 | | | | | | |
| CL2 | 0.67 | | | | | | |
| CL3 | 0.74 | | | | | | |
| CL4 | 0.71 | | | | | | |
| CL5 | | | 0.52 | | | | |
| CL6 | | | 0.21 | | | | |
| CL7 | | 0.56 | | | | | |
| CL8 | | 0.66 | | | | | |
| CL9 | | | | | 0.81 | | |
| CL10 | | | | | 0.61 | | |
| CL11 | | | | | 0.63 | | |
| CL12 | | | | | 0.66 | | |
| CL13 | 0.61 | | | | | | |
| CL14 | | | | | | 0.72 | |
| CL15 | | | | | | 0.5 | |
| CL16 | | | | 0.53 | | | |

| | | | |
|------|------|------|--|
| CL17 | 0.55 | | |
| CL18 | | 0.54 | |
| CL19 | | 0.41 | |

Note: Rotated component matrix using Varimax rotation

All items having factor loading less than 0.5 has been dropped from the further analysis as suggested by the Haier et al. (1995). EFA determined seven dimensions which further reorganized into four major dimensions. Factor 1 named management support and has 5 items. Factor 5 named working condition with four items and factor 2, factor 3, and factor 7 combined for further analysis and named teamwork having 6 items with two items having less than 0.50 loading and dropped from further analysis. Dimension use four items in the further analysis. Factor 4 and factor 6 mixed to form work life balance construct with four items (see, Table 6).

Table 6- Dimensions of organization climate.

| Construct | Suggested name | Items |
|----------------------------------|--------------------|-------|
| Factor1 | Management Support | 5 |
| Factor 2 + Factor 3+ Factor 7 | Teamwork | 4 |
| Factor4 + Factor 6 | Work life balance | 4 |
| Factor 5 | Working Conditions | 4 |

Work Place Bullying divided into two dimensions. Further these dimensions named as personality related bullying and work related bullying. Table 7 shows the results of EFA of workplace bullying.

Table 7- EFA results for Workplace Bullying.

| Items | Factor 1 | Factor 2 |
|-------|----------|----------|
| B1 | | 0.701 |
| B2 | 0.686 | |
| B3 | | 0.714 |
| B4 | | 0.797 |
| B5 | 0.826 | |
| B6 | 0.743 | |
| B7 | 0.904 | |
| B8 | 0.86 | |
| B9 | 0.41 | |
| B10 | | 0.891 |
| B11 | | 0.912 |
| B12 | 0.698 | |
| B13 | | 0.52 |
| B14 | | 0.67 |
| B15 | 0.73 | |
| B16 | 0.77 | |
| B17 | | 0.71 |

Note: Rotated component matrix using varimax rotation

Both, personality related and work related bullying has 8 items. One item of personality related bullying has less factor loading then suggested value of 0.50 and being omitted form the further analysis. Table 8 shows the different dimensions of workplace bullying.

Table 8- Dimensions of Work place bullying.

| Construct | Suggested name | items |
|-----------|---------------------|-------|
| Factor1 | Personality related | 8 |
| Factor 2 | Work related | 8 |

Table 9 shows different items of health which further classified in to two dimensions i.e., Physical health and Psychological health.

Table 9- Dimensions of Employee health.

| Items | Factor 1 | Factor 2 |
|-------|----------|----------|
| H1 | 0.797 | |
| H2 | 0.681 | |
| H3 | 0.78 | |
| H4 | | 0.766 |
| H5 | 0.747 | |
| H6 | 0.62 | |
| H7 | 0.765 | |
| H8 | 0.698 | |
| H9 | 0.736 | |
| H10 | 0.727 | |
| H11 | 0.707 | |
| H12 | 0.887 | |
| H13 | 0.894 | |
| H14 | 0.87 | |
| H15 | 0.885 | |
| H16 | 0.779 | |
| H17 | | 0.842 |
| H18 | | 0.887 |
| H19 | | 0.894 |
| H20 | | 0.866 |
| H21 | | 0.885 |
| H22 | | 0.779 |
| H23 | 0.844 | |
| H24 | 0.904 | |
| H25 | 0.86 | |
| H26 | 0.915 | |
| H27 | 0.891 | |
| H28 | 0.912 | |

Note: Rotated component matrix using varimax rotation

EFA determined 21 items related to employee’s psychological health and 7 items related to the employee physical health in Table 10.

Table 10- Dimensions of Employee health.

| Construct | Suggested name | items |
|-----------|----------------------|-------|
| Factor1 | Psychological health | 21 |
| Factor 2 | Work related | 7 |

Before proceeding with analysis of structural model it is required to discuss about the measurement of multi-dimensional constructs where each observable variable has multi-items. Instead of using imputation study used factor loading weighted average suggested by Qureshi M, I et al 2013. Formula for the calculation of weighted average is given under

$$WAC = \frac{F_i}{\sum_{i=1}^n F_i} \times R_i$$

Source: Qureshi et al (2013).
Where

WAC = weighted average of construct
Fi= Factor loading of item i

R_i= Response of Respondent i

4.3. Model Fit Summary (Structural Analysis)

Concerning the criteria in order to evaluate model fit, the study is based on the Bagozzi & Yi (1998)proposed preliminary fit criteria; overall model fit, and fit of internal structure of the model. The model provides an acceptable fit to the data, i.e. the values of NFI, CFI, RMSEA, GFI and AGFI were found according to the cut points in both the measurement models. Model fit can achieve by testing the modification indices. GFI i-e Goodness of fit index, RMSEA i-e Root Mean Square Error Approximation and chi-square statistic are the indices that are usually used for measures that are called absolute fit measures. These measures find out the degree to which the overall model predicts the observed covariance or correlation matrix. NFI i-e Normal Fit Index, CFI i-e confirmatory fit Index and AGFI i-e Adjusted Goodness-of-fit Index are the indices of measures that are known as incremental fit measures. These measures compares the proposed model to some baseline model, most often referred to as the null model. The null model should be some realistic model that all other models should be expected to exceed. The evaluation of model fit covered in the study depends on scholars example that are given as follow: Byrne (1998) proposed a goodness-of-fit model as measured by the GFI, claiming that GFI index must exceed 0.80. According to Gefen et al.(1998), it is a basic criterion that both indices of NFI and IFI exceed 0.90 for acceptable model fitness, while the recommended fit values for CFI should be more than 0.90 and AGFI more than 0.80. In general, if the value of χ^2/df is smaller than 5, it is considered to be a good fit. Conversely, a RMSEA of less than 0.08 suggests a good fit. Table 11 indicates the values of Fit indices are well above or equal to the standards. This shows that the model exhibits complete fitness of its variables. That supports our **H1** that a mediation model which allows for both direct and indirect relationships of climate with health will best fit the data.

Table 11- Model fit summary.

| Fitness Indices | Standard Values | Achieved Values |
|----------------------------|--------------------------|-----------------|
| GFI | Greater or equal to 0.90 | .910 |
| NFI | Greater or equal to 0.90 | .861 |
| RMSEA | p<0.08 | .081 |
| CFI | Greater or equal to 0.90 | .0.90 |
| AGFI | Greater or equal to 0.80 | .82 |
| Chi Square (χ^2/df) | Less than 3 | 2.97 |

4.4 Analysis of the Model

SEM technique comprises of two parts that are done separately. The first part is measurement model stage that is performed to specify how the latent independent variables are measured with respect to Observed dependant variables. The 2nd part is structural model stage; this stage specifies the interrelationship of latent variables between constructs (Anderson & Gerbing, 1998; Hair et al 2006). This analysis of the two separate models is tremendously important. (Hair et al 2006, Kline 1999; schumacker & Lomaz 2004). They are presented as a path diagram because of the complex nature of the models, that highlights the relationship between both the measured variables and construct and (Hair

et al 2006).

The structural model was analyzed by using AMOS 18. The final result of SEM for this study is presented in the Figure 2.

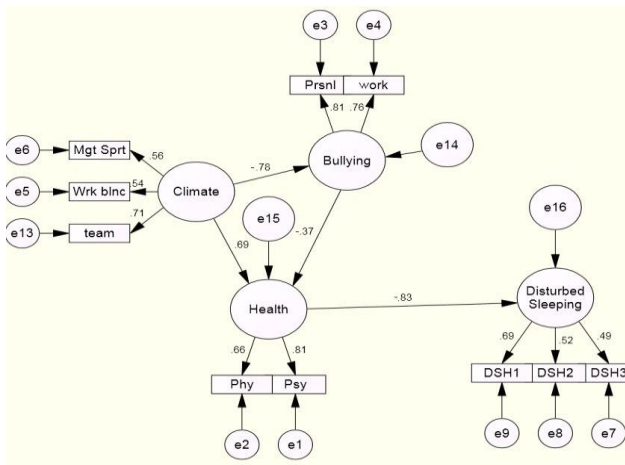


Fig. 2- Structural Equation Model (SEM).

The study establishes some hypotheses to analyze the relationships between organizational climate, workplace bullying and workers health. According to Figure 2, the hypotheses are tested, and the tested regarding the association between Organizational Climate and Workplace Bullying, the standard coefficient of Organizational Climate and Workplace Bullying is -0.78 with a p-value less than 0.05 which provide enough evidence to reject null and accept H1 which claims the negative relationship between organization climate and workplace bullying. Coefficient of relationship between organizational climate and employee health is 0.69 and p value of 0.01 indicates the positive and significant relationship between organization climate and employee health which accept the H2. Path coefficient of workplace bullying with employee health is -0.37 and p value 0.041 indicates the evidence to accept H3. Increased workplace bullying will negatively affect the employee health. H4 is stated as Employee Health Negatively relates with Disturbed Hours of Sleeping. Path coefficient between employee’s health and disturbed sleeping hours is 0.83 and p value 0.00 depicts the acceptance of the hypothesis H4. H5 states Workplace bullying mediates the relationship of climate with health, to test the mediation effect of the bullying the indirect effect of the climate through bullying has been calculated through the multiplication of the path coefficients climate to bullying which is -0.78 and bullying to health, which is -0.37. resultant value of 0.29 is the indirect effect of the climate to employee health through bullying, t statistics 2.71 indicates the significance of the mediation which accepts the H5. Moderating effect of the drug Abuse calculated through the estimation of the model again with moderator. Figure 3 showing the results.

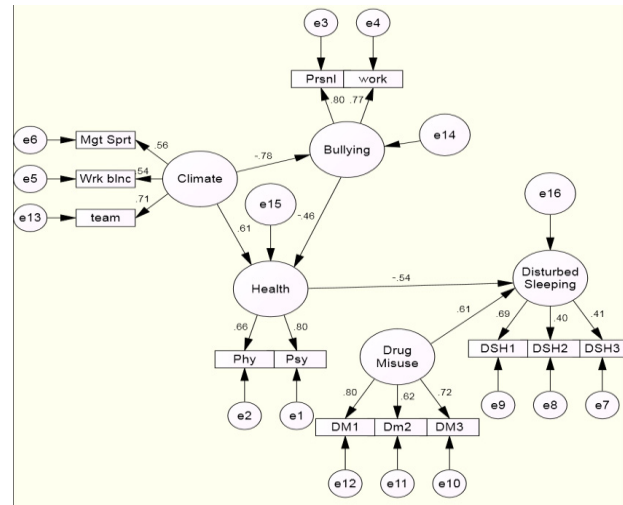


Fig. 3- Structural Equation Model (SEM) with moderator.

H6 stated that Drug Abuse will moderate the relationship between health and sleeping hours. Figure 3 and figure 2 indicates the moderating effect of the drug Abuse. Figure 2 shows the value of path coefficient between health and drug Abuse is -0.83. Model with drug Abuse as moderator in figure 3 indicates that value of path coefficient has been increase and -0.54 is new path coefficient value which shows the moderating effect of the drug Abuse in disturbed sleeping hours. Thus H6 has been accepted.

5. Conclusion

The study provides a food for thought to the certain issues caused by the organization climate. The constructive organization climate can mitigate variety of social and psychological issues at workplace. Management support to the employees, providing them work life balance and team orientation could form a positive workplace climate for the workers, which could reduce workplace bullying and effects employee’s physical and psychological health positively. Workplace is considered to be an important area of consideration in the field of management. The current study provides a framework for the organization to rethink of organizational climate. Organization climate negatively related with the work place bullying. The study indicated that extensive bullying caused by the organization climate can affect employee’s physical and mental health Qureshi, (2013). Einarsen, (2000) argued that negative social climate, may facilitate bullying in the workplace. In addition, the study found that bullying and organizational climate negatively affect employee health, which leads to the disturbed sleeping habits of the employees Brotheridge et al., (2012) showed that experiencing bullying at workplace leads to personal health and behavioural consequences. Camero (2012) suggested that employees use drugs due to reduce the effect of bullying on physical and psychological health. Sun et al., (2011) have also found that the higher the depression and the stress levels, the more likely the respondents’ were to adopt disengagement coping strategies and to engage in drug Abuse. The findings indicate that drug Abuse moderates the relationship between employee health and disturbed sleeping hours. The results further suggest that workplace bullying mediates the relationship between organizational climate and health. Therefore, a negative climate is associated with increased perceptions of bullying and decreased perceptions of psychological and physical health. In turn, perceptions of

decreased psychological and physical health are associated with unhealthy behaviours like smoking, drug Abuse and insufficient sleep. These results are inline with the work of Barling (1996), which suggested that health are associated with stress and with negative coping behaviors.

Improvements in the climate of an organization and reductions of negative acts are probable to improve employee's health and reduce smoking or drugs Abuse s and increase the quantity of sleeping hours. The study recommended that instead of handling bullying situations, organizations should seek to structure workplaces with programs and policies in order that bullying might be reduced. As bullying at workplace is not managed well, it might have serious negative implications on employees and the overall performance of the organization. Organizations should have to make strategies in order to manage workplace bullying, for this purpose managers should be aware about the reasons and causes of bullying. The study pointed out the basic cause of bullying at workplace i.e organizational climate along with its various elements which can better contribute in making valuable strategies to manage workplace bullying. Finally, it is important to emphasize that these findings might be used effectively in order to guide organizational interventions and theoretical developments.

Modern organization should focus on their workplace climate in order to reduce the causes of bullying in the organization which leads to the negative effect on the employee psychological & physical health and disturb their sleeping hours. There is a need of cross cultural researches in this field of study. It is thus essential that existing models of bullying should be tested cross cultural and modified accordingly. The study didn't measure the length of time that participants had remained depressed and stressed; therefore, we were notable to determine whether smoking behaviour was due to cumulative effects of depression and stress. The future research will be carried on the effect of bullying and employee performance in relation with the diverse workforce.

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