

ANTECEDENTS OF WORKPLACE BULLYING
IN MALAYSIA OFFICE ENVIRONMENT

TANG CHIU LENG

MASTER OF BUSINESS ADMINISTRATION
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UNIVERSITI TUNKU ABDUL RAHMAN

FACULTY OF ACCOUNTANCY AND MANAGEMENT

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Tang Chiu Leng

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By

Tang Chiu Leng

This research project is supervised by:

Tung Soon Theam

Assistant Professor

Department of Accountancy

Faculty of Accountancy and Management

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Name of Student: Tang Chiu Leng

Student ID: 15UKM08198

Signature: 

Date: 20 December 2018

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TABLE OF CONTENTS

	Page
Copyright Page.....	iii
Declaration.....	iv
Acknowledgements.....	v
Table of Contents	vi
List of Tables.....	xi
List of Figures.....	xiii
List of Abbreviation.....	xiv
Abstract.....	xv
CHAPTER 1 INTRODUCTION.....	1
1.0 Introduction.....	1
1.1 Background of the study.....	1
1.2 Problem Statement.....	4
1.3 Research Question.....	5
1.4 Research Objectives.....	6
1.5 Hypotheses Development.....	7

1.6	Significance of the study.....	8
1.7	Chapter Summary.....	8
CHAPTER 2 LITERATURE REVIEW.....		9
2.0	Introduction.....	9
2.1	Leadership.....	11
2.2	Organizational Culture.....	13
2.3	Workload.....	15
2.4	Job Insecurity.....	17
2.5	Workplace Bullying.....	19
2.6	Hypotheses Development.....	23
2.7	Research Framework.....	29
2.8	Chapter Summary.....	30
CHAPTER 3 RESEARCH METHOD.....		32
3.0	Introduction.....	32
3.1	Research Design.....	32
3.2	Measurement of Variables.....	34
3.2.1	Quality of Leadership.....	34
3.2.2	Organizational Culture.....	35
3.2.3	Workload.....	37
3.2.4	Job Insecurity.....	38
3.2.5	Workplace Bullying.....	39

3.3 Questionnaire Development.....	42
3.3.1 Pre-Test of the Questionnaire.....	43
3.4 Sampling Strategy.....	44
3.4.1 Sample Size.....	45
3.5 Survey Administration.....	46
3.6 Data Analysis Procedure.....	46
3.6.1 Preliminary Data Analysis.....	47
3.6.2 Validity and Reliability Test.....	48
3.6.3 Multiple Regression Analysis.....	48
3.7 Ethical Consideration.....	49
3.8 Chapter Summary.....	49
CHAPTER 4 RESEARCH RESULTS.....	51
4.0 Introduction.....	51
4.1 Preliminary Examination of Data.....	52
4.1.1 Missing data.....	52
4.1.2 Normality test.....	53
4.2 Respondents' demographic characteristics.....	54
4.3 Exploratory Factor Analysis.....	59
4.3.1 Kaiser-Meyer-Olkin (KMO) and Bartlett's Test.....	59
4.3.2 Pattern Matrix Table.....	60
4.4 Reliability Statistics.....	65

4.5 Multiple Regression.....	68
4.5.1 Scatterplot.....	68
4.5.2 Model Summary.....	69
4.5.3 ANOVA.....	70
4.5.4 Multiple Linear Regression.....	71
4.6 Chapter Summary.....	80
CHAPTER 5 DISCUSSION AND CONCLUSION.....	82
5.0 Introduction.....	82
5.1 Recapitulation of the Study.....	83
5.2 Review of the Findings.....	83
5.2.1 The Relationship among Quality of Leadership and Workplace Bullying.....	84
5.2.2 The Relationship between Organizational Culture and Workplace Bullying.....	85
5.2.3 The Relationship between Workload and Workplace Bullying.....	86
5.2.4 The Relationship between Job Insecurity and Workplace Bullying.....	87
5.3 Implications for Theoretical Perspective.....	88
5.3.1 Quality of Leadership.....	89
5.3.2 Organizational Culture.....	91

5.3.3	Workload.....	92
5.3.4	Job Insecurity.....	93
5.3.5	Self-awareness.....	93
5.4	Limitation of the Study.....	94
5.5	Recommendations for Future Research.....	95
5.6	Conclusion.....	95
	References.....	98
	Bibliography.....	119
	Appendices.....	121
	Appendix A.....	121
	Appendix B.....	125

LIST OF TABLES

	Page
Table 1: Quality of Leadership Scale Items	35
Table 2: Organizational Culture Scale Items	36
Table 3: Workload Scale Items	38
Table 4: Job Insecurity Scale Items	39
Table 5: Workplace Bullying Scale Items	40
Table 6: Check Missing Data	52
Table 7: Normality test	53
Table 8: Frequency table for Gender	55
Table 9: Frequency table for Age Group	55
Table 10: Frequency table for Work Duration in the Organization	56
Table 11: Frequency table for Total Number of Full Time Employee in the respondent's organization	56
Table 12: Frequency table for Educational Level	57
Table 13: Frequency table for Hierarchical Level	57
Table 14: Frequency table for Type of Industry	58
Table 15: KMO and Bartlett's Test	59
Table 16: Label for each variables	60
Table 17: Pattern Matrix table	61
Table 18: Reliability test for Quality of Leadership	65
Table 19: Reliability test for Organizational Culture	66
Table 20: Reliability test for Workload	66
Table 21: Reliability test for Job Insecurity	66
Table 22: Reliability test for Workplace Bullying	67
Table 23: Model Summary	69

Table 24: ANOVA table	70
Table 25 Coefficient table in Multiple Linear Regression	71

LIST OF FIGURES

	Page
Figure 1: Research Framework of the study	30
Figure 2 Scatterplot	68

LIST OF ABBREVIATIONS

MTUC	Malaysian Trades Union Congress
SIT	Social Identity Theory
COPSOQ II	Copenhagen Psychosocial Questionnaire II
QOC	Questionnaire of Organizational Culture
SWAT	Subjective Workload Assessment Technique
SME	Small Medium Enterprise
SPSS	Statistical Package for the Social Sciences
EFA	Exploratory Factor Analysis
KMO	Kaiser-Meyer-Olkin

ABSTRACT

ANTECEDENTS OF WORKPLACE BULLYING IN MALAYSIA OFFICE ENVIRONMENT

Tang Chiu Leng

Workplace bullying represents a main stressor that many organizations need to confront and deal with it (Francioli et al., 2018). It causes health risks towards the victim with both physical and psychological health problems such as anxiety, stress and high blood pressure (Gordon, 2018) . The victims are unable to perform their jobs at their best ability includes loss of self-esteem and having trouble making decisions. This behavior also has detrimental effects on employers by promoting absenteeism, creating a hostile work environment and possibly resulted in costly and embarrassing legal issue (Gordon, 2018).

The purpose of this study is to further evaluate the relationship of quality of leadership, organizational culture, workload and job insecurity with workplace bullying in the context of Malaysia office environment. A quantitative study was implemented on 200 employees who worked in Malaysia office environment. The survey questionnaires were disseminated to respondents by using non-probability sampling method. Statistical Package for the Social Sciences (SPSS) statistical software was applied to test the hypothesized developed in this study. The outcomes

of this study discovered the existence of negative relationship for both leadership and organizational culture with workplace bullying. In contrary, there are positive relationship for both workload and job insecurity with workplace bullying.

This study suggests that organization should focus on improving quality of leadership of the management staff, creating a good organizational culture, ensuring proper and reasonable of workload assigned to individual employee as well as having a good communication to all the employees about organizational situation, address any rumors such any kind of organizational reduction and also conduct more frequent meeting such as quarterly meeting between leader and subordinate about the job performance as to eliminate the employee's feeling of job insecurity (Ashe-Edmunds, 2014).

CHAPTER 1

INTRODUCTION

1.0 Introduction

This chapter introduces the background of the study, the problem statement, research question, research objectives, hypotheses development and the significance of the study.

1.1 Background of the study

Workplace bullying is an abuse in the form of verbal, physical or psychological by individual or group of people such as manager, colleagues or other person at work. In addition, workplace bullying is a perpetually growing worry for modern organizations, it is a serious issue embedded in the communication of

employee (Kassing & Waldron, 2014; Lutgen-Sandvik & Fletcher, 2013; Lutgen-Sandvik & Tracy, 2012; Porhola, Karhunen, & Rainivaara, 2006). It gives severe negative impacts on physical health and mental health of the victims such as a person who regularly cope with taunts might cause loss of confidence, anxiety or even suicidal tendencies.

The bullying behavior is occurring regularly and repeatedly over some periods of time (Podsiadly, Gamian-Wilk, 2017; Venetoklis & Kettunen, 2016). Bullying is an intensifying process which a person threatened ended in an inferior position and turn into the aim of regular negative social actions (Venetoklis & Kettunen, 2016).

Einarsen, Hoel, Zapf, and Cooper (2003) presented a broadly embedded definition:

Workplace bullying means socially excluding a person, offending, negatively affecting a person's work tasks or harassing and the label of bullying will be applied when a specific interaction, process or activity has to happen regularly and repeatedly (such as weekly) as well as happened over some time (such as about six months).

Einarsen et al. (2003) prominent that bullying in workplace intensifies over time via regular and repetitive negative actions. These kind of negative actions are classically in the practices of verbal conversation, it ranges from gossiping, constantly insults and unnecessary work supervision, to public embarrassment, offensive remarks and even physical assault (Cowan, 2012; Einarsen, 1999; Einarsen et al., 2003; Lutgen-Sandvik, Namie, & Namie, 2009; Lutgen-Sandvik & Tracy, 2012; Samnani & Singh, 2012). Workplace bullying also defines as constant disclosure to negative actions whereby the victim is difficult to defend himself or herself against

since there is a perceived or real power inequality between both parties (Glambek, Skogstad & Einarsen, 2018).

An understanding of bullying at work could help to diminish the emotional and health costs for the targets. (Linton & Power, 2013). According to Linton and Power (2013), the characters of some people are adequately provocative whereby other people might react by bullying them, as an example, employees feel reasonable in reacting hostilely to irritating colleagues whose attitudes and behavior are fall outside of the social norms.

There are some examples of bullying behaviors at workplace involve substituting the tasks of a person with more unpleasant tasks or taking away responsibility from a person, hinting to a person that they ought to quit their job, excluding or ignoring a person at work, ignoring a person's views, spreading rumors or gossip about a person and constantly criticizing a person's work (Hershcovis, Reich & Niven, 2015).

There is absence of fixed or legal definition of workplace bullying; therefore it can be viewed at a very wide perspective. In this study, researcher adopt the definition of Einarsen et al. (2003) to investigate the antecedents of workplace bullying in the context of Malaysia office environment and determine the relationship of leadership, organizational culture, workload and job insecurity with workplace bullying.

1.2 Problem Statement

Bullying is pervasive at the office environment and it becomes institutionalized in which its victims are forced to accept such behavior. Besides that, workplace bullying causes health risks towards the victim with both physical and psychological health problems such as anxiety, stress and high blood pressure (Gordon, 2018). The victims are unable to perform their jobs at their best ability includes loss of self-esteem and having trouble making decisions. This behavior also has detrimental effects on employers by promoting absenteeism, creating a hostile work environment and possibly resulted in costly and embarrassing legal issues (Gordon, 2018). It is important to reduce workplace bullying due to it creates a toxic environment that may demotivate employees and reduce work performance. In the perspective of a company, employees with low performance will degrade their productivity and it might result that the company could not provide a quality service or on-time delivery. A company's reputation will be affected and cause a severe impact on the company's profit and growth.

There is one of the past studies published in year 2014 that focuses on the way to identify victims of workplace bullying with a sample that composed of 1619 employees working in Andalusia, Spain (Leon-Perez, Notelaers, Arenas, Munduate & Medina, 2014). Participants were working in the private manufacturing companies, health care organizations and public services companies (Leon-Perez et al., 2014). Based on the nature of the negative behaviors and the opinion of the participants who were bullied, there are 32% of participants who had not been bullied, 34% of participants had been seldom subjected to bullying actions at work, 14% of participants had been subjected to negative working situations, 12% of participants had been infrequently exposed to work-related bullying and 5% of participants had been subjected to high frequency of negative behaviors and 3% of participants exposed to both direct forms of violence and bullying behaviors (Leon-Perez et al., 2014).

As in the context of Malaysia, in year 2017, Solomon (2017) mentioned that Malaysian Trades Union Congress (MTUC) point out that bullying by corporation is form of the denial of worker's employment rights and human rights. MTUC constantly receives reports about bullying at the workplace from all over Malaysia (Solomon, 2017). Ahmed and Arif (2014) published a research in year 2014 which provide an initial research literature on assessment and report the frequency of bullying behavior in Malaysia. The outcome of the study illustrates that the 231 randomly selected respondents are the people who represented both public and private sectors, and numerous industry and job levels (Ahmed & Arif, 2014). The result of this research shows that there are 82.3% respondents were being bullied by given tasks with irrational deadlines, 82.2% respondents were being bullied by a person who disseminate gossip about them and 81.4% respondents were being bullied by a person who withholding information that will affect his or her performance (Ahmed & Arif, 2014). The causes of workplace bullying are required to be determined so as to reduce the frequency of bullying at work.

To the best knowledge of researcher, there is lack of study that determines the antecedents of workplace bullying in the office environment in Malaysia, the research of Ahmed and Arif (2014) provides a starting point for additional research on what is the antecedents of workplace bullying within Malaysia office environment and it will be explored in this study.

1.3 Research Question

In order to reduce workplace bullying, the identification of the antecedents of workplace bullying is very essential. In this study, the researcher has an initiative to

find out the factors of workplace bullying in the context of the Malaysia office environment. Consequently, the research question of present study as below:

- 1) What are the factors that influence bullying behavior in Malaysia office environment?

1.4 Research Objectives

With the acknowledged problem statement in the previous discussion, the research objectives of this study are classified into both general objective and specific objectives.

General Objective

The general objective of this research is to determine the factors that lead to bullying activities take place in Malaysia office environment.

Specific Objectives

The specific objectives of this research are shown as follow:

- To determine the relationship between leadership with workplace bullying.
- To determine the relationship between organizational culture with workplace bullying
- To determine the relationship between workload and workplace bullying.
- To determine the relationship between job insecurity and workplace bullying.

1.5 Hypotheses Development

In this study, it is going to understand if there a relationship of leadership, organizational culture, workload and job insecurity with workplace bullying. There are four hypotheses were posited as follow:

H1: There is a negative relationship between leadership and workplace bullying.

H2: There is a negative relationship between organizational culture and workplace bullying.

H3: There is a positive relationship between workload and workplace bullying.

H4: There is a positive relationship between job insecurity and workplace bullying.

1.6 Significance of the study

This study is going to contribute the knowledge of antecedents of workplace bullying in Malaysia office environment and finding out the causal effect between the factors with bullying behavior. Companies have better awareness of workplace bullying issue through in-depth understanding of the antecedents of bullying at work. Besides that, company can finding out the source of the bullying issue more easily and accurately and resolve the bullying issue more efficiency. As a result, a better working environment will be created. In addition, employee's psychological and physical health will be taking care of. It helps to increase employee's job satisfaction and work productivity which can contributes to a company performance.

1.7 Chapter Summary

This chapter deliberated the background of the study, problem statement, research question, research objectives, hypotheses development and the significance of the study. In next chapter, a literature review of this study is being discussed.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

This chapter provides the discussion of the concept of workplace bullying and its factors, the hypotheses development and the research framework of the present study. The factors of workplace bullying are numerous such as quality of leadership, organizational culture, workload, job insecurity, age, marital status, length of service, gender, job designation, effect of hierarchical position and gender, occupational settings, job characteristic, absent or inadequate policies, procedures and values statements concerning employer's expectations of workplace behavior and ineffective process on resolving and managing the complaints and/or interpersonal conflicts regarding to inappropriate workplace behavior. Out of these factors, only four factors are chosen for further evaluation which are quality of leadership, organizational culture, workload and job insecurity because the studies of other factors are not substantial.

Quality of leadership directly linked to the subordinates' perception of being bullied due to lack of supervisors' caring towards their subordinates. In contrast, organizational positive relations among one another, maintain trust and behavior at workplace is upheld by a supportive leadership (Laschinger & Fida, 2014; LePine et al., 2002; Organ & Ryanm, 1995).

As for organizational culture, it may favor bullying behaviors at workplace. Organizational values, culture and norms are able to examine the employees' behavior in a great extent.

Furthermore, stressful working climates owing to environmental factors might lead to more frequent harassment and bullying via their effect on aggressive behavior, there are empirical findings conveyed confirmation of high workload has a direct effect on workplace bullying.

In addition, employees who are suffering high job insecurity are less likely to protect themselves towards aggressive and unfair actions from their superiors and colleagues. Hence, job insecurity is a potential factor of workplace bullying.

Although recently Malaysia is paying more attention on emphasizing gender matter, however, gender is being excluded in this study due to insufficient research done in particular on gender issue in Malaysia context. Besides that, even though there are substantial studies of gender in other countries, but the result of these studies could be various from country because it is different in law and the culture of the country. Nevertheless, it is advisable for future research to investigate the relationship of gender and workplace bullying in Malaysia context.

2.1 Leadership

Leadership is able to motivate a group of people act towards a direction to achieve a same objective. It captures the essentials of capable to inspire other people. An effective leadership is relied on ideas that can be communicated with others in a way that engages them to act as the leader desired them to act. Manager who have leadership qualities are having certain attributes that make sure the day-to-day processes run well and capable to produce the desired results. Such attributes include good delegation skills, good organizational skills and ability to negotiate different administrative and regulatory processes. Leadership is very important in providing focus and drives the team to move forward. A leader who has leadership will give attention to the team through outlining their objectives and elucidating their objectives clearly (Personnel Commission, 2017). As a result, all the members in the team can recognize the final objective that they are going to accomplish. The leader is able to keep the team works on track and responsible in the setting and enforcing deadlines (Personnel Commission, 2017). They check the progress of each team member and help to resolve any issues before it becomes a big problem (Personnel Commission, 2017).

In addition, leadership enables team members to work at full potential. A good leader is able to assign his or her team members' tasks based on their strengths, skills and capabilities. A leader also builds relationships among team members and encourages communication among the team, thus they can learn from one another and get the work done successfully. Moreover, a leader knows how to encourage his or her team members to do their best work via praise and acknowledgement. A leader with good leadership will take responsibility in decision-making. While a team facing difficulty in making a choice between several decisions, a leader will responsible to make the decision for the whole team to ensure work is not being delayed (Personnel Commission, 2017). Decision made by leader must be having a good balance of

logical and emotional reasoning to make an unbiased choice that benefits the project and the whole team. In case of something goes wrong from the decision made by the leader, leader will responsible on it and work to solve the problem. Transformational leadership acknowledged as one of the utmost operative styles for people to apply in an organizational condition (Astrauskaite, Kern, & Notelaers, 2014; Bass & Riggio, 2006).

Managers who applied transformation leadership seems capable to dissuade bullying at work via creating an ethical and moral climate (Astrauskaite, Kern, & Notelaers, 2014; Lee, 2011), endowing followers to handle stress (Astrauskaite, Kern, & Notelaers, 2014; Popper & Mayselless, 2003), forming shared vision and teamwork (Astrauskaite, Kern, & Notelaers, 2014; Carless, Wearing, & Mann, 2000), contributing to the self-esteem of followers (Astrauskaite, Kern, & Notelaers, 2014; Carless et al., 2000) and creating settings for positive conflict management (Astrauskaite, Kern, & Notelaers, 2014; Bass & Riggio, 2006). On the other hand, employees might respond to inadequate leadership with reduced work engagement, less organizational commitment and low job satisfaction and this lead to a lower performance. Consecutively, colleagues may respond to these kinds of behaviors and attitudes negatively, which may initiate an unpleasant succession threatening a social community in workplace. Besides that, an employee decrease the sense of belongingness towards his or her working place linked with existence of a weak social community at workplace. Low sense of belongingness might influence performance adversely (Baumeister et al., 2002).

2.2 Organizational Culture

Organizational culture is a compound of a number of components, including all the functions in the organization and unconscious parts of organizational life (Schein, 1992; Tambur & Vadi, 2012). Organizational culture relies on the scope of the economic environment, the activity and the sector of an organizations operate (Tambur & Vadi, 2012). Organizational culture considers as the fundamental norms, values, principles and the ways of interaction contributes a unique psychological and social environment of an organization such as organization's experience and expectation. It is being expressed in inner working, member self-image and also the interaction with others. Each of the organization has their specific organizational culture formed communally by their members that provides guidance to the organizational members regards to how they are expected to perform (Tambur & Vadi, 2012).

There is a joint relationship between organization culture and organizational members (Tambur & Vadi, 2012). It is because a definite kind of organizational culture influences the performance of a person and in contrast, the way of the members in an organization performs will affect organizational culture (Tambur & Vadi, 2012). It defined as a set of ceremonies, myths and symbols that allow members to comprehend their fundamental organizational expectations and values (Szczepańska-Woszczyzna, 2014).

Besides that, corporate culture is a system of symbols, values, norms for a company, which develop over a long duration of time, and it resulted in the establishment of best practices for the whole social group and the particular hierarchy of values. In addition, organizational culture is a way of thinking, feeling, perceiving and reacting shared by employees of a company (Szczepańska-Woszczyzna, 2014). It

is generally hidden in people's minds and even cannot be noticed and it is the fundamental expectations that a group has revealed or developed when learning to adapt to the company environment and its internal integration. Moreover, organizational culture plays an important role in regulating the employee's behavior in an organization. If the organization works in a stabilized and similar manner over some time and achieves its goals and successes, the employees are able to learn some patterns of behavior and accept standards that reinforce further successes constantly (Szczepańska-Woszczyzna, 2014).

According to Schein (1992), organizational culture is affected by two main aspects which are the task orientation and the relationship orientation. Harrison (1995) differentiates the task-oriented from the person-oriented organizational cultures. As for task-oriented culture, it focuses on preeminence of the organizational goals over the personal goals of member (Tambur & Vadi, 2012). As for person-oriented orientation, it is similar to Schein's relationship orientation which is relied on harmonious and warm interpersonal relations (Tambur & Vadi, 2012). Both task orientation and relationship orientation are considered as important facets in organizational culture which are able to affect the attitudes of an employee (Tambur & Vadi, 2012). Organizational task orientation exhibits the understanding of goals, changes in organization and freedom of activities (Tambur & Vadi, 2012). Relationship orientation directs to interpersonal relationships, knowing others and helping each other (Tambur & Vadi, 2012).

Organizational culture can inhibit or promote cooperation, exchange of experience, knowledge and ideas effectively (Szczepańska-Woszczyzna, 2014). Open culture promotes all the team members' participation in the creative process which is favorable to the employees' initiative and activity (Szczepańska-Woszczyzna, 2014). However, strong control on culture is absolutely not conducive to innovation and creativity (Szczepańska-Woszczyzna, 2014). Other than that, organizational culture is

the component that drives the organization. It forms an operational environment for all the employees strive to accomplish the goal. Mostly, organizational culture of the company is deeply rooted, thus it is difficult to change it (Tanase, 2015). The outcome of a well-organized culture in an organizations environment is a dynamic team in which all the employees have their own responsible and every members respect the company and themselves as one entity (Tanase, 2015). Essentially, organizational culture is a component that determines the success or failure of an organization.

Organizational culture may favor or allow bullying behaviors which depends on which types of conducts are comprehended (Brodsky, 1976; Einarsen and Skogstad, 1996). In this study, the approach towards organizational culture involved both task orientation and also relationship orientation. The content of task orientation in organizational culture indicates the employees' acceptance about the degree of commitment to organizational goals and organizational functions (Tambur & Vadi, 2012). Relationship orientation shows coherence and belongingness (Tambur & Vadi, 2012). This facet of organizational culture highlights the vital of interpersonal relationships that could relieve tensions to complete a particular task (Tambur & Vadi, 2012).

2.3 Workload

Workload is an amount of work assigned to a particular resource over a given time period (“workload”, 2018). Employee workload has been explored and constructed in terms of stress, pressure and volume of work (Oplatka, 2017). Fundamentally, employee workload means have high amounts of work, have to work

fast and also work under time pressure. It might be objective or subjective which might refer to the amount of work an employee is required to perform in a given time or refers to the feeling of an employee about his work is too much or too difficult to accomplish (Oplatka, 2017). The examples of workload include having pressure to work overtime, longer working hours, doing regular work with additional task at a faster pace.

Besides that, workload is defined as the amount of the effort made by workers in order to meet the job demands under defined physical conditions and also takes into account the workers own condition and the numerous mechanisms at play in their jobs (IRSST, 2011). Mental workload means the identification of the mental or cognitive limitations that affect human performances in the information processing (IRSST, 2011; Morris & Leung, 2006). Responsibility, time pressure, uncertainty and work interruptions as additional factors that leads to the increase of physical and mental workload (IRSST, 2011). Furthermore, workload is related with job stress such as the difficulty of tasks and high amount of the tasks confronted can increase the level of employee's job stress. Heavy workload is also related to emotional exhaustion, decreased job satisfaction, fatigue, anxiety, depression, general psychological wellbeing and gastrointestinal disorders (Oplatka, 2017).

Workload might also have the consequences of overuse pathologies, for instance musculoskeletal disorders (IRSST, 2011). Employees who work under stressful situations over prolonged periods of time have a higher risk of having cardiovascular problems. In addition, individuals who exposed to long working hours are generally have an unhealthy lifestyle habits such as smoking, weight gain and alcohol consumption. (IRSST, 2011). Heavy workload will give potential effect on work-family conflict that leads to decrease life satisfaction and worsen emotional exhaustion of employee. It is due to lack of time to accomplish duties in the family or lack of energy to participate in the family domain.

Heavy workload is an obstacle to employees from their work. The increase of workload may reduce the job performance. After a company has gone through their downsizing process, work overload may cause unwanted results and harm the revitalizing and restructuring efforts (Oplatka, 2017). Indirectly, heavier workload raises recruitment and training costs as it escalates turnover ratios. As for an organization, workload might give impact to them such as afford the costs of absenteeism and staff turnover associated with demanding working conditions. In the long run, organizations might face the risk of declining in the quality and quantity of their products and services as increased workload limits employee's creativity and initiative (IRSST, 2011).

2.4 Job Insecurity

Job insecurity is a person has the concerns about the sustainable of his or her job in future. It has the potential to become a source of stress to the particular person. It is the perceptions to an employee's future stability of the current job (Stiglbauer & Batinic, 2015). These concerns may link to the continuity to work on the existing job (which is quantitative job insecurity) or link to job features such as career opportunities (which is qualitative job insecurity) (Stiglbauer & Batinic, 2015). However, job insecurity links to either case is a subjective opinion concerned with the potential incidence of losing job in future. Moreover, it is as professed hopelessness to retain preferred continuity in a vulnerable job condition (Ashford, Chen, Huang, Lee, & Ren, 2010; Greenhalgh & Rosenblatt, 1984) and forecasts about continuousness of a job condition (Ashford, Chen, Huang, Lee, & Ren, 2010; Davy, Kinicki & Scheck, 1997) and worry about the future stability of the job (Ashford, Chen, Huang, Lee, & Ren, 2010). The main dissimilarity amongst the different conceptualizations of Job Insecurity is the focus on cognitive components versus

affective components of Job Insecurity (Ashford, Chen, Huang, Lee, & Ren, 2010; Borg, 1992; Reisel & Banai, 2002).

Cognitive Job Insecurity is denoted to the observation of the possibility of negative variations to someone's job such as dropping attractive work features or losing the job (Ashford, Chen, Huang, Lee, & Ren, 2010). As for Affective Job Insecurity, it captures the affective features of job insecurity involvement, for instance, being afraid, anxious or worried about losing a job or the specific work features (Ashford, Chen, Huang, Lee, & Ren, 2010). Furthermore, job insecurity has the impacts on job satisfaction, increased turnover intentions, reduced physical health, organizational commitment, subjective well-being and withdrawal behaviors (Stiglbauer & Batinic, 2015). Job insecurity is a main concern for human resource and top-level managers due to it will result to numerous negative consequences for organizations and employees such as low job satisfaction, high turnover intention, reduced trust in management, reduced organizational commitment and poor organizational performance (Lee & Jeong, 2017).

There are some studies reported the job insecurity and its negative outcomes include negative job attitudes, increased level of anxiety, psychosomatic complaints or a decrease in general and work-related well-being (Urbanaviciute, Bagdziuniene, Lazauskaite-Zabielske, Elst, & Witte, 2015). Job insecurity not only affects work-related attitudes and behaviors, but also affects to the other areas of life which named as 'spill-over' effect (Urbanaviciute, Bagdziuniene, Lazauskaite-Zabielske, Elst, & Witte, 2015). This effect can be observed through analyzing the ways of job insecurity affects well-being. In psychology, job insecurity and its effects are being explained by using stress models, for example Lazarus and Folkman's model of handling with stressful events (Urbanaviciute, Bagdziuniene, Lazauskaite-Zabielske, Elst, & Witte, 2015). Job insecurity is assumed to be a stressor that reduces the sense

of control. It might cause different negative effects in case of employee does not have an effective coping strategy in place.

2.5 Workplace Bullying

Initially, Leymann (1990) devised workplace bullying and found that workplace bullying was alike with bullying behaviors amongst children in the play area (Galang & Jones, 2016). This directed to augmented exploration on the occurrence amounts of bullying in organizations. Workplace bullying reflected an risky work stressor (Galang & Jones, 2016; Zapf, Knorz & Kulla, 1996) which charges organizations millions of dollars in every year due to the outcome of low productivity, high turnover, absences and sickness (Galang & Jones, 2016; Samnani & Singh, 2012).

In addition, bullying at work acts as a public stressor in workplace and has direct impacts on the well-being of employee (Hauge, Skogstad, & Einarsen, 2010). Social Identity Theory (SIT) suggests that people gain a noteworthy portion from their own characteristics and from being part of their group (Galang & Jones, 2016; Tajfel & Turner, 1986). This framework emphasizes on the significance of social relations and also the influences of it towards wellbeing (Cruwys et al., 2014; Galang & Jones, 2016). Thus, SIT can explains the influences on wellbeing in demanding settings such as bullying happened in workplace (Carroll & Lauzier, 2014; Galang & Jones, 2016) as accumulative media disclosure has emphasized the part of organizations and organizational structures in maintaining and initiating the mistreatment of employee (Einarsen et al., 2003; Galang & Jones, 2016).

Furthermore, workplace bullying represents a main stressor that a lot of organizations need to confront and deal with it (Francioli et al., 2018). It might be well-defined as socially excluding a person, offending, negatively affecting a person's work or harassing and it to be applied to a specific process, interaction or activity that take place regularly and repeatedly over a period of time (Einarsen et al., 2003; Francioli et al., 2018, Venetoklis & Kettunen, 2016). Socially excluding a person is intentionally excluding someone from activities, process or interaction within workplace and makes people feel unimportant and isolated such as view and opinion being ignored by others. Offending refers to make people angry or upset (Cambridge University Press, 2018). Negatively affecting a person's work involves withholding information that affecting a person's work performance and assigning task with unreasonable deadline. Harass means to upset or annoy someone constantly over some time (Cambridge University Press, 2018). Harassment is an unwelcome conduct that is hostile, abusive or intimidating, affects with employee's ability to work such as making offensive remarks about age or skin color (Mattice, 2015).

As referred to the Leymann's (1996) workplace bullying criteria, there must be at least one negative behavior happened on weekly basis and with a period of minimum six months (Tambur & Vadi, 2012). Other than that, workplace bullying has definition of all repeated practices and actions that are engaged to at least one worker, which are undesirable by the target, which might be taken unconsciously or deliberately, but obviously lead to distress, humiliation and offence, and they could affect the job performance and/or create a hostile work situation (Einarsen and Raknes, 1997). Moreover, bullying behavior does not happened as only one time event but it is an intensifying process. As referred to the definition of Leymann's (1996), bullying behavior is an unethical and hostile conversation that is engaged in an orderly manner by at least one person, essentially to one targeted person who, owing to bullying, is struggling into a defenseless and helpless situation.

The essential to pay attention on bullying at work originates from the threat towards the health of employee (Tambur & Vadi, 2012). There are a number of studies have confirmed the high connection of well-being and psychological health with activities of workplace bullying (Einarsen and Raknes, 1997; Zapf et al., 1996; Vartia, 2001). The existence of workplace bullying nearly doubles the risk of having high prevalence of illness (Kivimaki et al., 2000). A reduction in health condition and growing occurrence of bullying cause more regular absence due to illness and resulted in loss of productivity. Bullying is typically seen as verbal remarks or actions that might psychologically hurt or isolate a person within the working place (Canadian Centre for Occupational Health & Safety, 2016).

Occasionally, it involves negative physical contact, generally in a repeated form of behavior or incidents that meant to degrade, offend, humiliate or intimidate a group of people or a person and it represented the assertion of power via hostility (Canadian Centre for Occupational Health & Safety, 2016). Besides that, bully defined as someone who frightens or hurts other people, often over some time, and normally forcing others to do things that they do not wish to do (Cambridge University Press, 2018). Bullying at work is a social behavior tended to harm the other employee and it may create severe social, psychosomatic or psychological harms for the target (Dussault & Frenette, 2015). There is empirical evidence indicates that bullying in workplace has detrimental health impacts on employee psychologically and physically (McDonald, Brown, & Smith, 2015). Health professionals also point out medical concern regarding employee health and work environments.

The victims of workplace bullying normally will feel hopeless and depressed, they even suffer from loss of appetite and mostly consume poor nutrition (McDonald, Brown, & Smith, 2015). A poor diet is a primary cause of numerous diseases such as high blood pressure, heart disease and stroke. Furthermore, the psychological effects

of abusive workplace environments generally detrimental to victims' mental health. Victims may become less innovative, become fearful, having emotional distress, having mood swings and have difficulty on concentrating (McDonald, Brown, & Smith, 2015). If a company culture accommodates the existence of workplace bullying, the employees will work in a stressful environment, it might be ineffective to address employee health problems by having health program. Other than that, workplace bullying also has the financial impact on employers. Employers might need to bear direct costs of the additional employee's compensation and health related complaints submitted by employees and also the defense of lawsuits (McDonald, Brown, & Smith, 2015).

Besides that, workplace bullying will affect a company reputation. The victims from bullying might confide in their family or friends about their bullying experience to others or even talk to other people in the community (Betts, 2017). If people get to know the fact that people are not treated well in the particular company, they will reject to work in the company.

Moreover, workplace bullying may be viewed as a key stressor in work environment because it has been noticed that having unfavorable effects on work satisfaction and amplified employee's intention to leave and this resulted in higher turnover in organizations (Galang & Jones, 2016; Glambek et al., 2014). The victims might try to avoid the present in the office to avoid suffering from bullying behavior and they call in sick or have the other reasons to not go to office (Betts, 2017). Workplace bullying could further detriment the situations of work environment involve such as severe incivility and violence (McDonald, Brown, & Smith, 2015). Specifically, employees lack of resolution or perceive injustice in their employment circumstances might resulted the employees to have a deviant behavior. Anger may be a combined workplace emotion, therefore, by linking anger to an unproductive workplace experiences such as workplace bullying, it creates a hostile work

environment (McDonald, Brown, & Smith, 2015). A hostile working environment will make people's intention to leave the company.

According to a year 2014 survey from Workplace Bullying Institute, it shows that 25% of respondents felt that the best solution to a bullying problem is quitting (Betts, 2017). Therefore, by avoiding bullying in office can help to reduce employee turnover rate. In this case, it creates cost to company whereby the company needs to hire and train a new employee to replace the employee who leaved (Betts, 2017). Besides that, the workplace will become unstable due to constant flow of new people. With addition to the hostile working environment in the existing workplace, the new employees might not want to work with or interact with other people and therefore an unhappy and unmotivated workplace will be created. As a result, employers have indirect expenses in association with absenteeism due to conflict, reduction in employee's motivation, increased employee's turnover and internal sabotage.

2.6 Hypotheses Development

This study is to test the relationship of leadership, organizational culture, workload and job insecurity with workplace bullying. Empirical evidence braced the confidence that a leader may initiate bullying (Astrauskaite, Kern, & Notelaers, 2014; Fox & Stallworth, 2010) or may lack of care of the presence of negative acts and evade dealing the stressful circumstances (Astrauskaite, Kern, & Notelaers, 2014; Hauge, Skogstad, & Einarsen, 2007). Nevertheless, a leader might take an active part and inhibit workplace bullying (Astrauskaite, Kern, & Notelaers, 2014; Lee, 2011). Additionally, there are empirical studies have pursued to determine which features of work setting are highly related with bullying (Salin, 2015) and the outcomes show the

importance of quality of leadership (Hoel, Glaso, Hetland, Cooper & Einarsen, 2010; Nielsen, 2013; Salin, 2015; Salin & Hoel, 2011).

Individual Psychology theory also emphasizes the significance of the positive strengths and factors (Astrauskaite, Kern, & Notelaers, 2014; Yang, Milliren, & Blagen, 2010). Therefore, it considers critical to recognize the positive qualities of leaders in an organization. In 1990s, Leymann (1996) proposed the lack of leadership practices acts as a main role in the etiology of bullying at work. Although an increasing attention in the connection among the behaviors of leadership and the bullying, however, there is necessity to further studies in order to elucidate the association (Nielsen, 2013). Numerous leadership patterns have been related to higher ranks of bullying such as tyrannical (Einarsen et al., 2007), autocratic, authoritarian (Vartia, 1996) and laissez-faire (Hoel et al., 2010; Hauge et al., 2007; Skogstad et al., 2007) leadership. Inversely, other leadership patterns including authentic leadership promotes sincere sense of trust and caring for the subordinates, therefore it lowers the possibility of the incidence of negative relationships at workplace (Laschinger & Fida, 2014).

Consistent with past studies identifying the direct relationship between leadership and bullying at work (Francioli et al., 2018; Skogstad et al., 2007; Nielsen, 2013), this study expected the components of the quality of leadership studied directly relate to perception of being bullied due to it symbolizes lack of caring of supervisor to subordinates (Francioli et al., 2018). Followers that consistently encounter their supervisors' ignorance towards their needs resulted in experiencing this kind of behavior as refusal and this is a crucial criterion of bullying phenomenon (Francioli et al., 2018; Skogstad et al., 2007). There is numerous leadership styles have linked to increase the levels of bullying at work such as tyrannical, authoritarian, autocratic and laissez-faire leadership. In the contrary, some of the leadership styles including authentic leadership are able to create a sincere sense of caring and promote

trust for the subordinates and therefore it reducing the possibility of negative relations occurred at work.

Furthermore, there is a study found a significant influence of authentic leadership on reducing bullying at work to support the concept of leaders acts as an imperative role in inhibiting the existence of bullying in the workplace. In the study of Francioli et al. (2018), they found out that a low quality of leadership is related with a higher reporting of bullying in workplace. A direct relationship between quality of leadership and workplace bullying was predictable as referred to previous findings (Nielsen, 2013; Skogstad et al., 2007). The facets of leadership that being observed could be perceived as indication of a supervisor are generally absence of caring to his/her subordinates. In fact, this behavior may be evaluated by employees as refusal and this is a recognized representative of bullying experience (Skogstad et al., 2007). Thus, the aim of this study is to identified whether the quality of leadership linked to workplace bullying in office environment and aimed to examine the following hypothesis:

H1: There is a negative relationship between quality of leadership and workplace bullying.

The idea of organizational culture may be classified into two key aspects which are task orientation and relationship orientation. Task orientation refers to the understanding of goals, changes in organization and freedom of activities. Relationship orientation refers to the sign of interpersonal relationships such as knowing and assisting each other. The findings of bullying studies have acknowledged that an autocratic management and weak social climate at workplace may encourage the occurrence of higher frequencies of workplace bullying. Deficiency of mutual discussion about goals and tasks of the work task among

employees as well as a poor information flow can lead to bullying activities. Organizational culture may favor or allow bullying behaviors at workplace. Organizational values, culture and norms are able to examine the employees' behavior in a great extent. The outcomes of studies about bullying have declared that an autocratic management and poor social environment at work can lead to the occurrence of higher frequencies of bullying (Agervold, 2009; Einarsen et al., 1994; Hoel and Cooper, 2000).

An ineffective flow of information and deficiency of mutual communication about goals and work tasks can stimulate bullying (Vartia, 1996). Social support by superiors is negatively linked with destructive behaviors; the targets will recognize less verbal intimidations, less criticism and less being yelled by others (Zapf et al., 1996). Concurrently, the open discussions and togetherness between employees are able to prevent the occurrence of bullying (Tambur & Vadi, 2012). This study focuses on organizational culture to disclose the causes of bullying at work in the office environment and the following correlation will be tested:

H2: There is a negative relationship between organizational culture and workplace bullying.

Companies that aimed to enhance productivity of the employee might apply aggressive management styles in the office and bully their subordinates in order to get the job completed. Along with the frustration-aggression hypothesis (Berkowitz, 1989; Fox & Spector, 1999; Hauge, Skogstad, & Einarsen, 2007), the existence of numerous stressors at workplace might establish a traumatic work setting in general, which might probably lead to the feelings of goal-blockage and psychological discomfort. Stressful working environments owing to environmental factors might lead to more frequent harassment and bullying via their effect on aggressive behavior.

As a result, frustrated and tense employees may be more involved in conflicts with others and express more aggressiveness, therefore triggering the bullying process (Einarsen, Hoel, Zapf, & Cooper, 2005; Hauge, Skogstad, & Einarsen, 2007). In addition, these stressful situations could give upsurge to aggressive behavior by creating negative impact on people, therefore encouraging perpetrators to involve in bullying behavior.

A developed enhancement of aggression-frustration hypothesis, stressor-emotion model (Fox, Spector, & Miles, 2001; Hauge, Skogstad, & Einarsen, 2007) advises counterproductive work behavior such as involving in bullying behavior as an emotion-based reaction to stressful situations encountered by employees. Tension triggered by environmental stressors might be released by showing experienced of frustration on others (Brodsky, 1976; Hauge, Skogstad, & Einarsen, 2007; Thylefors, 1987). Especially, while a company having organizational change, employees might face difficulty on getting all their work done due to the additional responsibilities from those leaving employees have been allocated to them and at the same time they need to cope with normal work duties, it resulted in high workload. By referring to the job demand control model, workload involves both physical and mental job demands and there is a positive relationship between high workload and strain. There are empirical findings conveyed confirmation of high workload has a direct effect on workplace bullying. Through this empirical and rationale results, one of the hypotheses in the present study is shown as below:

H3: There is positive relationship between workload and workplace bullying.

Bullying may occur due to job insecurity. Organizational change might causes job insecurity in which regards to the continued existence and nature of the job. Job insecurity or expectancy of job loss has been associated to the increase risk of

bullying in workplace. From the perspective of target, there is an argument whereby job insecurity is connected with withdrawal behavior such as poor performance and turnover intentions (Cuyper, Baillien, & Witte, 2009; Sverke, Hellgren, & Naswall, 2002) and also non-compliant job behaviors like theft or absence (Cuyper, Baillien, & Witte, 2009; Lim, 1996). Withdrawal behavior boosts targetization (Bowling & Beehr, 2006; Cuyper, Baillien, & Witte, 2009). Non-compliant job behaviors or poorer productivity due to poor performance or absence on the measure of target could provide other people a “genuine” reason to perform bully as a method of compensation (Cuyper, Baillien, & Witte, 2009; Zillman, 1978). This may be implicit with the concepts of Social Interactionism (Cuyper, Baillien, & Witte, 2009; Felson & Tedeschi, 1993): Workers who interrupt standards that being applied among colleagues may possibly, intentionally or not, exaggerate negative behaviors to the colleagues.

The association of job insecurity and workplace bullying may be found while job insecurity wears out employees’ resources and denote to employees compromise with low confrontation against workplace bullying and prejudiced treatment (Cuyper, Baillien, & Witte, 2009; Hoel & Salin, 2003). In this situation, the employees who are suffering high job insecurity will be less likely to protect themselves against aggressive and unfair actions from their superiors and colleagues. From the perspective of perpetrator, as referred to General Strain Theory (Cuyper, Baillien, & Witte, 2009; Hinduja, 2007) and Revised Frustration-Aggression Theory (Berkowitz, 1989; Cuyper, Baillien, & Witte, 2009) propose that work stressors could lead to perpetrators’ engagement in bullying at work.

Under stressful conditions, when workers have the feeling of job insecure, they might lash out at colleagues with the purpose of lessen their frustration (Cuyper, Baillien, & Witte, 2009; Greenberg & Barling, 1999). Moreover, Ashforth (1994) notes that the perpetrators have low acceptance for ambiguity and the main

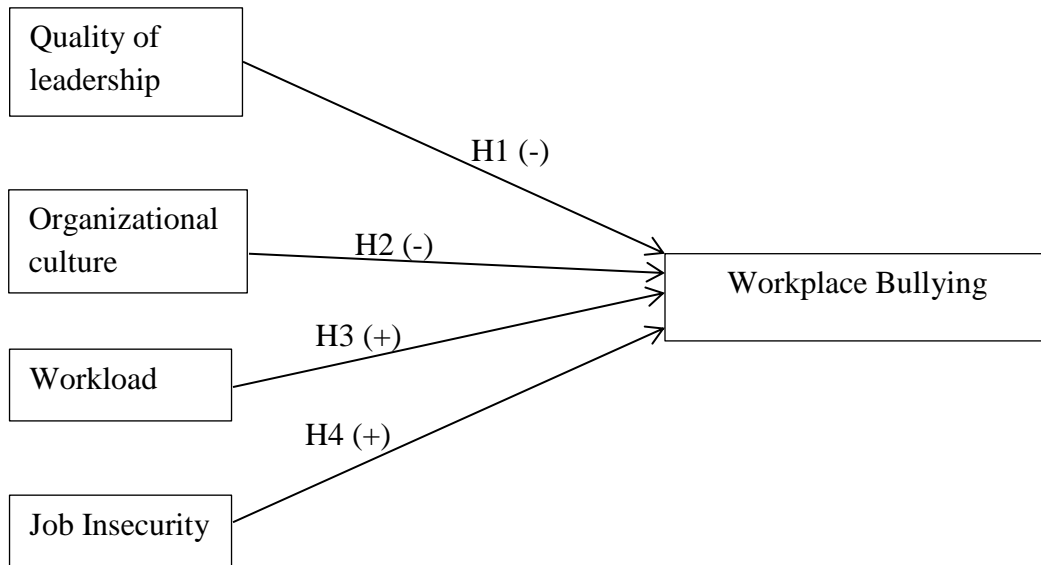
component of job insecurity may be environmental ambiguity (Cuyper, Baillien, & Witte, 2009). To be precise, perpetrators might bully their colleagues for the purpose of regaining control in an ambiguous condition (Cuyper, Baillien, & Witte, 2009). Therefore, job insecurity is a potential factor of bullying at work. The correlation among job insecurity and workplace bullying in office environment will be tested as follow:

H4: There is positive relationship between job insecurity and the workplace bullying.

2.7 Research Framework

The proposed conceptual framework is an approach in determining the relationship of quality of leadership, organizational culture, workload, job insecurity and workplace bullying in the office environment in Malaysia. As referred to the literature review and the in depth study of previous researches, a conceptual framework for this study is being constructed and presented in Figure 1.

Figure 1: Research Framework of the study



2.8 Chapter Summary

In summary, workplace bullying includes its effect on human health and impacts on employers are being discussed and follow by a discussion of various factors related to workplace bullying. Consecutively, the concept of the selected independent variables which are leadership, organizational culture, workload and job insecurity and the dependent variable, workplace bullying are presented to provide in depth understanding of each variables. Furthermore, the relationship between quality of leadership, organizational culture, workload, job insecurity and workplace bullying are being discussed and each discussion is followed by a hypotheses development of this study. The hypotheses developed for this study are as follows:

H1: There is a negative relationship between leadership and workplace bullying.

H2: There is a negative relationship between organizational culture and workplace bullying.

H3: There is a positive relationship between workload and workplace bullying.

H4: There is a positive relationship between job insecurity and workplace bullying.

Sequentially, a research framework was constructed to show the relationship of the variables that are going to explore. It is expected that the testing of these hypotheses are able to answer research questions and most essentially to fill in the gap of the existing literature. In next chapter, the research methodology for this study is presented accordingly.

CHAPTER 3

RESEARCH METHOD

3.0 Introduction

This chapter discussed about the research design, measurement of variable, questionnaire development, pre-test of the questionnaire, sampling strategies, survey administration, data analysis procedure, ethical consideration of this study and ended with a chapter summary.

3.1 Research Design

In the perspective of methodical selection, the researcher has implemented a quantitative method in the present study after concerning about the research

objectives, hypotheses, and framework that were established in the previous chapter. This study will use a deductive approach whereby developed hypotheses will be tested accordingly. According to Zikmund and Babin (2007), quantitative research is a technique used by researchers to clarify the phenomena of a research with the usage of statistics. Additionally, it was conveyed that quantitative methods permit researchers to identify the strengths of the associations between variables in a specific research with statistical evidence (Sekaran, 2005). Although some prior studies appealed that a qualitative method offers more in-depth results and explanations as compared to a quantitative approach, however quantitative methods are able to use in hypotheses testing that are specifically developed for a particular study and to examine the reliability of measured variables (Sekaran, 2005).

Among the options presented in the quantitative approach such as surveys, mechanical observation, experiments and stimulation, the researcher decided to use a survey-based research approach for this study. The main reason is this approach is cost-effective, generalizable, reliable and versatile (Blackstone, 2012). Besides, a survey-based research method gathers a large volume of data from the respondents at one time; it is flexible and also able to provide the information about respondents' beliefs and attitudes (Zikmund & Babin, 2007). Furthermore, this study required to have a large sample size as well as the formulated hypotheses were tested in this study.

Therefore, this research was carried out a cross sectional and self-administered questionnaire which is a specifically designed survey that allow the respondents to complete the survey personally without any interference by others (Lavrakas, 2008). By using a self-administered questionnaire, it was considered to be applicable for this study since this approach is an efficient and economical way of gathering primary data across organization (those who worked in office environment) within Malaysia in short period of time. Additionally, self-administered questionnaire

was conveyed in having the ability to facilitate the data collection process through supporting researcher in the questionnaires distribution by allowing distributing to various respondents in different locations at the same time.

3.2 Measurement of Variables

3.2.1 Quality of Leadership

The behaviors of leadership are not definitely in constant (Barling et al., 2010). As an example, a leader might show the behaviors of both aggressive and charismatic (Pfeffer, 2007). These inconsistencies may cause misclassification of quality of leadership if only certain leadership behaviors are being measured (Francioli et al., 2018). In order to solve this issue, a substitute approach might be used by concentrating on a general appraisal of leadership quality from the employee's perspective rather than evaluating his or her perception of specific leadership styles such as Copenhagen Psychosocial Questionnaire II (COPSOQ II) (Pejtersen et al., 2010).

As a result, researcher decided to measure quality of leadership by focusing on the general appraisal of leadership quality from employee's point of view through applied of The COPSOQ II (Pejtersen et al., 2010) to evaluate the appraisal from employee towards the immediate superior in terms of his or her efficiency in solving conflicts and work planning as well as his or her capacity in promoting job satisfaction and ensuring good development opportunities in order to measures the global perception about quality of leadership (Francioli et al., 2018). In total, there are four items from COPSOQ II (Pejtersen et al., 2010) in the measurement of the quality

of leadership. Employees were required to rate each of the items with 5 point Likert scale which was ranged from “Strongly Disagree” to “Strongly Agree”.

Table 1: Quality of Leadership Scale Items

Factors	Scale Items	Revised items used for this research
Quality of Leadership	To what extent would you say that your immediate superior: 1) Makes sure that the individual member of the staff has good development opportunities?	1) My immediate superior has constantly ensures every staff having good development opportunities.
	2) Gives a high priority to job satisfaction?	2) My immediate superior always concern about job satisfaction.
	3) Is good at work planning?	3) My immediate superior has systematic or proper work plan for staff.
	4) Is good at solving conflicts?	4) My immediate superior always assists staff to resolve conflicts.

Note. Adapted from Pejtersen, J. H., Kristensen, T. S., Borg, V., and Bjorner, J. B. (2010). The second version of the Copenhagen Psychosocial Questionnaire. *Scandinavian Journal of Public Health*, 38, 8–24.

3.2.2 Organization Culture

Organizational culture was measured by using the Questionnaire of Organizational Culture (QOC) (Vadi et al., 2002). It involves the measurement of

both task oriented and relationship oriented. Task orientation of organizational culture can discover the degree of commitment towards the organizational aims and functions that recognized by employees (Tambur & Vadi, 2012). As for relationship orientation, it indicates coherence and belongingness (Tambur & Vadi, 2012). This facet of organizational culture highlights the significance of interpersonal relationships that might lessen strains and ease a work completion (Tambur & Vadi, 2012). In this study, there are total eight items from this questionnaire being used to identify the culture of the organization. 5 point Likert scale is provided to the respondents to answer each of the questions ranged from “Strongly Disagree” to “Strongly Agree”.

Table 2: Organizational Culture Scale Items

Factors	Scale Items	Revised items used for this research
Organizational Culture	Task oriented	I. Task oriented
	1) People are proud of their organization	1) My organization has constantly ensures that staff work under a conducive environment to promote staff relationship.
	2) Positive changes constantly take place	2) I am proud to work on my organization because they are constant positive changes in my organization.
	3) People are rewarded for their good work	3) I am being rewarded for my good work performance.
	4) People’s well-being is important	4) My organization focus on employee’s well-being.
	Relationship orientation	II. Relationship orientation
1) People know one another	1) People in my organization know each other.	

	2) All important matters are discussed with each other	2) All important matters at work are discussed among each other within the organization.
	3) People help each other in job-related situations	3) In job-related situations, people willing to help each other in solving critical issue.
	4) In tough situations there is a strong feeling of togetherness	4) Feeling of togetherness is strong during tough situations.

Note. Adapted from Vadi, M., Allik, J. and Realo, A. (2002), Collectivism and its consequences for organizational culture, Working Paper Series No. 12, University of Tartu, Faculty of Economics and Business Administration, Tartu.

3.2.3 Workload

Subjective Workload Assessment Technique (SWAT) (Reid & Nygren, 1988) assesses three scopes of workload which are time, mental effort, and psychological stress. As for time load, it reflects the total of spare time given in executing, monitoring and planning a task (Sesar Joint Undertaking, 2012). Mental effort load is assesses the quantity of conscious mental planning and effort are mandatory to accomplish a task (Sesar Joint Undertaking, 2012). In addition, psychological stress load measures the amounts of frustration, risk, anxiety and confusion associated with task performance (Sesar Joint Undertaking, 2012). All the items are measured on a 5 point Likert scale which was ranged from “Strongly Disagree” to “Strongly Agree”.

Table 3: Workload Scale Items

Factors	Scale Items	Revised items used for this research
Workload	Time Load I often have spare time. Interruptions or overlap among activities occur infrequently or not at all.	I. Time Load I seldom have spare time at work because overlap or interruptions among activities occur frequently.
	Mental Effort Load Very little conscious mental effort or concentration required. Activity is almost automatic, requiring little or no attention.	II. Mental Effort Load I have been regularly assigned work that required high conscious mental concentration or effort that leads to mental stress.
	Psychological Stress Load Little confusion, risk, frustration or anxiety towards workload and can be easily accommodated.	III. Psychological Stress Load My workload which always leads to high anxiety or frustration which cannot be accommodated easily.

Note. Adapted from Reid, G.B., and Nygren, T.E. (1988). The subjective workload assessment technique: A scaling procedure for measuring mental workload. In P.A. Hancock & N. Meshkati (Eds.), *Human mental workload* (pp. 185–218). Amsterdam: Elsevier.

3.2.4 Job Insecurity

A scale of 8 items from Job Insecurity Scale (De Witte, 2000; Hellgren, Pienaar, Sverke, & Witte, 2013) which is initially developed by De Witte (2000) will be applied in this research to measure the job insecurity. The items are valued on a 5 point Likert scale which was ranged from “Strongly Disagree” to “Strongly Agree”. Items will high score shows high level of job insecurity.

Table 4: Job Insecurity Scale Items

Factors	Scale Items	Revised items used for this research
Job Insecurity	Cognitive Job Insecurity	I. Cognitive Job Insecurity
	1) I am very sure that I will be able to keep my job	1) I am not very confident that I am able to retain my job.
	2) I am certain/sure of my job environment	2) I am uncertainty the prospect of my organization.
	Affective job insecurity	II. Affective job insecurity
	1) I do not fear that I might get fired	1) I always worry that I will be fired.
2) I do not worry about the continuation of my career	2) I am fear about the perpetuation (Continuation or preservation) of my occupation.	
3) I do not feel uncertain about the future of my job	3) I always feel uncertain about my job's prospect.	

Note. Adapted from De Witte, H. 2000. Arbeitsethos en job onzekerheid: Meting en gevolgen voor welzijn, tevredenheid en inzet op het werk (Work ethic and job insecurity: Assessment and consequences for well-being, satisfaction and performance at work), In Bouwen, R. De Witte., K. De Witte, H. & Taillieu, T. (Eds), *Van Groep tot Gemeenschap* (From Group to Community). Leuven, Belgium: Garant.

3.2.5 Workplace Bullying

Bullying was measured by referring to the subjective feeling and own opinion of respondent (Tambur & Vadi, 2012). Therefore, negative acts questionnaire revised (NAQ-R) (Mikkelsen & Einarsen, 2001) is an adequate scale to measure direct and

indirect bullying which including work-related bullying, personal-related bullying and physical intimidation actions (Tambur & Vadi, 2012).

Table 5: Workplace Bullying Scale Items

Factors	Scale Items	Revised items used for this research
Workplace Bullying	Work-related bullying	I. Work-related bullying
	1) Someone withholding information which affects your performance	1) Someone withholding information that will affect my work performance.
	2) Being ordered to do work below your level of competence	2) I am being asked to do work below my level of competence.
	3) Having your opinions and views ignored	3) My views and opinions are being ignored.
	4) Being given tasks with unreasonable or impossible targets or deadlines	4) I am being given tasks with impossible or unreasonable deadlines or targets.
	5) Excessive monitoring of your work	5) My work is being monitored excessively.
	6) Pressure not to claim something which by right you are entitled to	6) I am facing pressure of not to claim something that I am supposed to be entitled to.
	7) Being exposed to an unmanageable workload	7) I am being exposed to an uncontrollable workload.
	Personal-related bullying	II. Personal-related bullying
	1) Being humiliated or ridiculed in connection with your work	1) I am being ridiculed or humiliated in connection with my work.

	2) Having key areas of responsibility removed or replaced with more trivial or unpleasant tasks	2) My main areas of responsibility is being replaced or removed with more unpleasant or unimportant tasks.
	3) Spreading of gossip and rumours about you	3) There is spreading of rumours and gossip about me at work.
	4) Being ignored or excluded	4) I am being excluded or ignored in office.
	5) Having insulting or offensive remarks made about your person	5) I am having offensive or insulting remarks made about me.
	6) Hints or signals from others that you should quit your job	6) I receive signals or hints from others that I should quit my job.
	7) Repeated reminders of your errors or mistakes	7) I am being reminded of my mistakes or errors repeatedly.
	8) Being ignored or facing a hostile reaction when you approach	8) I, constantly face a hostile reaction or being ignored when approach people within my organization.
	9) Persistent criticism of your work and effort	9) Someone criticizes my work and effort persistently.
	10) Practical jokes carried out by people you do not get on with	10) I am constantly become the topic of practical jokes (prank) by people.
	11) Having allegations made against you	11) There are false allegations made against me.

	12) Being the subject of excessive teasing and sarcasm	12) I am being the target of excessive sarcasm and teasing.
	Physically intimidating bullying 1) Being shouted at or being the target of spontaneous anger	III. Physically intimidating bullying 1) I am being the aim of or being shouted at impulsive anger by my superior.
	2) Intimidating behavior such as finger-pointing, invasion of personal space, shoving, blocking/barring the way	2) I am suffered from intimidating behavior such as barring/blocking the way, finger-pointing, shoving and invasion of personal space.
	3) Threats of violence or physical abuse or actual abuse	3) I am facing threats of physical abuse or violence in my organization.

Note. Adapted from Mikkelsen, E.G. & Einarsen, S. (2001). Bullying in Danish work-life: prevalence and health correlates, *European Journal of Work and Organizational Psychology*, 10(4), 393-413.

3.3 Questionnaire Development

In line with Churchill and Iacobucci (2005), one of the key criteria in the development of questionnaire is to ensure that the information gathered from the questionnaire can answer the research objectives for the study. In the beginning, the questionnaire was planned with the concern of the sequencing aspect. It is owing to Malhotra (2004) found that sequencing of questions in questionnaire is important because it has a direct effect on the way respondents reply the questions. As a result, the researcher makes sure that the questionnaire was planned with all the subjects

covered being arranged in a sequential flow which means that the respondents require to complete a section before they can proceed to the following section in the questionnaire. Besides, a combination of both closed-ended questions and scale-response were implemented in this study. Closed-ended questions were positioned in the first section of the questionnaire which consists of questions concerning to the demographic information of office employees such as gender, age group and duration of working at the organization. The reason of using closed-ended questions are due to it take less time, require less interviewer skills as well as are easier for respondent to answer (Zikmund & Babin, 2007).

Sequentially, scale-response questions were positioned in the consequent part of the questionnaire in this study. This section was associated to the office employees' perceptions on the organization which they are working at. The questions in this section were comprised of quality of leadership (4 items), organizational culture (8 items), workload (3 items), job insecurity (5 items) and workplace bullying (22 items). In this section, measurement scales of each of the variables will be listed accordingly. The questions were using 5 points Likert Scale which are given five response options that ranged from "Strongly Disagree" to "Strongly Agree". Furthermore, the questions asked in this questionnaire are simple, short, unbiased, comprehensible and clear wording in an attempt to ease the process of responding the questionnaire. Overall, the survey questionnaire is written in English language and the questionnaire is provided in Appendix A.

3.3.1 Pre-Test of the Questionnaire

After the questionnaire was developed, the researcher conducted a pilot study by allowing sample respondents to go through the whole questionnaire to access certain concerns and examine the feasibility of the questionnaire. As an example, the problems of respondents' understanding to the questionnaire, the availability of

ambiguous statements, deficient response code, the inappropriate flow of the questionnaire and also the length of questionnaire which are common issues that have a direct and significant effect on the reliability of the questionnaire. The result of pre-test showed that the questionnaire did not have major problem, however, there are some feedbacks from respondents and the questionnaire was being improved accordingly. With the latest questionnaire, it is able to ensure that participants in this survey can understand the questions in the questionnaire clearly and provide accurate and reliable feedback.

3.4 Sampling Strategy

Consistent with Lavrakas (2008), a sample design is a framework that works as the foundation for the sample selection of research study. The decision to use either probability or non-probability sampling is considered as the utmost critical step in defining sampling design (Zikmund & Babin, 2007). It was conveyed that a researcher is requires to have a sample frame so as to adopt probability sampling in the research (Malhotra & Peterson, 2006). The participants of this research are the employees who are working in office environment in Small Medium Enterprise (SME) or corporation in Malaysia. Due to sampling frame is unable to be assembled for this study, thus, a non-probability method was chosen. Zikmund and Babin (2007) described that non-probability sampling is an approach where the researcher chooses the sampling units for his or her study. Additionally, non-probability sampling methods may be beneficial while it is unfeasible or impractical to conduct probability sampling (Statistic Canada, 2015).

In this study, the researcher implements non-probability sampling owing to few reasons. Firstly, determining all the target respondents in the office environment in Malaysia was difficult as the unavailability of the sample frame by the researcher.

Hence, it is impractical for researcher to make sure that all the respondents are selected equally selected in this study. Secondly, the past literature asserts that using non-probability sampling in the study that aimed to tests the hypothesis or prediction of theory does not cause an issue (Evans & Rooney, 2013; Reynolds, Simintiras, & Diamantopoulos, 2003). The main research objectives for this study was to further evaluation of the chosen four factors of the workplace bullying in the context of Malaysia office environment and to examine the hypotheses developed among the relationship of the particular factor and workplace bullying, as a result, it was considered appropriate to use non-probability sampling as the sampling approach.

Among the numerous types of non-probability sampling presented across literature, the researcher implemented convenient sampling method. Convenient sampling method is a technique whereby the survey is conducted according to the researcher's convenience. The questionnaires were distributed to the social media such as "Facebook" and "Whatsapp" through the use of Google Forms. It is an efficient way to reach large amount of respondents from different location. For ethical reasons, all the information gathered from the office employees in this study was maintained private and confidential. It was not denoted to any particular organization and was analyzed in an aggregate manner. Other than that, the name of the organization was kept anonymous and confidential.

3.4.1 Sample Size

Presently, the problems of sample size remain as a matter of argument in the research community (Evans & Rooney, 2013). It is because there is absent of universal and definitive rule to explain a suitable sample size for a research (Briggs, Morrison, & Coleman, 2012). Consequently, there are existences of different versions of approaches in defining sample size in research platform. As for this study, the decision of the sample size was relied on the consideration of the following studies.

Green (1991) appealed to examine the relationships with correlation statistically analyses or regression, the minimum sample size required is 50. Consistent with Hair, Black, Babin and Anderson (2010), a sample size of greater than 100 is preferably in order to proceeds factor analysis. Hair et al. (2003) conveyed that a valid result was able to be generated with a sample of 50. Thus, a sample size of 200 was considered appropriate for this study.

3.5 Survey Administration

This survey questionnaire was distributed to employees who work in the office environment in Malaysia through the social media such as “Facebook” and “Whatsapp” by using of “Google Forms” to collect the data. The main reason of using “Google Forms” is because it is very convenient for researcher to reach respondents on different locations and collect the data and is effective to increase the number of respondents for this study. Furthermore, the use of “Google Forms” is able to provide convenient for the respondents to reply the questionnaire as they can answer the questionnaire with the use of their mobile device at anytime and at anywhere. Besides, as for the setting of “Google Forms”, all the fields are set as “required” to ensure that respondents have answered all the questions before they proceed to the next page.

3.6 Data Analysis Procedure

Kumar, Aaker, and Day (1999) indicated that data analysis is a significant element for any research owing to its capability in affecting the findings and results of the research. As a result, the data analysis for this study was prepared in a few steps

by the researcher with the purpose of generating justifiable and reliable results. The steps that were included in this study started with a preliminary data analysis and then followed by a testing of the validity and reliability test, before testing the hypotheses developed in this study. The present researcher employed Statistical Package for the Social Sciences (SPSS) statistical software to analyze the data gathered for this study. In the next section, each of the steps adopted in the data analysis of this study will be discussed.

3.6.1 Preliminary Data Analysis

At first, all the data collected will be keyed in and the variables will be defined in the software. Along with Aaker, Kumar, Day, and Lawley (2005), the quality of a statistical analysis in a research study is based on how well a particular researcher arranged his or her data as well as altered it into a form that is suitable for statistical analysis which the researcher selected for the research. Thus, in order to acquire reliable and accurate statistical results, it is recommended that preliminary analysis is required to be conducted on raw data collected, and then only performing statistical analysis for the aims of hypotheses testing (Aaker et al., 2005). At the first stage of the analysis, the researcher performed preliminary data analysis on the data by cleaning, coding and handling of missing data. Consecutively, testing of normality was performed on the data. Normality test will be applied in this study to check whether the data set is normally distributed and each of the constructs is within the acceptable range value of skewness and kurtosis. Next, frequency analysis and the valid percentage were conducted to identify the overall characteristics of the respondents on numerous demographic variables.

3.6.2 Validity and Reliability Test

With the purpose of examine the validity and reliability of measurement constructs in this study, Exploratory Factor Analysis (EFA) was conducted. EFA is a statistical method that applied to examine the level of construct validity in the dataset regards to a measure professed to measure specific constructs (Leech, Barrett, & Morgan, 2011). EFA is focused on the understanding of the relations between variables through the understanding of the construct that trigger them (Leech, Barrett, & Morgan, 2011). It is acknowledged that both validity and reliability tests have to be emphasized in a research to assess the quality and usefulness of data (Hair, Black, Babin, Anderson, & Tatham, 2010; Sekaran & Bougie, 2010). Sekaran (2005) clarified that in order to consider a measurement for the constructs is reliable; the instrument must be stable and consistent. Furthermore, if instruments are able to measure what it is required to measure, then the measurement is considered valid.

There are two tests of assumptions are being carried out in this study, which are Kaiser-Meyer-Olkin (KMO) test and Bartlett's test. The KMO test shows us whether the items are adequate to predict by each factor. As for Bartlett's test, it shows that whether the variables having the correlation that highly enough to give a rational basis in factor analysis. In the context of reliability, reliability test was applied in this study to test the consistency of the measurement.

Generally, Cronbach's alpha was computed to evaluate whether the data from the items were summed to form the score of the factor was created a reliable scale. The value of Cronbach's alpha coefficient for the specific construct should greater than 0.70 in order to be deliberated as reliable.

3.6.3 Multiple regression analysis

Multiple regression analysis also will be applied to know the strength of the effect of leadership, organizational culture, workload and job insecurity on workplace

bullying. Besides that, researcher is also able to know the relationship among the variables such as positive relationship and negative relationship. As a result, author can forecast the impact of changes on leadership, organizational culture, workload and job insecurity towards to the incidence of bullying in the workplace.

3.7 Ethical Consideration

Owing to office employee is the focus of this study, there are some potential ethical dilemmas and concerns need to be highlighted. The researcher implemented several considerations of ethics to solve the potential ethical problems that may arise and to protect all the parties from any kind of possible negative ethical issues connected to this research. This research study was arranged carefully to make sure that there were risks free across the research procedures includes data collection, data analysis and presenting the output from this research. Besides that, as concerned to the confidentiality matter, all the names of the organizations in this research study were kept as anonymous. Similarly, the same approach was applied to the office employees whereby all the demographic information collected from the questionnaire is unable to identify a person individually.

3.8 Chapter Summary

This chapter justified and illustrated the research methodology in this study. The development of the questionnaire and pre-test of questionnaire are being presented. The questionnaire contains two parts. In the first part, the respondents were

requested to fill up their demographic information. In the second part, respondents were requested to respond the questions related to the four factors which are quality of leadership, organizational culture, workload and job insecurity and followed by the questions regards to workplace bullying. Besides that, sampling design, sample size and survey administration which are the usage of “Google forms” and the adoption of self-administered survey as data collection approach are shown accordingly. A convenient and non-probability sampling with a sample size of 200 participants will be conducted.

This study was a cross-sectional and all the data were gathered into a single data set. The survey will be distributed through Google Forms to resolve difficulty in reaching people in different location. Eventually, the data presented represents a convenience sampling method which is based on employees’ willingness to participate. Participants were employees in numerous of Malaysia organizations. With the purpose of generating justifiable and reliable results, the researcher conducted data analysis procedure such as preliminary data analysis and validity and reliability test in this study. As concerned to the confidentiality matter, all the names of the organizations and the office employees in this research study were kept as anonymous. Besides that, all the demographic information collected from the questionnaire is unable to identify a person individually. After collecting the data from the questionnaires, data analysis was conducted and all the results attained from the statistical tests will be presented in the following chapter.

CHAPTER 4

RESEARCH RESULTS

4.0 Introduction

This chapter shows the results of data analysis and the discussions of hypotheses are carried out. At the beginning, preliminary examination of data was performed. In subsequent section, the respondents' demographic characteristic are presented and followed by the result of factor analysis. Next, the data undergoes reliability analysis. Lastly, multiple linear regression was conducted and with the discussion of the relationship of the variables and this chapter ended with a summary of the whole chapter.

4.1 Preliminary Examination of Data

In this section, the data undergoes preliminary examination to check for the existence of missing data and to observe data normality. The results of preliminary data analysis are being discussed in the subsections as follow.

4.1.1 Missing data

The problem of missing data in a data set will arise when a respondent did not reply to one or more questions given in a survey questionnaire. This situation is vital due to systematic error caused by missing data will considerably affect the outcomes of statistical analyses. Thus, the researcher detects the missing data by using frequency tables from SPSS statistical software package to check are there any missing data found in each of the variables as shown in Table 6.

Table 6: Check Missing Data

Statistics

	Gender	AgeGroup	WorkDuration	TotalEmployee	EduLevel	Hierarchical Level	Industry
N	Valid	200	200	200	200	200	200
	Missing	0	0	0	0	0	0

In this study, the outcomes of SPSS test exhibited that there was no prevalence of missing data is found in the data set. This situation is possible because the questionnaires were distributed to the respondents through the use of “Google

Forms”, all the questions had been set to required field. It is mandatory for respondents to answer all the questions before submitting the questionnaire.

4.1.2 Normality test

Table 7: Normality test

Statistics

		Gender	AgeGroup	WorkDuration	TotalEmployee	EduLevel	HierarchicalLevel	Industry
N	Valid	200	200	200	200	200	200	200
	Missing	0	0	0	0	0	0	0
Skewness		-.040	1.106	.924	.176	.759	.272	.879
Std. Error of Skewness		.172	.172	.172	.172	.172	.172	.172
Kurtosis		-2.019	.303	-.433	-1.677	.595	-1.202	-.403
Std. Error of Kurtosis		.342	.342	.342	.342	.342	.342	.342

The normality of data was tested using skewness and kurtosis approach. Skewness measures asymmetry through describing the form of the data distribution. The distribution of data is claimed to be positively skewed if the normal curve had a longer tail of distribution on the right side, in contrary, if a distribution is negatively skewed which means that the normal curve had longer tail of distribution on the left side (Hair et al., 2010; kline, 2005). Alternatively, a distribution is positively skewed while there is a positive value of skewness whereas a distribution is negatively skewed while there is a negative value of skewness. While the kurtosis value is higher, it means more of variance exists because of the occasional extreme deviations.

Along with Kline (2005), acceptable range value of skewness is ($\pm 3:3$) and range value of the kurtosis is ($\pm 10:10$). In this study, the data is considered normal with the value of skewness of -0.40 for gender, 1.106 for age group, 0.924 for work duration, 0.176 for total number of full time employees in their organization, 0.759 for educational level, 0.272 for hierarchical level and 0.879 for type of industry (as shown in Table 7). In addition, the data with the value of kurtosis of -2.019 for gender, 0.303 for age group, -0.433 for work duration, -1.677 for total number of full time employees in their organization, 0.595 for educational level, -1.202 for hierarchical level and -0.403 for type of industry (as shown in Table 7), therefore, it is considered normal data.

4.2 Respondents' demographic characteristics

After the examination of data, this section shows the demographic characteristics of respondents which include gender, age group, duration of working at their organization, total number of full time employees in their organization, educational level, hierarchical level and the type of industry that his or her organization belongs to.

Table 8: Frequency table for Gender

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	98	49.0	49.0	49.0
Valid Female	102	51.0	51.0	100.0
Total	200	100.0	100.0	

Table 9: Frequency table for Age Group

AgeGroup

	Frequency	Percent	Valid Percent	Cumulative Percent
18 to 25 years	103	51.5	51.5	51.5
26 to 35 years	61	30.5	30.5	82.0
Valid 36 to 45 years	22	11.0	11.0	93.0
46 years and above	14	7.0	7.0	100.0
Total	200	100.0	100.0	

Table 10: Frequency table for Work Duration in the Organization

WorkDuration

	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 1 year	99	49.5	49.5	49.5
Within 1 year to 3 years	53	26.5	26.5	76.0
Valid Within 3 years to 5 years	23	11.5	11.5	87.5
More than 5 years	25	12.5	12.5	100.0
Total	200	100.0	100.0	

Table 11: Frequency table for Total Number of Full Time Employee in the respondent's organization

TotalEmployee

	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 30	86	43.0	43.0	43.0
Valid From 30 to ≤ 75	46	23.0	23.0	66.0
More than 75	68	34.0	34.0	100.0
Total	200	100.0	100.0	

Table 12: Frequency table for Educational Level

EduLevel

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Secondary school or below	22	11.0	11.0	11.0
Valid Undergraduate	126	63.0	63.0	74.0
Valid Master/PhD	36	18.0	18.0	92.0
Valid Professional	16	8.0	8.0	100.0
Valid Total	200	100.0	100.0	

Table 13: Frequency table for Hierarchical Level

HierarchicalLevel

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Manager	33	16.5	16.5	16.5
Valid Executive	86	43.0	43.0	59.5
Valid Supervisor	22	11.0	11.0	70.5
Valid Clerical	57	28.5	28.5	99.0
Valid Other	2	1.0	1.0	100.0
Valid Total	200	100.0	100.0	

Table 14: Frequency table for Type of Industry

Industry		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Finance and Insurance	38	19.0	19.0	19.0
	Construction	21	10.5	10.5	29.5
	Business and Information	61	30.5	30.5	60.0
	Education	21	10.5	10.5	70.5
	Food and Hospitality	17	8.5	8.5	79.0
	Health Services	2	1.0	1.0	80.0
	Motor Vehicles	6	3.0	3.0	83.0
	Real Estate and Housing	7	3.5	3.5	86.5
	Other	27	13.5	13.5	100.0
	Total	200	100.0	100.0	

Table 7 to Table 14 exhibit the demographic characteristics of office employees who participated in this research study. As referred to Table 8, about 49% of the office employees were males and 51% were females. Furthermore, most of the office employees was in age group of 18 to 25 years old (51.5%) and was followed by office employee in age group of 26 to 35 years old (30.5%), 36 to 45 years old (11%) and 46 years old and above (7%) (Table 9). With regards to duration of working at their organization, the statistics discovered that most of the office employees have been working for less than 1 year (49.5%) in the current company and was followed by within 1 year to 3 years (26.5%), more than 5 years (12.5%) and within 3 years to 5 years (11.5%) (Table 10). As for the organizational size, 43% of respondents work in the organization with less than 30 full time employees and followed by 34% work in organization with more than 75 full time employees and 23% work in organization with 30 to 75 full time employees (Table 11). Among the respondents, 63% of employees having educational level up to undergraduate level, 18% has Master or PhD level, 11% has the education level of secondary school or below and 8% of them

are in professional level (Table 12). Furthermore, 43% of the respondents were in executive position, 28.5% in clerical position, 16.5% in manager position, 11% in supervisor position and 1% falls in other positions (Table 13). Moreover, about 30.5% of respondents are from “Business and Information” industry, 19% from “Finance and Insurance” industry, 13.5% from other industry, 10.5% from “Construction” industry, 10.5% from “Education” industry, 8.5% from “Food and Hospitality” industry, 3.5% from “Real Estate and Housing” industry, 3% from “Motor Vehicles” industry and 1% from “Health Services” industry (Table 14).

4.3 Exploratory Factor Analysis

4.3.1 Kaiser-Meyer-Olkin (KMO) and Bartlett’s Test

Table 15: KMO and Bartlett’s Test

KMO and Bartlett's Test			
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.			.934
Bartlett's Test of Sphericity	Approx. Chi-Square		7465.444
	df		861
	Sig.		.000

KMO test shows us whether the items are adequate to predict by each factor. KMO measure must be larger than 0.70 and it is considered insufficient if lower than 0.50. In this study, the value of KMO measure is 0.934 which means the items is

adequate to be used to predict each of the factors. The Bartlett's test is significant because it has significance value less than .05 which is 0.000. This means that the variables having the correlation that high enough to give a rational basis in factor analysis.

4.3.2 Pattern Matrix Table

In order to ease the process of identification of each of the items from the particular variable in factor analysis process, each of the variables is labelled with an alphabet as shown in Table 16 and the items asked in each of the variable are labelled as running number in sequence as shown in Appendix B.

Table 16: Label for each variables

Label	Variables
A	Quality of Leadership
B	Organizational Culture
C	Workload
D	Job Insecurity
E	Workplace Bullying

Table 17: Pattern Matrix table

Pattern Matrix^a

	Factor				
	1	2	3	4	5
E19	.887				
E21	.870				
E11	.857				
E16	.854				
E15	.853				
E12	.844				
E22	.844				
E18	.820				
E10	.819				
E17	.787				
E20	.782				
E13	.779				
E3	.755				
E14	.738				
E5	.736				
E7	.719				
E8	.696				
E2	.681				
E4	.679				
E1	.673				
E9	.612				
E6	.536				
B7		.921			
B6		.832			
B8		.738			
B4		.716			
B2		.672			
B3		.630			
B5		.552			
B1		.511			
C2			.907		
C3			.690		

C1		.674		
A3			.892	
A2			.818	
A4			.764	
A1			.753	
D4				.746
D1				.724
D5				.707
D3				.651
D2				.627

Extraction Method: Principal Axis Factoring.

Rotation Method: Oblimin with Kaiser Normalization.^a

a. Rotation converged in 8 iterations.

As shown in the Table 17, 42 items are sorted into 5 groups of items. The items are sorted according to the highest loading to the lowest loading. Factor 1 refers to “Workplace Bullying” factor, Factor 2 refers to “Organization Culture” factor, Factor 3 refers to “Workload” factor, Factor 4 refers to “Quality of Leadership” and Factor 5 refers to “Job Insecurity” factor.

In Factor 1, there are total of 22 items, item E19 has the highest loading which is 0.887 and item E6 has the lowest loading with the loading value of 0.536. Next, the 8 items that have own loading are listed from the highest loading, B7 with value of 0.921 to the lowest loading, B1 with value of 0.511 in Factor 2. In Factor 3, it has 3 items and item C2 has the highest loading which is 0.907 and item C1 with the lowest loading which is 0.674. As for Factor 4, item A3 has the highest loading (loading value of 0.892) and item A1 has the lowest loading (loading value of 0.753) from the total of 4 items. Lastly, there are 5 items in Factor 5 and item D4 has the highest loading (loading value of 0.746) and item D2 has the lowest loading (loading value of 0.627). The correlation coefficients between each of the items and the factor are range from -1.0 to +1.0. When an item has a positive loading, it means the way of writing of the item has the same direction with the factor. In contrary, an item that having a

negative loading shows that the way of writing of the item has the opposite direction with the factor.

Other than that, there are total of twenty two items had strong loadings from the Factor 1, all the items had positive loadings among these items, Item E19 "I am being the target of excessive sarcasm and teasing.", Item E21 "I am suffered from intimidating behavior such as barring/blocking the way, finger-pointing, shoving and invasion of personal space.", Item E11 "I am being excluded or ignored in office.", Item E16 "Someone criticizes my work and effort persistently.", Item E15 "I, constantly face a hostile reaction or being ignored when approach people within my organization.", Item E12 "I am having offensive or insulting remarks made about me.", Item E22 "I am facing threats of physical abuse or violence in my organization.", Item E18 "There are false allegations made against me.", Item E10 "There is spreading of rumours and gossip about me at work.", Item E17 "I am constantly become the topic of practical jokes (prank) by people.", Item E20 "I am being the aim of or being shouted at impulsive anger by my superior.", Item E13 "I receive signals or hints from others that I should quit my job.", Item E3 "My views and opinions are being ignored.", Item E14 "I am being reminded of my mistakes or errors repeatedly.", Item E5 "My work is being monitored excessively.", Item E7 "I am being exposed to an uncontrollable workload.", Item E8 "I am being ridiculed or humiliated in connection with my work.", Item E2 "I am being asked to do work below my level of competence.", Item E4 "I am being given tasks with impossible or unreasonable deadlines or targets.", Item E1 "Someone withholding information that will affect my work performance.", Item E9 "My main areas of responsibility is being replaced or removed with more unpleasant or unimportant tasks." and Item E6 "I am facing pressure of not to claim something that I am supposed to be entitled to." have a positive loading from "Workplace Bullying" factor which indicates that people who having a higher score on these items are having higher chances of becoming a target of bullying in their organization.

Besides that, eight items had strong loadings from the Factor 2, all the items also had positive loadings among these items. Item B7 "In job-related situations, people willing to help each other in solving critical issue.", Item B6 "All important matters at work are discussed among each other within the organization.", Item B8 "Feeling of togetherness is strong during tough situations.", Item B4 "My organization focus on employee's well-being." , Item B2 "I am proud to work on my organization because they are constant positive changes in my organization." ,Item B3 "I am being rewarded for my good work performance.", Item B5 "People in my organization know each other." and Item B1 "My organization has constantly ensures that staff work under a conducive environment to promote staff relationship." have a positive loading from "Organizational Culture" factor which shows that people who having a higher score on these items are working in an organization that having a better organizational culture.

In Factor 3, three items had strong loadings and all the items had positive loadings among these items. Item C2 "I have been regularly assigned work that required high conscious mental concentration or effort that leads to mental stress." , Item C3 "My workload which always leads to high anxiety or frustration which cannot be accommodated easily." and Item C1 "I seldom have spare time at work because overlap or interruptions among activities occur frequently." have a positive loading from "Workload" factor which shows that people who having a higher score on these items are having heavier workload when working in their organization.

Moreover, there are four items had strong loadings from the Factor 4, all the items had positive loadings among these items. Item A3 "My immediate superior has systematic or proper work plan for staff.", Item A2 "My immediate superior always concern about job satisfaction.", Item A4 "My immediate superior always assists staff to resolve conflicts." and Item A1 "My immediate superior has constantly ensures every staff having good development opportunities." have a positive loading from

“Quality of Leadership” factor which indicates that people who having a higher score on these items are having an immediate superior with higher quality of leadership.

In Factor 5, there are five items had strong loadings, all the items had positive loadings among these items. Item D4 "I am fear about the perpetuation (Continuation or preservation) of my occupation.", Item D1 "I am not very confident that I am able to retain my job.", Item D5 "I always feel uncertain about my job’s prospect.", Item D3 "I always worry that I will be fired." and Item D2 "I am uncertainty the prospect of my organization." have a positive loading from “Job Insecurity” factor which shows that people who having a higher score on these items are having higher possibility or stronger feeling of job insecure in their organization.

4.4 Reliability Statistics

Table 18: Reliability test for Quality of Leadership

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.911	.911	4

Table 19: Reliability test for Organizational Culture

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.895	.896	8

Table 20: Reliability test for Workload

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.836	.836	3

Table 21: Reliability test for Job Insecurity

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.900	.901	5

Table 22: Reliability test for Workplace Bullying

Reliability Statistics

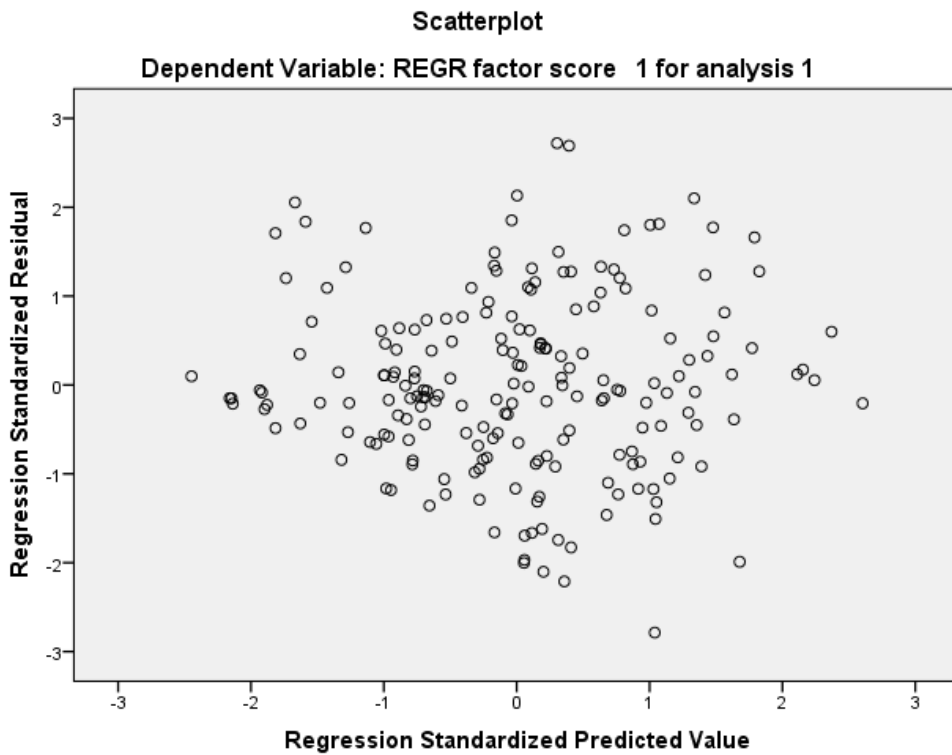
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.974	.974	22

Cronbach's alpha was calculated to evaluate whether the data from the items were summed to form the score of the factor was created a reliable scale. As referred to the alpha for the four items from the factor "Quality of Leadership", the value was 0.911 (Table 18) which shows that the scale created by the items is having good internal consistency reliability. Correspondingly, the alpha for the eight items from the factor "Organizational Culture" indicated good internal consistency reliability by having a value of 0.895 (Table 19). Furthermore, the alpha for the three items from the factor "Workload", five items from the factor "Job Insecurity" and twenty-two items from the factor "Workplace Bullying" are also showed good internal consistency reliability with the alpha value of 0.836 (Table 20), 0.900 (Table 21) and 0.974 (Table 22) respectively.

4.5 Multiple Regression

4.5.1 Scatterplot

Figure 2 Scatterplot



As shown in Figure 2, the dots are scattered around in the scatterplot which indicates that the data meets the assumptions of errors being normally distributed as well as the variables of residuals being constant.

4.5.2 Model Summary

Table 23: Model Summary

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.648 ^a	.420	.408	.75996455

a. Predictors: (Constant), REGR factor score 5 for analysis 1, REGR factor score 2 for analysis 1, REGR factor score 3 for analysis 1, REGR factor score 4 for analysis 1

b. Dependent Variable: REGR factor score 1 for analysis 1

The model summary table (Table 23) indicates the multiple correlation coefficient (R), using all predictors concurrently is 0.648 (R Square=0.420) and the adjusted R Square is 0.408, meaning that 40.8% of the variance in workplace bullying can be predicted from quality of leadership, organizational culture, workload and job insecurity combined.

4.5.3 ANOVA

Table 24: ANOVA table

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	81.657	4	20.414	35.346	.000 ^b
Residual	112.621	195	.578		
Total	194.278	199			

a. Dependent Variable: REGR factor score 1 for analysis 1

b. Predictors: (Constant), REGR factor score 5 for analysis 1, REGR factor score 2 for analysis 1, REGR factor score 3 for analysis 1, REGR factor score 4 for analysis 1

The ANOVA table (Table 24) presents that the combination of the predictors is able to predict workplace bullying significantly (Sig. = 0.000).

4.5.4 Multiple Linear Regression

Table 25 Coefficient table in Multiple Linear Regression

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-1.000E-013	.054		.000	1.000
REGR factor score 2 for analysis 1	-.135	.066	-.132	-2.054	.041
REGR factor score 3 for analysis 1	.161	.063	.152	2.552	.011
REGR factor score 4 for analysis 1	-.148	.070	-.144	-2.120	.035
REGR factor score 5 for analysis 1	.472	.065	.453	7.256	.000

a. Dependent Variable: REGR factor score 1 for analysis 1

Quality of Leadership

Table 25 shows the coefficient table in Multiple Linear Regression analysis. In this study, the support for first hypothesis was found, declaring that the observation of low quality of leadership will potentially linked to higher rate of workplace bullying. Quality of leadership (Factor 4) shows a negative relationship with workplace bullying with the beta weight of -0.148 and is significantly contributes most to predict workplace bullying, with the significant value of 0.035. It indicates that good quality of leadership contributes to predict lower rate of bullying in

workplace. The possibility of bullying at work is amplified in the work environments when the leader is perceived as poor in term of providing development opportunities, developing work plans efficiently, ensuring job satisfaction and resolving conflicts. It meets the assumption made during the setup of hypothesis.

When superior is having a good quality of leadership, the possibility of the bullying behavior in workplace will relatively lower. It is because a good leader will constantly ensures every staff having good development opportunities, thus the circumstance of bullying will be lesser due to employee will less likely try to be perform better than others or preventing others to perform better through the implement of negative behavior such as withholding information that will affect others' performance. In consistent with earlier study, it is forecasted that people who experienced bullying will express less job satisfaction than people who did not experience bullying in the workplace (Einarsen, Matthiesen & Skogstad, 1998; Galang & Jones, 2016). Carroll and Lauzier (2014) conducted a study with the use of questionnaire to 249 Canadian workers and had a result shown that bullying at work is negatively affected job satisfaction (Galang & Jones, 2016). In addition, bullied employees have been realized to inform more on job dissatisfaction as compared to non-bullied colleagues (Hauge, Skogstad, & Einarsen, 2007; Vartia & Hyyti, 2002).

A good leader will always concern about job satisfaction and able to notice the occurrence of workplace bullying. Furthermore, a systematic or proper work plan is also important to diminish workplace bullying in office. Tajfel and Turner (1979) also proposed that the more people recognized with group identity the more encouraged they converted to perform in the way that represents the identity of their group (Galang & Jones, 2016). It is further recommended that organizations maintain and form formal groups that are provided with responsibilities, tasks and goals which symbolize salience for people in groups relied on social needs and similarities (Galang & Jones, 2016; Tajfel & Turner, 1986). In the study of municipal employees

in Finnish, Vartia (1996) presented that both observers and targets of bullying conveyed more negative views of their work setting as compared to employees who did not involve on bullying circumstances, with reports of poorer information flow, fewer constructive discussions of goals and tasks in the work group and inadequate opportunities to affect matters relating to themselves (Hauge, Skogstad, & Einarsen, 2007).

Other than that, a good leader will always assist staff to resolve conflict and emphasizing the establishment of good relationship with others such as colleague and superior. A leader may also affect problem solving and collaborative conflict at workplace and then dissuade bullying in the workplace. Dreikurs (1972) suggested that a democratic leader might inspire persons to share responsibility and attend to one another during conflict solving (Astrauskaite, Kern, & Notelaers, 2014). Research on bullying at work has revealed that poorly managed and unresolved conflict rises bullying in working place. In line with Baillien, Neyens, De Witte, & De Cuyper (2009), increased interpersonal conflicts are one of the main reasons of bullying at work (Astrauskaite, Kern, & Notelaers, 2014). Moreover, Individual Psychology also emphasized the part of mutual respect in a successful conflict and problem resolving (Astrauskaite, Kern, & Notelaers, 2014). Experts in the extent of transformational leadership theory appealed that leaders might lessening potential bullying and conflicts circumstances in workplace through the usage of collaborative problem solving, setting superordinate goals, having open discussion in teams and converting the self-interests of employees to a shared vision (Astrauskaite, Kern, & Notelaers, 2014; Bass & Riggio, 2006; Carless et al., 2000). As mentioned by Bass and Riggio (2006), leader moves the people to a solution that incorporates the efforts of the people in conflict into a cooperative solution and the conflict is revolved into a shared problem to be resolved.

Organizational Culture

The organizational culture (Factor 2) shows a negative relationship with workplace bullying with the beta weight of -0.135 and is significantly contributes to predict workplace bullying by having significant value of 0.041. The hypothesis of this study is met. It indicates that good organizational culture contributes to predict lower occurrence of workplace bullying. In contrary, poor organizational culture leads to high chances of bullying at work. An organization has constantly ensures that staff work under a conducive environment to promote staff relationship is able to create a good organizational culture and therefore reduce occurrence of workplace bullying. A good organizational culture can be shown through the feeling of employees whereby they feel proud to work on their organization due to constant positive changes are made in the organization. Employees are being rewarded for their good work performance and an organization focus on employee's well-being is a way to create a good culture in the organization. On the other hand, as concerned on relationship orientation of an organization, people in organization knowing each other and all important matters at work are discussed among each other within the organization are important to create a good culture and reduce bullying behavior.

In job-related situations, people willing to help each other in solving critical issue and feeling of togetherness is strong during tough situations. In addition, bullying at work denotes a rational adaptation to a stressed and unsupportive work situation (Wheeler et al., 2010). Bullying happens in working environments that have less coworker and supervisor support. Low sense of belongingness might reduce the tendency of an employee to involve in prosocial behaviors, for instance assisting colleagues and collaborating with colleagues (Twenge et al., 2007). Employees with low sense of belongingness might be disposed to involve in behaviors for the purpose of create social acceptance (DeWall et al., 2008). Nonetheless, if an employee overt attempts to obtain social acceptance from others such as an employee strives to

impress a colleague, this might be seen as insincere and thus provoke negative reactions from the particular colleague. Colleagues might stigmatize people by presenting inappropriate behaviors of treating them as “outsiders” (Zapf & Einarsen, 2011). According to social identity theory (Tajfel & Turner, 1986), those people might be singled out and become the aims for bullying behaviors. People who have low sense of belongingness might result in anger and aggression (Buckley et al., 2004). As referred to the definition of “provocative victim” profile from Olweus (1978), it indicates a person who having aggressive response patterns could be professed by others as irritating, annoying and a cause of pressure. Consequently, provocative victims might be under a greater threat of being social isolated, it signifies a vital representative of the bullying involvement (Matthiesen & Einarsen, 2007).

Furthermore, Haslam, Jetten and Waghorn (2009) requested 30 participants from a theatre company which involved two production teams to take part in a longitudinal survey study on five different events from audition stage to give performances (Galang & Jones, 2016). They noticed that high identification with workgroup foreseen to have lower levels of burnout in the stress periods (Galang & Jones, 2016). This recommends that the support from colleagues and the improved self-esteem from being involved as a group could help to diminish some signs sensed from work-related stress, for instance bullying (Galang & Jones, 2016). In line with Individual Psychology theory, being identified with a group is linked to feelings of belonging in which forms the exact conditions for the development of social interest as well as motivated for mutual well-being (Astrauskaite, Kern, & Notelaers, 2014; Ferguson, 1984). In these situations, a follower feels like being a part of group and together with the increased cooperation, the threat of becoming target or instigator of bullying would decrease (Astrauskaite, Kern, & Notelaers, 2014).

Workload

Workload (Factor 3) shows a positive relationship with workplace bullying with the beta weight of 0.161 and is significantly contributes to predict workplace bullying (significant value= 0.011). The hypothesis of this study is met. It indicates that high workload contributes to a higher possibility of bullying at work. There are three aspects of workload which are time, mental effort and psychological stress. As for time load, employees who have high time load will seldom have spare time at work because overlap or interruptions among activities occur frequently. Employees who regularly assigned work that required high conscious mental concentration or effort that leads to mental stress are suffered from mental effort load. Moreover, psychological stress load created from the characteristic of the workload which always leads to high anxiety or frustration which cannot be accommodated easily. Correspondingly, non-bullied colleagues in the departments with high levels of bullying also report higher performance and work demands than employees who work in departments with low levels of bullying (Agervold, 2009; Salin, 2015). As an example, Vartia (1996) noticed that bullying was not very commonly happened in organizations with an easy-going and encouraging climate, however, a competitive and strained climate was related with more bullying(Salin, 2015).

Other than that, social-interactionist perception forecasts that stressful events affect hostility indirectly through their influence on the behavior of target (Hauge, Skogstad, & Einarsen, 2007). General stress might lead to some employees violate workplace norms and execute their work in low competency than other people (Hauge, Skogstad, & Einarsen, 2007). Employees might therefore intend to become targets of bullying due to stressors in their jobs create behavioral and affective reactions in them that could encourage others to take part in bullying action to them, perhaps as a means of attaining social control (Felson, 1992; Felson & Tedeschi, 1993; Hauge, Skogstad, & Einarsen, 2007). Another reason for bullying at work is

owing to challenging workplace environments that develop employee mistreatment (Bowling & Beehr, 2006). Organizations that have demanding and frustrating working environments are expected to perceive bullying (Salin, 2003). For example, Hoel and Salin (2003) quoted poor working conditions and unreasonable demands as foundations of work stress and predecessors to bullying. Salin and Hoel (2011) were aware that the work environment issues could be considered to elicit or produce occupational stress, which might upsurge the threat of bullying and conflict.

Lutgen-Sandvik et al. (2009) defined organizations that placed too much stresses on employees in term of productivity as “boiler room” settings and such workplaces stimulate bullying whereby workers and managers might perform bullying as a method to confront with these demanding and chaotic conditions. Consistent with the finding of Lutgen-Sandvik et al. (2009), stressed working situations act as a facilitator for bullying, bullying as a response to high tension working environments. According to Salin and Hoel (2011), the issue of bullying becomes a strength while a high amount of tension is exists in a work conditions that offers people have low control towards their own work. In line with Ansbacher and Ansbacher (1964), people who are exposed to hostile situations are much more vulnerable to express numerous hostile characteristics linked to inferiority feelings (Astrauskaite, Kern, & Notelaers, 2014). Dreikurs (1977) claimed that in stressful situations, people's worry of losing status and failure will increase (Astrauskaite, Kern, & Notelaers, 2014). Balducci, Alfano, & Fraccaroli (2009) partly supported this concept by indicating that neurotic people, particularly under stress, have a tendency to use dysfunctional coping mechanisms, for example repression or denial, which might lead to bullying (Astrauskaite, Kern, & Notelaers, 2014).

Moreover, Dreikurs (1977, 1991) suggested that in stressful situations, the inferiority feeling increases and consequently, the person turn out to be less aware of numerous choices for solving conflict (Astrauskaite, Kern, & Notelaers, 2014). More

precisely, it shows that stressful organizational settings might lead people to reveal inappropriate behavior that is mismatched with a cooperative style of behavior to others (Ansbacher & Ansbacher, 1964; Astrauskaite, Kern, & Notelaers, 2014; Dreikurs, 1971). This may cause a self-defeating and unsocial behavior instead of cooperation (Astrauskaite, Kern, & Notelaers, 2014; Dreikurs, 1977, 1991). Therefore, stressful working conditions might depress an employee in choosing collaborative and constructive conflict-solving approaches and caused more exposure to bullying at work. On the other hand, Einarsen, Raknes and Matthiesen (1994) recommended that poor work environment may form stressful environments whereby employees start to reduce work effort, violate habits and norms as well as withdraw, all of these actions positioned them in the situation of being targets (Astrauskaite, Kern, & Notelaers, 2014). Consequently, it appears that organizations with stressful conditions could trigger bullying at work through the increased of the possibility of maladaptive and dysfunctional behavior (Astrauskaite, Kern, & Notelaers, 2014).

Job Insecurity

Job insecurity (Factor 5) shows a positive relationship with workplace bullying with the beta weight of 0.472 and is significantly contributes to predict workplace bullying (significant value = 0.000). The hypothesis of this study is met. Job insecurity embodies a major work-environment problem in current work life. It indicates that high job insecurity contributes to predict workplace bullying. There are two types of job insecurity which are cognitive job insecurity and affective job insecurity. As for cognitive job insecurity, it refers to awareness of the risk of benefit loss or job loss. Employees who are having high cognitive insecurity will feel not very confident that they are able to retain their job. Besides that, they feel uncertain about the prospect of their organization. As for affective job insecurity, it means that emotionally distressed or emotionally experience of being anxious about potential

losses. Employees who having high level of affective job insecurity, they will always worry that they will be fired, fear about the perpetuation of their occupation and always feel uncertain about their job's prospect. From perspective of the target, there is an argument that job insecurity is connected with withdrawal behavior such as poor performance and turnover intentions (Cuyper, Baillien, & Witte, 2009; Sverke, Hellgren, & Naswall, 2002) and also non-compliant job behaviors like theft or absence (Cuyper, Baillien, & Witte, 2009; Lim, 1996).

Withdrawal behavior encourages targetization (Bowling & Beehr, 2006; Cuyper, Baillien, & Witte, 2009). An employee with low performance will upsurge the chance of becoming a victim of bullying at workplace (Einarsen, 1999), it is due to peers will react with hostility to colleagues who withhold their contributions (LePine & Van Dyne, 2001). Non-compliant job behaviors or poorer productivity due to poor performance or absence on the part of target might provide other people a "legitimate" reason to perform bully as a method of compensation (Cuyper, Baillien, & Witte, 2009; Zillman, 1978). This may be implied along with the concepts of Social Interactionism (Cuyper, Baillien, & Witte, 2009; Felson & Tedeschi, 1993): Workers who interrupt standards that exist among colleagues may, intentionally or not, provoke negative behaviors to the part of colleagues. Another argument that indicates the association among job insecurity and being aim of bullying at work is job insecurity probable wears out the resources of employees, which may imply that employees compromise with low resistance against workplace bullying and imbalanced treatment (Cuyper, Baillien, & Witte, 2009; Hoel & Salin, 2003).

In the circumstances of employees experience high job insecurity, it will be less likely for employees to protect themselves against aggressive and unfair acts from their supervisors and colleagues. From the perpetrator's perspective, as referred to general theoretical frameworks, for instance General Strain Theory (Cuyper, Baillien, & Witte, 2009; Hinduja, 2007) and Revised Frustration-Aggression Theory

(Berkowitz, 1989; Cuyper, Baillien, & Witte, 2009) propose that work stressors could lead to perpetrators' engagement in workplace bullying. Under stressful situations, when workers have the feeling of job insecure, they might lash out at co-workers with the attempt to lessen their frustration (Cuyper, Baillien, & Witte, 2009; Greenberg & Barling, 1999). Moreover, Ashforth (1994) notes that perpetrators have little tolerance for ambiguity and the main component of job insecurity may be environmental ambiguity (Cuyper, Baillien, & Witte, 2009). Precisely, perpetrators may bully their colleagues with the purpose of regaining control in an ambiguous situation (Cuyper, Baillien, & Witte, 2009). As a result, job insecurity is a potential cause of bullying at work.

4.6 Chapter Summary

This chapter provides an outline of the data acquired from questionnaire survey by presenting respondents' demographic characteristics, results for the exploratory factor analysis on all the variables and reliability analysis. The analysis of multiple linear regression were performed to address research questions and hypotheses developed in the study whereby all the four factors which are quality of leadership, organizational culture, workload and job insecurity are the factors of workplace bullying in Malaysia office environment. These four factors chosen for further evaluation in the context of Malaysia office environment found that there is a relationship exists with workplace bullying either in positive relationship or negative relationship and therefore the hypotheses in this study were supported. Moreover, the findings of this study shows that quality of leadership and organizational culture had impact negatively on workplace bullying. Besides that, the study confirmed the direct positive impacts of workload and job insecurity on workplace bullying. Based on the outcomes of the analysis, all the hypotheses in this study are supported. In the next chapter, it undergoes the discussion of major findings and the implications of this

study on the context of employee perspective, managerial perspective and organizational perspective.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.0 Introduction

In earlier chapters, the introduction, literature review, discussion of research methodology as well as the outcomes of data analysis of this study have outlined. As in this chapter, it begins with the summary of this study and followed by the reviews of the findings found in chapter four, the implications of the study and also a discussion about the limitations of study. Subsequently, there are some recommendations for future studies as well as a discussion on contributions of this study towards the organization in Malaysia. Lastly, this chapter ended with a conclusion of the entire chapter.

5.1 Recapitulation of the Study

This study was designed on the context of Malaysia office environment, it is discovered that the quality of leadership is associated to the occurrence of bullying at work. In addition to this, organizational culture plays an important role in determining the possibility of bully behavior happened in the office. It also revealed that office employee who having high amount of workload and having a feeling of job insecurity are most likely leads to workplace bullying. The analysis of the data collected for this study contributes the following noteworthy findings:

- Quality of leadership is negatively related to workplace bullying.
- Organizational culture is negatively related to workplace bullying.
- Workload is positively related to workplace bullying.
- Job insecurity is positively related to workplace bullying.

5.2 Review of the Findings

This section discusses the outcomes from hypotheses testing that developed to answer to the purpose and research objective of this study. The discussion of the results gained from this study was presented as below:

5.2.1 The Relationship among Quality of Leadership and Workplace Bullying

As referred to the statistical results for the study, it has revealed that quality of leadership had a significant negative influence on the workplace bullying ($\beta = -0.148$, $p = 0.035$). This finding proposed that quality of leadership played an important role in determining the occurrence of workplace bullying in the office environment. Quality of leadership is not only identified a person capability that affects its own performance in an organization, however it is a major factor that determine the occurrence of workplace bullying. A greatly supportive supervisor is a person who offers subordinates with choice as well as control over the way of subordinates perform their jobs. It will be possible to form a working situation that demotivates taking part in bullying as a reaction to work stress. Moreover, a good leader will constantly ensures every staff having good development opportunities, thus the circumstance of bullying will be lesser due to employee will less likely try to be perform better than others or preventing others to perform better through the implement of negative behavior such as withholding information that will affect others' performance.

There is prediction that people who experience bullying will express less job satisfaction than people who did not experienced bullying at work (Einarsen, Matthiesen & Skogstad, 1998; Galang & Jones, 2016). Thus, a leader will always concern about job satisfaction and being acknowledged the occurrence of workplace bullying. A leader who has a systematic or proper work plan is also important to diminish workplace bullying in office. Moreover, a leader may also affect problem solving and collaborative conflict at work and then deter workplace bullying. A leader with good quality of leadership will assist staff in resolving conflict and emphasizing the establishment of good relationship with others.

5.2.2 The Relationship between Organizational Culture and Workplace Bullying

In this study, the researcher addressed the correlation between organizational culture and bullying at work. Based on the statistical output from previous chapter, the result of the $\beta = -0.135$ with around 96 percent of confidence level showing a significant negative relationship among organizational culture and workplace bullying. This scenario revealed that when an organization has constantly ensures that staff works under a conducive environment to promote staff relationship, it will contribute to a lower rate of bullying at work. Each of the organization has their own organizational culture formed mutually by their members that offers guidelines to the members of the organization regards to what are the behaviors that they are expected to behave (Tambur & Vadi, 2012). Thus, a good organizational culture plays an important role in regulating the employee's behavior in an organization. If the organization works in a stabilized and similar manner over some time and achieves its goals and successes, the employees are able to learn some patterns of behavior and accept standards that reinforce further successes constantly (Szczepańska-Woszczyzna, 2014).

An ineffective flow of information and deficiency of mutual discussion about goals and tasks of work task may stimulate bullying in workplace (Vartia, 1996). Employees with low sense of belongingness might intend to involve in behaviors for the purpose of creating social acceptance (DeWall et al., 2008). Nonetheless, overt attempts to obtain social acceptance such as an employee strived to impress a coworker, this might be seem as insincere and thus provoke negative reactions from other people. Coworkers might stigmatize people by presenting inappropriate behaviors of treating them as “outsiders” (Zapf & Einarsen, 2011), according to social identity theory (Tajfel & Turner, 1986), those people might be singled out and become the aims for bullying actions. Bullying happens in working environments that have less coworker and supervisor support. Low sense of belongingness might reduce

the tendency of an employee to involve in prosocial behaviors, for instance assisting colleagues and collaborating with colleagues (Twenge et al., 2007). Conversely, the open discussions and togetherness between employees are able to prevent the occurrence of bullying (Tambur & Vadi, 2012). Thus, this result eventually orchestrated that organizational culture had a significant impact on the workplace bullying.

5.2.3 The Relationship between Workload and Workplace Bullying

The statistical result of this study ($\beta = 0.161$, $p = 0.011$) revealed that the workload and workplace bullying were positively associated. When employee having high amount of workload in his/her job, it will heighten the possibility of bullying at work. An employee who seldom has spare time at work due to overlap or interruptions among activities occur frequently during working, it causes high time load for the particular employee. Besides that, employee that regularly assigned work that required high conscious mental concentration or effort that leads to mental stress. Workload which always leads to high anxiety or frustration which cannot be accommodated easily created psychological stress load to an employee. Social-interactionist perspective forecasts that demanding events affect hostility indirectly via their influence on the target's behavior (Hauge, Skogstad, & Einarsen, 2007). General stress might lead to employees' violation of workplace norms and perform their work in low competency as compared to other people (Hauge, Skogstad, & Einarsen, 2007).

Employees might therefore intend to become aims of bullying due to stressors in their jobs create behavioral and affective reactions in them that could stimulate others to take part in bullying behavior to them, perhaps as a means of attaining social

control (Felson, 1992; Felson & Tedeschi, 1993; Hauge, Skogstad, & Einarsen, 2007). Another reason for bullying at work is owing to challenging workplace settings that develop employee's mistreatment (Bowling & Beehr, 2006). Organizations with demanding and frustrating working settings are expected to perceive bullying (Salin, 2003). Therefore, by lessening the workload of an employee, it will create a less stressful environment in the office and reduce the occurrence of workplace bullying. In view of finding gained in this research, this study proposes and acknowledges that workload assigned to an employee have a direct positive effect on the workplace bullying in the Malaysia office environment.

5.2.4 The Relationship between Job Insecurity and Workplace Bullying

Job insecurity has positive effect on employee's well-being and this might be the major reason of high rate of bullying at work. In other words, an employee is more likely to experience bullying at work when high job insecurity in the particular organization. In the current study, the result from the statistical aspect clearly indicated that job insecurity was significantly related with workplace bullying ($\beta = 0.472, p=0.000$). Employees who having high level of affective job insecurity, they will always worry that they will be fired, fear about the perpetuation of their occupation and always feel uncertain about their job's prospect. From the perspective of target, job insecurity is associated with withdrawal behavior such as poor performance and turnover intentions (Cuyper, Baillien, & Witte, 2009; Sverke, Hellgren, & Naswall, 2002) and also non-compliant job behaviors like theft or absence (Cuyper, Baillien, & Witte, 2009; Lim, 1996). Withdrawal behavior encourages targetization (Bowling & Beehr, 2006; Cuyper, Baillien, & Witte, 2009). Non-compliant job behaviors or poorer productivity due to poor performance or absence on the part of victim may provide other people a "legitimate" reason to

perform bully as a method of compensation (Cuyper, Baillien, & Witte, 2009; Zillman, 1978).

Another argument that indicates the association among job insecurity and being aim of bullying at work is job insecurity probable wears out the resources of employees, which may imply that employees compromise with low resistance against workplace bullying and unfair treatment (Cuyper, Baillien, & Witte, 2009; Hoel & Salin, 2003). In this circumstance, the employees who are experiencing high job insecurity will be less likely to protect themselves against aggressive and unfair acts from their supervisors and colleagues. From the perspective of perpetrator, as referred to general theoretical frameworks, for instance General Strain Theory (Cuyper, Baillien, & Witte, 2009; Hinduja, 2007) and Revised Frustration-Aggression Theory (Berkowitz, 1989; Cuyper, Baillien, & Witte, 2009) propose that work stressors could lead to perpetrators' engagement in workplace bullying. As the finding from the current study, the correlation among job insecurity and workplace bullying was established in the setting of Malaysia office environment.

5.3 Implications for Theoretical Perspective

The finding of the current study provides substantial contributions to the prevailing literature. There are some important practical implications that can be highlighted to show the importance of all the studied variables for this study.

5.3.1 Quality of Leadership

The results of this study demonstrate the necessity to manage, prevent or minimize workplace bullying in Malaysia office environment. Positive leaders such as transformational leaders endorse social interest amongst subordinates by demonstrating mutual respect and cooperation (Astrauskaite, Kern, & Notelaers, 2014; Miranda, Goodman, & Kern, 1996). Consistent and fair behavior inspires followers to emulate it, solve conflicts and problems collaboratively and act respectfully with each other (Astrauskaite, Kern, & Notelaers, 2014; Bass & Riggio, 2006). A leader equipped with good quality of leadership will ensure staffs having good development opportunities, concerns about their job satisfaction and provide a proper work plan for staff. A leader who is always taking care and understanding the employee's job satisfaction will be able to easily detect the issue of bullying in workplace.

Additionally, systematic or proper work plan for staff will give staff a feeling of less worry towards the quality and completion of work. Hence, staff will have lesser stress and thus reduce the possibility of staff reacting with negative behavior that is created by work stress. Furthermore, good in the resolving of conflict between employees is also an important aspect in order to become a good leader because it is important to form a better relationship among the employees and create a better working environment that reduces bullying activities that take place. According to Popper and Maysless (2003) recommended, "Even the insecure follower, who expects insensitivity and unavailability, deserves caring and accepting responsiveness from their leaders. This presents the followers with an alternative worldview, which they may eventually come to adopt" (p. 50). Managers have to identify the significance of social support from a supervisor and giving support to subordinates when it is connected to work-related problems (Ray & Miller, 1991). As the suggestions from Sakurai and Jex (2012), superiors have to be aware of the significance of supportive behaviors as

a potential source to lessen the behavioral strains of subordinates in which can react to workplace incivility.

There is research proposes that victimized employees require professed organizational support while they are facing mistreatment, family social support is unable to provide sufficient support at workplace (Scott, Zagencyk, Schippers, Purvis, & Cruz, 2014). Thus, managers may consider giving support to their employees via conveying messages that reveal esteem building, empathy and caring (Sakurai & Jex, 2012) while they have chances to communicate with their employee such as while having work-related retreats, performance appraisals and training sessions. Besides that, transformational leader is reflected as a socialized leader (Astrauskaite, Kern, & Notelaers, 2014; Bass & Riggio, 2006), which has many likenesses to Adler's idea of the social interest and contributing towards others' well-being. Encouragement forms a sense of belonging (Astrauskaite, Kern, & Notelaers, 2014; Shifron, 2010), activates and promotes social interest, and also nurtures people's self-belief and their capabilities to contribute (Astrauskaite, Kern, & Notelaers, 2014; Ferguson, 1984). Therefore, empathy, encouragement and identification of positive attributes and strengths rather than punishment ought to be used when leading (Astrauskaite, Kern, & Notelaers, 2014; Ferguson, 2006).

Besides that, a leader in an organization has to recognize that everyone is valued in the way the person is and must have a place in a group, a team and an organization. The organization personnel and leader should show faith in the members of the organization, recognize efforts and build trust and confidence (Astrauskaite, Kern, & Notelaers, 2014; Dreikurs & Grey, 1970). With the importance of quality of leadership in mind, organization ought to increase awareness of the essential role of leader in deterring or encouraging workplace bullying. It is suggested that organization has to consider the quality of a leader such as the caring towards subordinate and conflict solving skill during employment process. Moreover,

by presenting a poor quality of leadership is linked to bullying in workplace, this study recommends that organizations could implement training programs that target to upsurge leaders' awareness on the way of leaders' behaviors in affecting other people at work (Avolio & Gardner, 2005). Organization may promote authentic and transformational leadership in the workplace. It is because authentic and transformational leadership introduce powerful social processes that influences positively on moral perspectives, individual priorities and stimulate followers' behavior, performance and conditions (Judge & Piccolo, 2004; Nielsen, 2013; Walumbwa, Luthans, Avey & Oke, 2009; Walumbwa, Peterson, Avolio & Hartnell, 2010).

5.3.2 Organizational Culture

Managing bullying at work is directly correlated to employers' need and employee's well-being due to reduction of bullying gains economic advantage (Kivimaki et al., 2000) via increasing productivity. The responsibility of employers to make sure employees are treated equally at work has benefits towards employee's well-being and mental health (Ferrie et al., 2006). Furthermore, organizations have to understand that sense of belonging is not an objective element (Astrauskaite, Kern, & Notelaers, 2014; Teslak, 2010), but is more on a subjective feeling of people's being valued. Therefore, while dealing with people are required to pay special care and attention to employees' emotions as emotions are action motivators. To eliminate bullying at work, it is necessary to change organizational culture (Cowie et al., 2002). It is recommended for organization to emphasis on good culture within the organization by constantly ensures that employees are working under a conducive environment to promote staff relationship.

Besides that, organization has to constantly improve themselves on different dimensions by having positive changes that allow employee work in a better working environment. Team development training may be organized to improve the team relationship and enhance employees' sense of belongingness. It is advisable that managers and organizations take a long-term and proactive perspective by increasing and maintaining good social relations in the workplace to promote bullying-free at work. In such conditions, the organization should play a role in forming an atmosphere of with sense of belonging combined with support, collaboration and mutual respect. People will only change behaviors while they see a worthy reason to do so (Astrauskaite, Kern, & Notelaers, 2014; Ferguson, 2012). This environment helps people to recognize the ineffectiveness of dysfunctional behavior and endorse cooperation and ethical behavior as the only ways to achieve individual and mutual goals (Astrauskaite, Kern, & Notelaers, 2014; Bass & Riggio, 2006).

5.3.3 Workload

In term of workload, a leader should ensure proper and reasonable of workload assigned to individual employee. Even though managers might have low capacity or willingness to lessen heavy workloads in the challenging careers, however managers may support the sense of choice and personal initiative of employees (Deci, Connell, & Ryan, 1989) as well as include them in the involvement of decision making (Trombetta & Rogers, 1988). According to Baard (2002), an empowering managers are people who afford their subordinates noteworthy impact on the way of work being accomplished, permitting more satisfaction to the subordinates' intrinsic needs for autonomy. Baard (2002) presented a number of recommendations for managers in term of supporting employees to control over his/her job tasks such as reducing or eliminating excessive rules, allowing failure as learning progress, and reducing internal stresses at work instead of transferring them to subordinates.

5.3.4 Job Insecurity

Organization should address any rumors about any kinds adverse issue(s) such as budget reductions or other talk about negative issues that may lead to unnecessary worry of job security (Ashe-Edmunds, 2014). It is very important as it may destroy employees' morale and increase employee turnover (Ashe-Edmunds, 2014). Lack of communication regards to the job performance may lead to employees' feeling of not being valued (Ashe-Edmunds, 2014). Therefore, it is also suggested that leader should conduct quarterly meeting with their subordinates to discuss their job performance via two way communication and feedback in order to ensure that both parties having the same expectations on the job description and performance (Ashe-Edmunds, 2014). In case of the performance of the subordinate did not meet the expectation, a leader should give a specific instruction to improve the performance as it will show that the leader are interested in keeping the subordinate on board (Ashe-Edmunds, 2014).

5.3.5 Self-awareness

Organization should organize workshop regards to workplace bullying to give a better awareness of what does it referring to, what are the impacts of workplace bullying and also encourage employee to report any bullying activities happened in the office. Moreover, organizations may include anti-bullying policy as their organizational rule and establish a proper way of reporting procedures for workplace bullying to ease the reporting process. Any reporting of workplace bullying received by organization is required to be handled comprehensively to convey the signal to employees that organization is paying high attention towards bullying issue in office.

5.4 Limitation of the Study

Although this study discovered some noteworthy results that contributed to the organizational behavior literature, however there are some limitations related with this study that necessary to be highlighted. In this section, the limitation of this study will be discussed. First of all, one of the limitation is this study did not involve qualitative inputs such as face-to-face interview to compliment the survey method. This is due to response to close-ended questions which merely considered as quantitative approach will have limit the truthful view from the respondents because of absence of freedom to give the opinions on the matter that was under examination. Nevertheless, this matter can be solved while interviews were conducted as this approach allows the researcher to gather more responses that in relation to the feeling and opinion of the office employees.

Other limitation of this study was it focused on four factors which are quality of leadership, organizational culture, workload and job insecurity for further evaluation on the context of Malaysia office environment, therefore, there are other factors of workplace bullying did not discover in the current context. Moreover, the examination of the quality of leadership based on each of the employees perceives the behavior of leader. It cannot be omitted that this appraisal might be colored by other aspects, such as the frequency an employee has the opportunity to interact with his or her leader and under what conditions. With the acknowledged limitations of this study, the recommendations for future research are deliberate in the next section.

5.5 Recommendations for Future Research

There are some limitations were identified in this study and reflected in the earlier section. This study only relied on a survey questionnaire to be a main tool in gathering information from the respondents. Even though survey questionnaire is considered as a common method in the quantitative research, it was conveyed that qualitative approach, for instance in-depth interview is useful to measure the respondents' emotions and feelings. It is owing to this information is not able to express with statistical analysis or in numerical form. As a result, it is recommended that future research may consider combination of quantitative and qualitative approaches for the purpose of improving the robustness of study and to deliver more conclusive results. Besides that, present study encourages future studies of other factors of workplace bullying that did not cover in the present study in the context of Malaysia office environment.

5.6 Conclusion

In this study, it has contributed several significant findings for the workplace bullying in Malaysia office environment, particularly emphasizing on quality of leadership, organizational culture, workload and job insecurity. This study found that the existence of negative relationship for both leadership and organizational culture with workplace bullying. In contrary, there are positive relationship for both workload and job insecurity with workplace bullying. It suggested that organization should focuses on improving the quality of leadership of the management staff, creating a good organizational culture, ensuring proper and reasonable of workload assigned to individual employee as well as having a good communication to all the

employees about organizational situation, address any rumors such any kind of organizational reduction and also conduct more frequent meeting such as quarterly meeting between leader and subordinate about the job performance in order to eliminate the employee's feeling of job insecurity (Ashe-Edmunds, 2014).

Organization may promote authentic and transformational leadership in the workplace. It is because authentic and transformational leadership introduce powerful social processes that influences positively on moral perspectives, individual priorities and stimulate followers' behavior, performance and conditions (Judge & Piccolo, 2004; Nielsen, 2013; Walumbwa, Luthans, Avey & Oke, 2009; Walumbwa, Peterson, Avolio & Hartnell, 2010). Authentic leaders are equipped with high moral standards and promoting a positive environment in the organizations (Avolio & Gardner, 2005; Nielsen, 2013). By emphasizing the well-being and success of every member of work group, transformational leaders are required to have low acceptance for workplace bullying and interpersonal conflicts (Nielsen, 2013). Moreover, organization should focus on the creation of a good organizational culture. Organization has to constantly improve themselves on different dimensions by having positive changes that allow employee work in a better working environment. Team development training may be organized to improve the team relationship and enhance employees' sense of belongingness. It is advisable that managers and organizations take a long-term and proactive perspective by increasing and maintaining good social relations in the workplace to promote bullying-free at work. In such conditions, the organization should play a role in creating an atmosphere of with sense of belonging combined with support, mutual respect and collaboration.

In term of workload, even though managers might have low capacity or willingness to lessen heavy workloads in the challenging careers, however managers may support the sense of choice and personal initiative of employees (Deci, Connell, & Ryan, 1989) as well as involve them in decision making (Trombetta & Rogers,

1988). Baard (2002) presented a number of recommendations for managers in term of supporting employees to control over his or her job tasks such as eliminating or reducing excessive rules, allowing failure as learning progress, and reducing internal stress at work instead of transferring them to subordinates. Reducing stress in an organization is vital as stress encourages dysfunctional behaviors as well as reactions such as blaming, pleasing others and controlling that are connected with the specific lifestyle dynamics of employees (Astrauskaite, Kern, & Notelaers, 2014; Sonstegard, Bitter, & Pelonis, 2004). Other than that, organization can organize event related to workplace bullying in order to provide awareness and better understanding the impact of workplace bullying. At the same time, organization might encourage employee to report any bullying activities at work.

As a conclusion, organization has to pay highly attention towards workplace bullying issue. This study provide a better awareness and understanding about the antecedents of workplace bullying in Malaysia office environment by emphasizing the relationship of quality of leadership, organizational culture, workload and job insecurity with workplace bullying. This study encourages future studies on the other factors of workplace bullying that did not cover in this study in order to provide a better coverage on the identification of the causes of workplace bullying issue in Malaysia office environment. It is because an understanding of bullying at work could assist in the reduction of emotional and health costs for targets (Linton & Power, 2013). Furthermore, the victims might try to avoid the present in the office to evade suffering from bullying behavior and they call in sick or have the other reasons to not go to office (Betts, 2017). A hostile working environment will make people's intention to leave the company. Hence, by avoiding bullying in office can help to reduce indirect expenses in association with absenteeism, reduction in employee's motivation, increased employee turnover and internal sabotage.

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APPENDICES

APPENDIX A

Section A Demographic information

Please fill up your personal information by choosing the relevant selection.

1) Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female	
2) Age group	<input type="checkbox"/> 18 to 25 years <input type="checkbox"/> 26 to 35 years <input type="checkbox"/> 36 to 45 years <input type="checkbox"/> 46 years and above	
3) Duration of working at your organization	<input type="checkbox"/> Less than 1 year <input type="checkbox"/> Within 1 year to 3 years <input type="checkbox"/> Within 3 years to 5 years <input type="checkbox"/> More than 5 years	
4) Total number of full time employees in your organization	<input type="checkbox"/> Less than 30 <input type="checkbox"/> From 30 to ≤ 75 <input type="checkbox"/> More than 75	
5) Educational level	<input type="checkbox"/> Secondary school or below <input type="checkbox"/> Undergraduate <input type="checkbox"/> Master/PhD <input type="checkbox"/> Professional	
6) Hierarchical level	<input type="checkbox"/> Manager <input type="checkbox"/> Executive <input type="checkbox"/> Supervisor <input type="checkbox"/> Clerical <input type="checkbox"/> Other: _____ (Please specify)	
7) Types of industry	<input type="checkbox"/> Finance and Insurance <input type="checkbox"/> Construction <input type="checkbox"/> Business and Information <input type="checkbox"/> Education <input type="checkbox"/> Food and Hospitality	<input type="checkbox"/> Health Services <input type="checkbox"/> Motor Vehicles <input type="checkbox"/> Real Estate and Housing <input type="checkbox"/> Other: _____ (Please specify)

Section B Survey on antecedents (factors) of workplace bullying

This section collects information about workplace bullying and the four factors that might contribute to workplace bullying in Malaysia office environment.

Scale Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<u>Quality of Leadership</u>	1	2	3	4	5
1) My immediate superior has constantly ensures every staff having good development opportunities.					
2) My immediate superior always concern about job satisfaction.					
3) My immediate superior has systematic or proper work plan for staff.					
4) My immediate superior always assists staff to resolve conflicts.					
<u>Organizational Culture</u>	1	2	3	4	5
III. Task oriented					
1) My organization has constantly ensures that staff work under a conducive environment to promote staff relationship.					
2) I am proud to work on my organization because they are constant positive changes in my organization.					
3) I am being rewarded for my good work performance.					
4) My organization focus on employee's well-being.					
IV. Relationship orientation	1	2	3	4	5
1) People in my organization know each other.					
2) All important matters at work are discussed among each other within the organization.					
3) In job-related situations, people willing to help each other in solving critical issue.					
4) Feeling of togetherness is strong during tough situations.					

Scale Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<u>Workload</u> IV. Time Load I seldom have spare time at work because overlap or interruptions among activities occur frequently.	1	2	3	4	5
V. Mental Effort Load I have been regularly assigned work that required high conscious mental concentration or effort that leads to mental stress.	1	2	3	4	5
VI. Psychological Stress Load My workload which always leads to high anxiety or frustration which cannot be accommodated easily.	1	2	3	4	5
<u>Job Insecurity</u> III. Cognitive Job Insecurity (Awareness of the risk of benefit loss or job loss) 1) I am not very confident that I am able to retain my job.	1	2	3	4	5
2) I am uncertainty the prospect of my organization.	1	2	3	4	5
IV. Affective job insecurity (Emotionally distressed or emotionally experience of being anxious about potential losses) 1) I always worry that I will be fired.	1	2	3	4	5
2) I am fear about the perpetuation (Continuation or preservation) of my occupation.	1	2	3	4	5
3) I always feel uncertain about my job's prospect.	1	2	3	4	5
<u>Workplace Bullying</u> IV. Work-related bullying 1) Someone withholding information that will affect my work performance.	1	2	3	4	5
2) I am being asked to do work below my level of competence.	1	2	3	4	5
3) My views and opinions are being ignored.	1	2	3	4	5
4) I am being given tasks with impossible or unreasonable deadlines or targets.	1	2	3	4	5

Scale Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5) My work is being monitored excessively.	1	2	3	4	5
6) I am facing pressure of not to claim something that I am supposed to be entitled to.	1	2	3	4	5
7) I am being exposed to an uncontrollable workload.	1	2	3	4	5
V. Personal-related bullying	1	2	3	4	5
1) I am being ridiculed or humiliated in connection with my work.	1	2	3	4	5
2) My main areas of responsibility is being replaced or removed with more unpleasant or unimportant tasks.	1	2	3	4	5
3) There is spreading of rumours and gossip about me at work.	1	2	3	4	5
4) I am being excluded or ignored in office.	1	2	3	4	5
5) I am having offensive or insulting remarks made about me.	1	2	3	4	5
6) I receive signals or hints from others that I should quit my job.	1	2	3	4	5
7) I am being reminded of my mistakes or errors repeatedly.	1	2	3	4	5
8) I, constantly face a hostile reaction or being ignored when approach people within my organization.	1	2	3	4	5
9) Someone criticizes my work and effort persistently.	1	2	3	4	5
10) I am constantly become the topic of practical jokes (prank) by people.	1	2	3	4	5
11) There are false allegations made against me.	1	2	3	4	5
12) I am being the target of excessive sarcasm and teasing.	1	2	3	4	5
VI. Physically intimidating bullying	1	2	3	4	5
1) I am being the aim of or being shouted at impulsive anger by my superior.	1	2	3	4	5
2) I am suffered from intimidating behavior such as barring/blocking the way, finger-pointing, shoving and invasion of personal space.	1	2	3	4	5
3) I am facing threats of physical abuse or violence in my organization.	1	2	3	4	5

APPENDIX B

Quality of Leadership	
Label	Scale Items
A1	1) My immediate superior has constantly ensures every staff having good development opportunities.
A2	2) My immediate superior always concern about job satisfaction.
A3	3) My immediate superior has systematic or proper work plan for staff.
A4	4) My immediate superior always assists staff to resolve conflicts.

Organizational Culture	
Label	Scale Items
	I. Task oriented
B1	1) My organization has constantly ensures that staff work under a conducive environment to promote staff relationship.
B2	2) I am proud to work on my organization because they are constant positive changes in my organization.
B3	3) I am being rewarded for my good work performance.
B4	4) My organization focus on employee's well-being.
	II. Relationship orientation
B5	1) People in my organization know each other.
B6	2) All important matters at work are discussed among each other within the organization.
B7	3) In job-related situations, people willing to help each other in solving critical issue.
B8	4) Feeling of togetherness is strong during tough situations.

Workload	
Label	Scale Items
C1	I. Time Load I seldom have spare time at work because overlap or interruptions among activities occur frequently.
C2	II. Mental Effort Load I have been regularly assigned work that required high conscious mental concentration or effort that leads to mental stress.
C3	III. Psychological Stress Load My workload which always leads to high anxiety or frustration which cannot be accommodated easily.

Job Insecurity	
Label	Scale Items
	I. Cognitive Job Insecurity
D1	1) I am not very confident that I am able to retain my job.
D2	2) I am uncertainty the prospect of my organization.
	II. Affective job insecurity
D3	1) I always worry that I will be fired.
D4	2) I am fear about the perpetuation (Continuation or preservation) of my occupation.
D5	3) I always feel uncertain about my job's prospect.

Workplace Bullying	
Label	Scale Items
	I. Work-related bullying
E1	1) Someone withholding information that will affect my work performance.
E2	2) I am being asked to do work below my level of competence.
E3	3) My views and opinions are being ignored.
E4	4) I am being given tasks with impossible or unreasonable deadlines or targets.
E5	5) My work is being monitored excessively.
E6	6) I am facing pressure of not to claim something that I am supposed to be entitled to.
E7	7) I am being exposed to an uncontrollable workload.
	II. Personal-related bullying
E8	1) I am being ridiculed or humiliated in connection with my work.
E9	2) My main areas of responsibility is being replaced or removed with more unpleasant or unimportant tasks.
E10	3) There is spreading of rumours and gossip about me at work.
E11	4) I am being excluded or ignored in office.
E12	5) I am having offensive or insulting remarks made about me.
E13	6) I receive signals or hints from others that I should quit my job.
E14	7) I am being reminded of my mistakes or errors repeatedly.
E15	8) I, constantly face a hostile reaction or being ignored when approach people within my organization.
E16	9) Someone criticizes my work and effort persistently.
E17	10) I am constantly become the topic of practical jokes (prank) by people.
E18	11) There are false allegations made against me.
E19	12) I am being the target of excessive sarcasm and teasing.
	III. Physically intimidating bullying
E20	1) I am being the aim of or being shouted at impulsive anger by my superior.
E21	2) I am suffered from intimidating behavior such as barring/blocking the way, finger-pointing, shoving and invasion of personal space.
E22	3) I am facing threats of physical abuse or violence in my organization.

Re: U/SERC/129/2018

19 November 2018

Mr Tung Soon Theam
Department of Accountancy
Faculty of Accountancy and Management
Universiti Tunku Abdul Rahman
Jalan Sungai Long
Bandar Sungai Long
43000 Kajang, Selangor

Dear Mr Tung,

Ethical Approval For Research Project/Protocol

We refer to your application dated 15 October 2018 for ethical approval for your research project (Master student's project) and are pleased to inform you that your application has been approved under expedited review.

The details of your research project are as follows:

Research Title	Antecedents of Workplace Bullying in Malaysia Office Environment
Investigator(s)	Mr Tung Soon Theam Tang Chiu Leng (UTAR Postgraduate Student)
Research Area	Social Sciences
Research Location	Malaysia
No of Participants	200 participants (Age: 18 - 60)
Research Costs	Self-funded
Approval Validity	19 November 2018 - 18 November 2019

The conduct of this research is subject to the following:

- (1) The participants' informed consent be obtained prior to the commencement of the research;
- (2) Confidentiality of participants' personal data must be maintained; and
- (3) Compliance with procedures set out in related policies of UTAR such as the UTAR Research Ethics and Code of Conduct, Code of Practice for Research Involving Humans and other related policies/guidelines.

Should you collect personal data of participants in your study, please have the participants sign the attached Personal Data Protection Statement for your records.

The University wishes you all the best in your research.

Thank you.

Yours sincerely,



Professor Ts Dr Faidz bin Abd Rahman

Chairman

UTAR Scientific and Ethical Review Committee

c.c Dean, Faculty of Accountancy and Management
 Director, Institute of Postgraduate Studies and Research