

**THE MEDIATING EFFECT OF STRESS AND ANXIETY IN
THE RELATIONSHIP BETWEEN WORKPLACE BULLYING AND
INTENTION TO LEAVE**

By

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TABLE OF CONTENTS

	Page
ABSTRACT	ii
ACKNOWLEDGEMENTS	iv
APPROVAL SHEET	v
SUBMISSION SHEET	vi
DECLARATION	vii
LIST OF TABLES	viii
LIST OF FIGURES	ix
LIST OF ABBREVIATIONS	x
CHAPTERS	
1.0 INTRODUCTION	1
1.1 Background of study	1
1.2 Problem statement	2
1.3 Research Objective	5
1.4 Significance of the study	6
1.5 Research Questions	6
1.6 Hypotheses	7
2.0 LITERATURE REVIEW	8
2.1 Workplace bullying	8
2.2 Workplace bullying and intention to leave	10
2.3 Workplace bullying on stress and anxiety	12
2.4 Stress and anxiety on intention to leave	15
2.5 Self-Determination Theory and workplace bullying	17
3.0 METHODOLOGY	19
3.1 Research Design	19
3.2 Participants	19
3.3 Measurements	20
3.3.1 Workplace bullying	20
3.3.2 Intention to leave	20
3.3.3 Stress	21
3.3.4 Anxiety	21
3.4 Procedure	21
3.5 Statistical analysis	22
4.0 RESULTS	24
4.1 Pilot study	24
4.2 Descriptive analysis	24
4.3 Inferential analysis	25

4.3.1	Normality test	25
4.3.2	Mediation analysis	26
4.3.3	Additional Analyses	28
5.0	DISCUSSION	30
5.1	Limitations and direction for future studies	34
5.2	Implication of study	36
6.0	CONCLUSION	39
	REFERENCES	41
	APPENDIX	56
A	Participant Information Sheet	56
B	Demographic Question	57
C	Negative Act Questionnaire- Revised (NAQ-R)	58
D	Turnover Intention Scale (TIS)	60
E	Perceived Stres Scale-10 (PSS-10)	61
F	Beck Anxiety Inventory (BAI)	62
G	Process SPSS Output for Descriptive Analysis	63
H	Process SPSS Output for Pearson Correlation	65
I	Process SPSS Output for Mediation analysis	66
J	Process SPSS Output for Additional Mediation analysis	69

ABSTRACT

THE MEDIATING EFFECT OF STRESS AND ANXIETY IN THE RELATIONSHIP BETWEEN WORKPLACE BULLYING AND INTENTION TO LEAVE

LAI PEI ZHI

The main goal of the present study is to examine the potential mediating effect of stress and anxiety on the relationship between workplace bullying and intention to leave. Workplace bullying is constantly related to negative outcomes on the victims. Several studies had shown that workplace bullying is prevalent in Malaysia's working culture. Even though, many studies had look into the relationship between workplace bullying and intention to leave, little is known about the potential mechanisms of this relationship. A cross-sectional survey design was used in this study. All data was gathered using a self-report questionnaire. The inclusion criteria were individuals who were currently working in Malaysia with a minimum of one year full-time working experience. The results showed that all variables were positively correlated with each other. In the mediation analysis using PROCESS SPSS macro, it was found that workplace bullying has an indirect effect on intention to leave through stress, but not through anxiety. An additional mediation analysis was conducted on both stress and anxiety separately. Surprisingly, the result showed that workplace bullying has an indirect effect on intention to leave through both stress and anxiety. This showed that stress may be a stronger mediator than anxiety, which results in anxiety becoming insignificant when the mediation analysis was conducted concurrently. The present study

highlighted that preventive measures must be taken in the very first place to reduce workplace bullying. The result suggests that organizations could consider organizing stress reduction workshops as an alternative to help employees overcome the detrimental effect of bullying when the preventive measures took place.

Keywords: workplace bullying, intention to leave, stress, anxiety

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APPROVAL SHEET

This dissertation/thesis entitled “**THE MEDIATING EFFECT OF STRESS AND ANXIETY IN THE RELATIONSHIP BETWEEN WORKPLACE BULLYING AND INTENTION TO LEAVE**” was prepared by Lai Pei Zhi and submitted as partial fulfillment of the requirements for the degree of Master of Psychology in Industrial and Organizational Psychology at Universiti Tunku Abdul Rahman.

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SUBMISSION OF DISSERTATION

It is hereby certified that Lai Pei Zhi (ID No: 16AAM00449) has completed this dissertation entitled “The Mediating Effect of Stress and Anxiety in the Relationship between Workplace Bullying and Intention to Leave” under the supervision of Dr. Tan Chee Seng from the Department of Psychology and Counselling, Faculty of Arts and Social Science.

I understand that the University will upload a softcopy of my dissertation in PDF format into UTAR Institutional Repository, which may be made accessible to the UTAR community and the public.

Yours truly,

(LAI PEI ZHI)

DECLARATION

I, Lai Pei Zhi, hereby declare that the dissertation is based on my original work except for citations which have been duly acknowledged. I also declare that it has not been previously or concurrently submitted for any other degree at UTAR or other institutions.

(LAI PEI ZHI)

Date: 4 March 2019

LIST OF TABLES

Table		Page
4.1	Workplace Bullying, Intention to Leave, Stress, and Anxiety: Correlations and Descriptive Statistics	25
4.2	Skewness, kurtosis and normality test for workplace bullying, stress, anxiety and intention to leave.	26

LIST OF FIGURES

Figures		Page
3.1	Statistical Diagram for the Proposed Model of the Study	23
4.1	Regression coefficient for the relationship between workplace bullying and intention to leave as mediates by stress and anxiety.	28

LIST OF ABBREVIATIONS

IT	Information Technology
SDT	Self-determination Theory
SPSS	Statistical Program for Social Science
NAQ-R	Negative Act Questionnaire- Revised
TIS	Turnover Intention Scale
PSS	Perceived Stress Scale
BAI	Beck Anxiety Inventory
DSM-V	Diagnostic and Statistical Manual of Mental Disorder, Fifth Edition

CHAPTER 1

INTRODUCTION

1.1 Background of study

Bullying is defined as both direct and indirect aggression which is repeated, intentional, and involves a power differential between the perpetrator and victim. This negative act does not only happen or experience among children or teenagers, adults who are working would also experience bullying in their workplace, which is known as workplace bullying (Green, Furlong, & Felix, 2016). Workplace bullying has been a common issue in different organizations (Lee, Bernstein, Lee, & Nokes, 2014; Saunders, Hunyh, & Goodman-Delahunty, 2007). From the past studies, it is shown that workplace bullying is more common in workplace in comparison to racial discrimination, gender discrimination, and even sexual harassment (Lee et al., 2014; Omar, Mokhtar, & Hamzah, 2015). In addition, workplace bullying is found to be threefold more prevalent than sexual harassment and would generate more hostility and depression (Namie, 2007; van Schalkwyk, Els, & Rothmann, 2011).

Multiple studies that have carried out to study workplace bullying in different career fields has shown that bullying could take place anywhere regardless of the occupations. For instance, Marcello (2010) conducted a study on Information Technology (IT) professionals found that 21% of them were exposed to bullying in workplace on a daily basis over the past six months. In this study, Marcello revealed that 8% of the participants were self-identified as bullied, while 26% of them reported to witness other employees being bullied.

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO LEAVE

Additionally, research conducted on nursing revealed that bullying in workplace is prevalent regardless in hospital or any other nursing workplace, such as clinic (Lee et al., 2014). The study stated that bullying acts would directly affect nurse's productivity and even induce impairment in both physical and psychological conditions. Even though, workplace bullying is a common issue in the workplace, many people are not aware about it. For instance, a study conducted on Information Technology (IT) employees in India had revealed that most of the participants are not aware of the concept of bullying (Ciby & Raya, 2014). According to the researchers, the participants considered what they are experiencing in their workplace, such as work overload, was part of their working cultures.

1.2 Problem Statement

An article published in one of the editions of the Star online in 2013, highlighted the characteristics of workplace bullying and the experience of its victim. According to the Star news, victims who experienced bullying in workplace could not bear with the "toxic environment" and ended up quitting their job. This article is clear evidence that workplace bullying was experienced in Malaysia's working environment. Furthermore, several studies had also found that workplace bullying is prevalent in Malaysia's working culture (e.g., Al Bir & Hassan, 2014; Hong & Tharbe, 2018; Hidzir, Jaafar, Jalali, Dalahan, 2017; Omar, Mokhtar, & Hamzah, 2015). For example, Al Bir and Hassan's (2014) study revealed that roughly 80% of the respondents, who work in different organizations, experienced bullying in workplace such as withholding information, gossiping, and unreasonable deadlines. Moreover, in

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO LEAVE

a study on Malaysian public organizations, it was found that around 88% of the respondents experienced workplace bullying (Hidzir, Jaafar, Jalali, & Dalahan, 2017). Likewise, another study on public service agencies in Malaysia revealed that 83.2% of the respondents experienced workplace bullying (Omar, Mokhtar, & Hamzah, 2015). Hong and Tharbe (2018) conducted a study on working adults in Selangor and Kuala Lumpur and discovered that roughly 50% of the respondents experience workplace bullying at some point in their career, regardless of their gender. Equally important, study in Malaysian context on turnover had found that employees who experienced competitive psychological climate, for instance, workplace bullying, are found to be positively related to turnover (Gim, Desa, & Ramayah, 2015). As those who do not cope well with the environment, would be more motivated to leave their organization.

Those victims who are prone to continuous exposure to bullying are found to experience increasing level of harm in which would affect their daily functioning (Volk, Dane, & Martini, 2014). Similarly, victims of workplace bullying are more likely to experience greater level of distress. This distress would eventually negatively affect the victim's career, wellbeing, mental health, physical health as well as their relationship with others (Lewis, 2006; Lieber, 2010; Namie, 2007; Vickers, 2013). Moreover, workplace bullying does not only affect the victims themselves, but it is found that workplace bullying will also negatively affect the third parties, which consist of the victim's colleagues, family, friends, and even bystander (Djurkovic et al., 2008; Namie, 2007; Vickers, 2013). A study has shown that roughly 25% of the victims and 20% of the witnesses quit their job due to workplace bullying

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO LEAVE

(Lieber, 2010). Victims of workplace bullying quit their job, regardless of their occupations. For instance, study on both offshore workers (Glambek, Matthiesen, Hetland, & Einarsen, 2014) and teaching profession (Djurkovic, McCormack, & Casimir, 2008) who experienced workplace bullying end up leaving their workplace.

Additionally, workplace bullying does not only affect individuals, organizations too are similarly affected. For individuals, bullying will affect the victim's physical health, emotion, and even affective domains, while for organization, bullying will affect the organization's productivity, costs, and even reputation (Bartlett & Bartlett, 2011). According to Djurkovic et al.'s (2008) study on workplace bullying and intention to leave has shown that victims of bullying in workplace had higher intention to leave, which is a significant predictor of turnover. The strain resulted from workplace bullying would pressure the victims to leave their jobs, absenteeism, decrease in productivity and commitment towards their organizations, and may even lead to suicide if they were exposed to bullying for an extended period of time (Vickers, 2013). Similarly, workplace bullying is found to lead to adverse negative consequences such as, high turnover intention, decrease in job satisfaction, reduce in organizational commitment and lower self-reported productivity (Ciby & Raya, 2014).

According to Hogh, Hoel, and Carneiro's (2011) meta-analysis on workplace bullying and intention to leave, both of the variables are shown to have significant relationship with one another. Therefore, it can be hypothesized that workplace bullying is related to intention to leave. Intention to leave can be a major problem in an organization, as employees who have

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO LEAVE

such intention would have the drive to quit their job voluntarily, which would result in voluntary turnover (Kaur, Mohindru, & Pankaj, 2012). According to Al-Emadi, Schwabenland, and Wei (2015), voluntary turnover is seen as one of the biggest and most costly threats that an organization may encounter. This is because organizations have to reorganize their resource in order to maintain their goals and business plan (Johari, Yean, Adnaan, Yahya, & Ahmad, 2012).

Many studies look into the relationship between workplace bullying and intention to leave. However, little is known about the potential mechanisms of this relationship (Glaso & Notelaers, 2012; McCormack, Djurkovic, Casimir, & Yang, 2009). It is important to explore the potential mediator of the relationship because it helps to improve our understanding on how workplace bullying leads to intention to leave. By exploring multiple-mediator model, it is more likely to provide a more precise assessment of mediation effects (MacKinnon, Fairchild, & Fritz, 2007). Therefore, a study should be conducted to further unearth factors which actually drive victims of workplace bullying to have turnover intentions.

1.3 Research Objective

Referring to the past studies, workplace bullying has positive relationship on victim's stress and anxiety, and both stress and anxiety has a positive relationship on intention to leave. Taking these two types of relationships into consideration; the general objective of this study is to examine the relationship between workplace bullying and intention to leave with stress and anxiety as the mediating role. The detailed objectives of this research are as follows:

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO LEAVE

1. To examine the mediating effect of stress in the relationship between workplace bullying and intention to leave.
2. To examine the mediating effect of anxiety in the relationship between workplace bullying and intention to leave.

1.4 Significance of the Study

There is a large body of empirical research evidences the negative impact of workplace bullying on the intention to leave. Understanding these potential mechanisms will help researchers or organizations to pinpoint problem or threats that may rise as a result of bullying in workplace, which would help to prevent or lessen the victim's intention to leave. By reducing or preventing turnover in an organization it would help the organization to save cost. Through this study, it will also help to deepen our understanding on how workplace bullying influence intention to leave in Malaysian context

In this study, both stress and anxiety are selected as the mediator of workplace bullying on intention to leave. Considering both stress and anxiety were found to be related to workplace bullying, and both stress and anxiety does play a role in influencing intention to leave. Thus, both variables are used to provide a more accurate assessment of mediation effect in this relationship.

1.5 Research Questions

This study is based on the following research questions:

- R₁ Does stress mediate the relationship between workplace bullying and intention to leave?

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO LEAVE

R₂ Does anxiety mediate the relationship between workplace bullying and intention to leave?

1.6 Hypotheses

The hypotheses of this study are as follows

H₁ There is a mediating effect of stress in the relationship between workplace bullying and intention to leave.

H_{1a} There is relationship between workplace bullying and intention to leave.

H_{1b} There is a relationship between workplace bullying and stress.

H_{1c} There is a relationship between stress and intention to leave.

H₂ There is a mediating effect of anxiety in the relationship between workplace bullying and intention to leave.

H_{2a} There is a relationship between workplace bullying and anxiety.

H_{2b} There is a relationship between anxiety and intention to leave.

CHAPTER 2

LITERATURE REVIEW

2.1 Workplace Bullying

According to Vartia-Vaananen (2013), there are several definitional criteria for workplace bullying as it tends to focus on a wide range of negative acts. This form of negative acts may cause psychological harm to the receiver. It may be in the form of direct (e.g. acts of violence, or used of abusive language) or indirect behavior (e.g. spreading rumors, or withholding access to information), which may negatively affect the employees. Workplace bullying is classified into three different types, which are work-related bullying, person-related bullying, and social exclusion (Bartlett & Bartlett, 2011). Work-related bullying happens when an individual tries to take control over another employee by disrupting their work. It usually focuses on the workload, work process and evaluation and advancement. Person-related bullying occurs when an individual attempts to demoralize the victims with regard to their personal qualities, for instance spreading of rumors (Magee, Gordon, Caputi, Oades, Reis & Robinson, 2014), while social exclusion focuses on isolating the victim. Vartia-Vaananen (2013) highlighted in the definitional criteria that workplace bullying is often repetitive and it persists for a long duration of time. Workplace bullying usually includes a power imbalance, where the victims have difficulty in defending themselves (Vartia-Vaananen, 2013).

There are many different terms or definitions used to define workplace bullying. The terms workplace bullying refers to the negative acts inside the

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO LEAVE

workplace, by supervisors or managers, subordinates or even colleagues (Glambek et al., 2014; Nielsen & Einarsen, 2012). Workplace bullying can also be described as continuous actions or practices directed against one or more employees; which are unwanted by the victims that may cause offense, distress or humiliation (Einarsen, Hoel, Zapf, & Cooper, 2010). In addition, Magee et al. (2014) define workplace bullying as prolonged exposure to negative acts and unreasonable behavior from other employees. In this study, workplace bullying is defined as a situation in which one or several individuals have been perceiving themselves as being subjected to negative actions by superiors or colleagues persistently or over a period of time (Glambek et al., 2014; Nielsen & Einarsen, 2012).

According to Namie's (2007) study, bullying in the workplace comes together in both elements of verbal abuses and behaviors which are threatening, intimidating, or humiliating. Such negative acts of workplace bullying include obstruction of work tasks, physical violence, verbal aggression, and indirect behaviors, such as social exclusion or job sabotage (Glambek et al., 2014). Meanwhile, Branch and Murray (2015) stated that workplace bullying is far more complex than just being characterized as interpersonal conflicts or misuses of authority. Workplace bullying is found to occur between colleagues and even subordinates, in which those who are higher up in ranking, such as those in managerial positions, can also become bullying victims due to their employees. People who were usually targeted for workplace bullying are those who are left out by the group, having low social competence and self-esteem, or being an overachiever (Georgakopoulos, Wilkin, & Kent, 2011). Additionally, even those with high positive attributes such as high self-efficacy

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO LEAVE

and self-confidence are at risk of being targeted for bullying (Khalib & Ngan, 2006).

2.2 Workplace bullying and intention to leave

Workplace bullying is known as a factor that leads individual to develop the intention to leave (Glambek et al., 2014; Hogh et al., 2011; Yeun & Han, 2016). Victims of workplace bullying believe that their working condition is difficult or unbearable, thus leading them to develop the intention to leave their organization voluntarily (Berthelsen, Skogstad, Lau, & Einarsen, 2011; Glambek, Matthiesen, Hetland, & Einarsen, 2014). Both workplace bullying and intention to leave have been viewed as problematic and costly issues in an organization (Bohle et al., 2017).

Results from several studies support an association between workplace bullying and intention to leave. As shown in a longitudinal study (Glambek et al., 2014), workplace bullying influenced an individual to develop an intention to leave their workplace. In their study on Norwegian offshore workers for a time lag of six months, it showed that the exposure to workplace bullying in the beginning of the research was positively correlated with intention to leave after six months later. Likewise, another longitudinal study on the Norwegian workforce shared a similar result (Berthelsen, Skogstad, Lau, & Einarsen, 2011). Berthelsen et al.'s (2011) study added that the victims of workplace bullying were more likely to consider leaving their organization as compared to non-victims. Additionally, a more detailed look into Glambek et al.'s (2014) study showed that there is no reverse causation between intention to leave and workplace bullying, thus assuming that exposure to bullying behavior in

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO LEAVE

workplace is an antecedent factor in the relationship. Both studies showed that workplace bullying is found to be related with intention to leave even in different timelines where the study was conducted.

Furthermore, the relationship between workplace bullying and intention to leave is found to exist within various professions and sectors (Glambek et al., 2014) in different countries. A three-wave prospective study (Hogh, Hoel, & Carinero, 2011) on Danish healthcare workers found that those who experienced bullying frequently and occasionally in the first year of the study, ended up changing their job. Hogh et al. (2011) further stated that the tendency to leave among those who experienced workplace bullying frequently was three-fold higher than non-bullied employees. Another study on Massachusetts's registered nurses discovered that 31% of them were victims of workplace bullying. In addition, bullying was found to be a significant factor that influenced turnover intention. Similar findings have also been found among nurses in Korea (Yeun & Han, 2016), school teachers in China (McCormack et al., 2009), and teachers in government and non government high schools in Australia (Djurkovic, McCormack, & Casimir, 2008).

Bullying in the workplace can happen between any positions in the organization. In a study, both bullying by colleagues and superiors are found to influence turnover intention (van Schalkwyk et al., 2011). In addition, bullying by superiors was found to have a stronger influence on intention to leave compared to the influence by colleagues. This form of negative act does not only affect the victims. A quantitative study's result revealed that one out of four of those who experienced bullying in workplace or witness the bullying tends to develop the intention to leave their organization or actually leaving it

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO LEAVE

(McCorkle & Reese, 2009). Goodwin's (2008) quantitative study on workplace bullying found that five out of eight respondents who experienced bullying actually left the organization as a result of workplace bullying. One of the respondents in the study stated that half of the department (including the respondent) are said to have the thought or intention to leave their job (Goodwin, 2008).

Overall, these studies indicate that workplace bullying has been an issue in different profession in different countries. Additionally, it was found that workplace bullying predicts intention to leave, regardless of their age and gender (Glambek et al., 2014). From all of the studies reviewed, it can be hypothesized that workplace bullying is positively related to intention to leave. The increase in duration of exposure to workplace bullying will give rise to an employee's tendency to leave (Simons, 2008). Similarly, Hogh et al. (2011) posited that the continuous exposure to workplace bullying could increase one's intention to leave.

2.3 Workplace bullying on stress and anxiety

Both stress and anxiety may share certain similarity. However, both of these psychological distresses are define differently. According to Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-V), stress is a response to an immediate threat in a situation while anxiety is an anticipation of future threat (American Psychiatric Association, 2013). Additionally, anxiety is an emotion characterized by worried thoughts, feelings of tension and physical changes. Meanwhile, stress is defined as a condition in which an

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO LEAVE

individual is aroused and made anxious by an uncontrollable aversive challenge (Fink, 2016).

Studies have found that workplace bullying is associated with psychological distress; for instance, stress and anxiety (Ciby & Raya, 2014; Namie, 2007; Qureshi et al., 2014). According to Berthelsen et al. (2011) and Magee, Gordon, Caputi, Oades, Reis, and Robinson (2014), those who were exposed to bullying in the workplace were more likely to experience or be more at risk of mental health deterioration. Similarly, workplace bullying was found to increase the level of harm in which will affect the victims' daily functioning (Volk, Dane, & Marini, 2014), for example stress and anxiety. Qureshi, Rasli, and Zaman (2014) also highlighted that long-term bullying in an organization can affect one's physical and mental health negatively as the victim's exposure to repeated or prolonged bullying was assumed to affect his or her belief in justice and fairness, thus creating feeling of loss, which subsequently will affect their mental health (Nielsen, Hetland, Matthesen, & Einarsen, 2012). Furthermore, both witness and victims of workplace bullying would experience poorer mental health as compared to those who do not experience bullying (Magee et al., 2014).

Several studies have looked into the relationship between workplace bullying and stress. The experience of stress was frequently associated with bullying in the context of work (Hoel, Zapf, & Cooper, 2002). A longitudinal study found that bullying in the workplace was linked to a high level of stress that can manifest over the course of two years (Grynderup et al., 2016). In addition, there is no reverse causation between stress and workplace bullying after two years later, thus proving that exposure to workplace bullying is an

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO LEAVE

antecedent factor in the relationship. Similarly, a longitudinal study carried out in Japan by Taniguchi, Takaki, Hirokawa, Fujii, and Harano (2016) and study on a manufacturing company in Chennai, India (Rajalakshmi & Gomathi, 2015) shared similar results. Additionally, factors such as heavy workload or time pressure, which are part of workplace bullying, were found to be the contributors of stress (Mosadeghrad, 2013). Furthermore, Taniguchi et al. (2016) and Berthelsen et al. (2011) stated that victims who experienced bullying had higher odds of developing stress than those non-bullied employees. This is because the increase of workplace bullying directly affects the stress level of employees (Rajalakshmi & Gomathi, 2015). A recent study was conducted by Attell, Brown, and Treiber (2017) which focused on workplace bullying and adverse health outcomes (stress, anxiety and hopelessness). The results of the study revealed that a positive relationship exists between workplace bullying and psychological distress, in which stress had a slightly greater effect than anxiety and hopelessness (Attell et al., 2017). As a result, when the exposure to workplace bullying increases, it tends to lead to more severe stress symptoms as compared to other stress situations experienced within the organization (Hauge, Skogstad, & Einarsen, 2010).

Past studies had also explored the association between workplace bullying and anxiety. Einarsen and Nielsen (2015) found that workplace bullying predicts psychological distress, for instance, anxiety, even after five years later. Likewise, a study on different countries shared similar results as well. In a longitudinal study on Spanish employees, it was found that workplace bullying too had a positive impact on anxiety (Rodriguez-Munoz, Moreno-Jimenez, & Sanz-Vergel, 2015). The study stated that the exposure to

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO LEAVE

bullying had significant link to the manifestation of anxiety (Einarsen & Nielsen, 2015). Hauge et al.'s (2010) study stated that workplace bullying is the strongest predictor of anxiety as compared to other job stressors (i.e. depression) investigated by them. In addition, exposure to bullying may lead to anxiety in the short term, and may lead to severe anxiety in the long run (Hauge et al., 2010). Thus, bullying can lead to higher level of anxiety, which may then negatively affect the victims' situation or even their perception of work situation (Rodriguez-Munoz et al., 2015). It was stated that those who experienced workplace bullying reported higher levels of anxiety (Quine, 2001).

Taken together, the present study hypothesized that workplace bullying was significantly related to the increase of both stress and anxiety. This is because past studies have also proven that victims of workplace bullying still suffer from adverse symptoms such as stress and anxiety even after a prolonged period of time. As victims of workplace bullying tend to experience more psychological (i.e., stress), psychiatric (i.e., anxiety) and psychosomatic health complaints (Duru, Ocaktan, Celen, & Orsal, 2017).

2.4 Stress and anxiety on intention to leave

Intention to leave has been an issue in many organizations. Higher level of stress and anxiety experienced by the employees were found to increase one's desire to leave the organization (Suarthana & Riana, 2016). When employees experienced poor mental health due to work experience, they were more likely to consider or think of leaving the organization that they are working. For younger employees, a study found that they have a stronger

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO LEAVE

intention to leave when they experience stress (Zhang, Punnett, & Gore, 2014). According to Zhang et al. (2014), younger employees might not be able to cope with the amount of stress from their working environment. However, Wu et al.'s (2012) research showed that employees who experienced stress at work would often lead to turnover, regardless of their age. Thus, it could be argued that the relationship between stress and turnover happens in all age group, rather than among younger employees.

An explanatory study on stress and turnover intention was carried out on teachers in China (Liu & Onwuegbuzie, 2012). From the quantitative results, they found that 40.4% of the teachers considered leaving their profession and 38.2% of them experienced a high level of stress. In addition, it is revealed that the main source of energy that fuels turnover intention was the high level of stress experienced by these Chinese teachers. Similar studies conducted on hotel employees (Suarthana & Riana, 2016) and nurses (Chiang & Chang, 2012; Wu et al., 2012) further enforced the connection between high level of stress and turnover intention.

Furthermore, anxiety is found to be associated with turnover intention. Those who experienced a high level of anxiety were more likely to consider leaving their jobs, and actually quitting their job (Vanderpool, & Way, 2013). Similarly, a study on civil employees found that those who experienced anxiety at work were more likely to consider or think of leaving their job (Spector & Jax, 1991). Furthermore, Zhang et al.'s (2014) study stated that employees developed a tendency or intention to leave as a protective coping strategy to keep them from going through further distress.

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO LEAVE

Overall, all studies reviewed above support the hypotheses that both stress and anxiety do play a role in influencing turnover intention. Thus, it can be assumed that higher level of stress and anxiety to be related to higher level of intention to leave.

2.5 Self-Determination Theory and Workplace Bullying

Self-determination theory (SDT; Ryan, & Deci, 2008) focuses on an individual's motivation toward growth, vitality, and psychological well-being (Trepanier, Fernet, & Austin, 2016). Self-determination theory posits two forms of motivation, which are autonomous motivation and controlled motivation (Trepanier, Fernet, & Austin, 2012). Autonomous motivation involves how the person performs with a full sense of choice, while controlled motivation involves the individual engaging in task as a result of internal pressure, external pressure or both (Gillet, Fouquereau, Lafreniere, & Hughbaert, 2016). According to Kuvaas, Buch, Gagne, Dysvik, and Forest (2016), individuals who encountered environmental situation or structures that made them feel controlled or pressured are likely to decrease in autonomous motivation. Thus, negative factors in the workplace environment are hypothesized to lead to maladaptive outcomes (Trepanier et al., 2016), such as intention to leave or developing psychological distress, as a result of the lack of psychological needs.

According to Trepanier, Fernet, and Austin (2013), social environment plays an important role in the satisfaction of psychological needs. As social environment could encourage or hinder ones' optimal functioning by facilitating or preventing the satisfaction of their psychological needs. For

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO LEAVE

instance, those who undergo or experience positive work environments are found to lead to positive outcomes, while those who experienced negative social factors in their work environment are hypothesized to experience maladaptive outcomes (Trepanier et al., 2016). Moreover, unfavorable job characteristics are found to prevent the satisfaction of employees' psychological needs (Trepanier et al., 2013). A recent study conducted showed that another manifestation of workplace bullying was in the form of stifling restrictions. They were forced to follow rules to the letter without any room for autonomy or room to express them. The study also reported that victims of such bullying in the workplace feel the lack of support among coworkers and inability to relate to others (Goodboy, Martin, & Bolkan, 2017).

Therefore, when an individual experiences decrease in motivation due to negative events from work environment, such as workplace bullying, it is hypothesized to lead to inappropriate outcome (Trepanier et al., 2016), such as psychological distress and intention to leave their organization. On the basis of the SDT and past findings of the relationship among the four variables, it is hypothesized that workplace bullying increases intention to leave indirectly through stress and anxiety, respectively.

CHAPTER 3

METHODOLOGY

3.1 Research Design

This research is quantitative in nature where findings are mainly the product of statistical summary and analysis. A cross-sectional survey design was used for this research. The information was gathered using self-report questionnaires through an online platform, known as Qualtrics.

3.2 Participants

The inclusion criteria were individuals who were currently working in Malaysia with a minimum of one year full-time working experience. According to the report posted by the Department of Statistics Malaysia in October 2017, there is a total of 15.09 million of labor force available in Malaysia. Krejcie and Morgan (1970) provided a table to determine the sample size needed to be a representative of a given population. According to Krejcie and Morgan (1970), if the number of population is either 1 million or above, a total sample size of 384 is needed for the research. All professions were targeted because past studies have shown that most professions are prone to workplace bullying (Ciby & Raya, 2014; Lee et al., 2014; Marcello, 2010). Participants were recruited through convenience sampling and snowball sampling method. A total of 473 responses were obtained. After filtering out the responses, a total of 384 participants were retained for further analysis. A total of 89 responses were filtered due to incomplete responses (e.g., did not

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO LEAVE

complete at least two sections of the survey) and participants do not fulfill the requirement of the study, for instance, undergraduates or part-time workers.

3.3 Measurements

Four instruments were used in order to obtain information for workplace bullying, stress, anxiety, and intention to leave.

3.3.1 Workplace bullying. Workplace bullying was assessed by the Negative Act Questionnaire- Revised (NAQ-R; Einarsen, Hoel, & Notelaers, 2009), which consisted of 22 items (see Appendix C). Sample items are “Being given tasks with unreasonable or impossible targets or deadline”, and “Being exposed to an unmanageable workload”. NAQ-R was used to indicate the degree of respondent exposed to bullying in workplace during the past six months. The items are evaluated using a five-point Likert scale (1 = Never, 2= Now and then, 3 = Monthly, 4 = Weekly, 5 = Daily). A total score is obtained from summing the scores of the 22 items, which a higher score indicates a greater exposure to bullying. Cronbach’s alpha of NAQ-R in this study was .95, which indicates high internal consistency.

3.3.2 Intention to leave. Intention to leave was measured through the three-item questionnaire developed by Sjørberg and Sverke (2000). The items are “I am actively looking for other jobs”, “I feel that I could leave this job”, and “If I was completely free to choose, I would leave this job” (see Appendix D). Items are measured using a five-point Likert scale (1 = Strong disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree). The score obtained

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO LEAVE

from all the three items were added up to produce the total score, where a higher score indicates a greater intention to leave their workplace. The scale was found to have a good internal consistency ($\alpha = .86$).

3.3.3 Stress. Stress was measured using the Perceived Stress Scale (PSS; Cohen, 1994). PSS is used to measure the perception of one's stress. The questionnaire consists of 10 items (see Appendix E) which are rated on a five-point Likert scale (0 = Never, 1 = Almost never, 2 = Sometimes, 3 = Fairly often, 4 = Very often). This scale consists of four items that require reverse scoring, which were item 4, 5, 7 and 8. The scores from the items were summed up to produce the total score in the range of 0 to 40, in which higher scores indicate a greater vulnerability toward stress. The Cronbach's alpha of the scale was .78.

3.3.4 Anxiety. Anxiety was measured using the Beck Anxiety Inventory (BAI; Beck, Epstein, Brown, & Steer, 1988). BAI consists of 21 self-report item (see Appendix F) to indicate the severity of symptoms of anxiety. Items are measured using a four-point Likert scale (0 = Not at all, 1 = Mildly, 2 = Moderately, 3 = Severely). The total score was obtained by summing up all the items, a higher score indicates a higher level of anxiety. The scale was found to have a high internal consistency ($\alpha = .94$).

3.4 Procedure

The survey was administered using an online survey platform, known as Qualtrics. The participants were recruited through convenience sampling

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO LEAVE

and snowball sampling. An e-mail was first sent to the researcher's relatives, friends, and family. The e-mail consisted of information of the study, informed consent, and a link to the questionnaire. Respondents were required to read the inform consent and instruction in detail before answering the questionnaire. After completing the survey, respondents were requested to circulate the e-mail to their peers, colleagues, relatives or others who fulfilled the requirement of the survey. The snowballing continued until the target sample size was met. All information regarding the participants' remains confidential and anonymous in order to protect the participants' identities (Fouka & Mantzourou, 2011).

3.5 Statistical analysis

To analyze the data, the program Statistical Program for Social Science (SPSS) 20.0 was used. Descriptive statistics such as mean and standard deviation was used to analyze the participants' demographic information. After that, internal consistency of each instrument was examined using Cronbach's alpha coefficient.

Pearson correlation was used to test for hypothesis 1a, 1b, 1c, 2a and 2b in order to analyze the relationship between each variable. For hypothesis 1 and 2, mediation analysis was conducted using the PROCESS macro for SPSS (Model 4, Hayes, 2015) to examine the direct and indirect pathway through which workplace bullying transmits its effect on intention to leave through stress and anxiety. According to Hayes (2013), the indirect effect quantifies the effect of predictor variable (X) on the outcome variable (Y) through the mediator (M). By referring to the confidence interval of the indirect effect, if

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO LEAVE

the value is different from zero, it is consistent with the mediation. As shown in the Figure 3.1, the indirect effect of workplace bullying on intention to leave through stress is shown as a_1b_1 , the indirect effect of workplace bullying on intention to leave through anxiety is shown as a_2b_2 , the direct effect of workplace bullying on intention to leave is symbolize as c' while the total effect obtained by $c' + a_1b_1 + a_2b_2$.

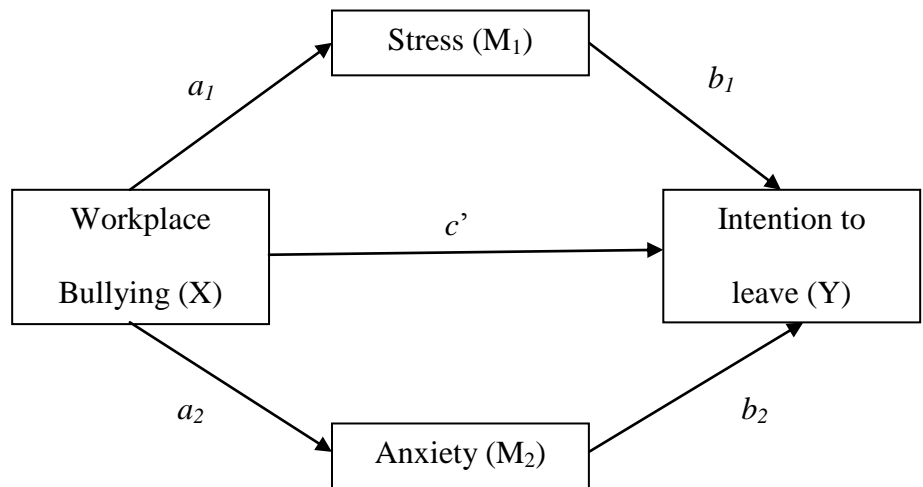


Figure 3.1: Statistical Diagram for the Proposed Model of the Study

CHAPTER 4

RESULT

4.1 Pilot Study

A pilot study was conducted on 31 working individuals to assess the feasibility of the study and the reliability of the measures. The participants were recruited through convenience sampling method and answered the online survey. According to the result of the pilot study, Cronbach's alpha of Negative Act Questionnaire-Revised (NAQ-R) is .950. For Turnover Intention Scale (TIS), the Cronbach's α was .913. For Perceived Stress Scale (PSS), the Cronbach's alpha was .737, meanwhile the Cronbach's α of Beck Anxiety Inventory (BAI) was .957. According to Pallant (2011), Cronbach's alpha of a scale above .70 indicates that the scales are high reliability. Furthermore, the mediation analysis showed that the indirect effect of workplace bullying to intention to leave through stress was statistically significant, $B = 0.053$, 95% CI (0.0125, 0.1192).

4.2 Descriptive Analysis

A total of 384 people participated in this study with the age ranging from 20 to 66 years. There were 259 participants with age ranged from 20 to 34 years (67.4%), 79 participants with ages ranged from 35 to 50 years (20.6%), while 46 participants with the age above 51 years (12.0%). The average age of the participants was 33.2 years ($SD = 10.49$). In this study, 199 participants were female (51.8%) while 185 participants were male (48.2%).

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO LEAVE

In this study, 324 participants were Chinese (84.4%) followed by 30 participants who were Malay (7.8%), 18 participants who were Indian (4.7%), and 12 participants who were others (3.1%).

A Pearson correlation was used to examine the correlation among the variables. All variables were positively correlated with one another (refer to Table 4.1). The relationship between workplace bullying and anxiety was the highest, $r = .516$, $n = 323$, $p < .01$, while the relationship between anxiety and intention to leave was the lowest, $r = .336$, $n = 349$, $p < .01$.

Table 4.1

Workplace Bullying, Intention to Leave, Stress, and Anxiety: Correlations and Descriptive Statistics (N = 384)

Variables	1	2	3	4
1. Workplace Bullying	-			
2. Intention to leave	.383**	-		
3. Stress	.357**	.366**	-	
4. Anxiety	.516**	.336**	.342**	-
<i>M</i>	41.65	8.83	19.35	15.58
<i>SD</i>	17.14	3.40	5.65	11.49

Note: ** $p < .01$, *M* = mean, *SD* = standard deviation

4.3 Inferential Analysis

4.3.1 Normality test

According to Ghasemi and Zahediasl (2012), normality test has to be conducted as the statistical test's validity depends on it. Values are calculated with the formula as followed to calculate the z-score:

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO LEAVE

$$Z_{Skewness} = \frac{Skewness - 0}{SE_{Skewness}} \text{ and } Z_{Kurtosis} = \frac{Kurtosis - 0}{SE_{Kurtosis}}$$

The z-scores were calculated and illustrated in Table 4.2. According to Kim (2013), for sample sizes that are greater than 300, either an absolute skew value is larger than 2 or an absolute kurtosis is larger than 7 may be used as a reference values for determining substantial non-normality. Based on Table 4.1, all variables are normally distributed.

Table 4.2

Skewness, kurtosis and normality test for workplace bullying, stress, anxiety and intention to leave.

Variables	<i>n</i>	Skewness	SE _{Skewness}	Z _{Skewness}	Kurtosis	SE _{Kurtosis}	Z _{Kurtosis}
Workplace bullying	384	1.215	0.138	8.804	1.204	0.274	4.394
Intention to leave		-0.101	0.138	-0.732	-0.915	.274	-3.339
Stress		-0.922	0.138	-6.681	1.751	.274	6.391
Anxiety		0.979	0.138	7.094	1.066	.274	3.891

4.3.2 Mediation Analysis

Mediation analysis using PROCESS SPSS macro (Hayes, 2013) was conducted to examine the indirect effect of workplace bullying on intention to leave through stress and anxiety respectively.

The results showed that workplace bullying was positively correlated to stress $B = .120$, $SE = .0179$, $t = 6.692$, $p < .001$, and intention to leave was positively related to stress, $B = .167$, $SE = .0312$, $t = 5.345$, $p < .001$ (see Figure 4.1). Moreover, workplace bullying had a positive relationship with intention to leave $B = .0513$, $SE = .0118$, $t = 4.345$, $p < .001$. By multiplying stress related to workplace bullying and intention to leave linked to stress,

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO LEAVE

yields the indirect effect, $.120 \times .167 = .0200$. This indirect effect was statistically different from zero, as revealed by a 95% bootstrap confidence interval from .0122 to .0300 that was entirely above zero. The indirect effect of .0200 means that two participants who differ by one unit in their reported workplace bullying are estimated to differ by .0204 unit in their reported workplace bullying as a result of those who experienced workplace bullying were more likely to experience stress (because .120 is positive), which in turn translates into higher intention to leave (because .167 is positive).

On the other hand, workplace bullying had a positive relationship with anxiety $B = .357$, $SE = .0323$, $t = 11.072$, $p < .001$, and intention to leave was not positively related to anxiety $B = .032$, $SE = .0174$, $t = 1.858$, $p = .0641$, to produce indirect effect (refer to figure 4.1. The indirect effect was not statistically different from zero, as revealed by a 95% bootstrap confidence interval from -.004 to .0238 that is between zeros. Therefore, the results supported that workplace bullying had an indirect effect on intention to leave through stress, but the mediating effect of anxiety was not statistically significant.

The direct effect of workplace bullying .0513, was the estimated difference in intention to leave. The direct effect was also statistically significant, $t(314) = 4.35$, $p < .001$, with a 95% confidence interval from .028 to .075. The coefficient was positive, meaning that participants who experience higher degree of workplace bullying but who was equally experiencing stress and anxiety was estimated to be .0513 units higher in his or her reported intention to leave.

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO LEAVE

The total effect of workplace bullying on intention to leave was derived by summing the direct and indirect effects, or by regressing intention to leave on workplace bullying by itself = $.0513 + .0200 + .0115 = .0829$. This effect was statistically different, $t(314) = 8.070$, $p < .001$, with 95% confidence interval from $.0627$ to $.1031$. Two participants who differ by one unit in workplace bullying were estimated to differ by $.0829$ units in their reported intention to leave. The positive sign means that participants who experience higher degree of workplace bullying reports higher intention to leave. In conclusion, there was a decrease in the effect of workplace bullying on intention to leave (from $.0829$ to $.0513$) when stress and anxiety were brought in.

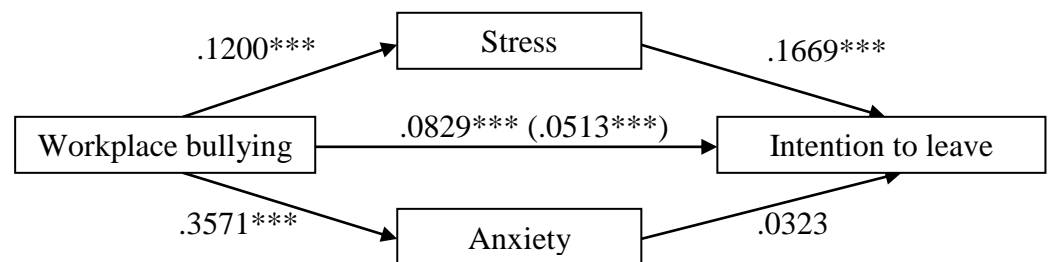


Figure 4.1. Regression coefficient for the relationship between workplace bullying and intention to leave as mediates by stress and anxiety.

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

4.3.3 Additional Analyses

As the mediating role of anxiety was not significant, additional mediation analyses were conducted to further examine the role of stress and anxiety, separately. Specifically, the additional analyses seek to understand and clarify the role of anxiety as a mediator in the relationship between

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO LEAVE

workplace bullying and intention to leave. This is because correlation analysis found that stress and anxiety are correlated and thus the effect of anxiety could be overridden by stress.

Based on the results of the analysis, it was found that workplace bullying was positively related to stress $B = .1194$, $SE = .017$, $t = 7.007$, $p < .001$, stress was positively related to intention to leave $B = .1703$, $SE = .0311$, $t = 5.474$, $p < .001$, and workplace bullying is positively related to intention to leave $B = .0590$, $SE = .0104$, $t = 5.703$, $p < .001$. The indirect effect between workplace bullying and intention to leave through stress = .0203. This indirect effect was statistically different from zero, as revealed by a 95% bootstrap confidence interval from .0125 to .0301 that was entirely above zero.

As for anxiety, the results of the analysis showed that workplace bullying was positively related to anxiety $B = .3577$, $SE = .032$, $t = 11.347$, $p < .001$, anxiety was positively related to intention to leave $B = .0506$, $SE = .0179$, $t = 2.833$, $p < .01$, and workplace bullying is positively related to intention to leave $B = .0646$, $SE = .0119$, $t = 5.427$, $p < .001$. The indirect effect between workplace bullying and intention to leave through anxiety = .0181. This indirect effect was statistically different from zero, as revealed by a 95% bootstrap confidence interval from .0057 to .0313 that was entirely above zero.

Therefore, the results of the additional mediation analyses showed that stress and anxiety mediated the relationship between workplace bullying and intention to leave, respectively. The result of the indirect effect between workplace bullying and intention to leave through anxiety is different compared to the previous analysis. The difference of results may be due to stress having a stronger mediating effect compared to anxiety.

CHAPTER 5

DISCUSSION

The main objective of this study was to examine whether the relationship between workplace bullying and intention to leave is mediated by stress and/or anxiety. It was assumed that employees who are exposed to workplace bullying would develop intention to leave their organization as a result of stress and anxiety. As shown in the present findings, it suggests that employees who are working under the pressure of bullying tend to develop the intention to leave as well as stress and anxiety over a period of time.

According to the past studies, victims of bullying and people who experienced stress or anxiety tend to develop the intention to leave their organization. The present finding is consistent with the past studies. An explanation might be that the victims of workplace bullying develop the tendency to leave as a response to their emotional exhaustion (Geurts, Schaufeli, & Jonge, 1998). Likewise, tendency or intention to leave may be a means of coping from intolerable situations (Hogh, Hoel, & Carneiro, 2011), abusive behavior (Bohle, Knox, Noone, Mamara, Rafalski, & Quinlan, 2017) or to avoid further harassment (Berthelsen et al., 2011). The tendency of leaving may increase, and thus, increase the likelihood of actual turnover (Hogh, Hoel, & Carneiro, 2011). As stated in Aquino and Thau's (2009) study, one of the ways people cope with victimization is escaping the situation, such as quitting or requesting for a transfer within the organization. This negative situation leaves the victims feeling trapped and repressed at work (Trepanier,

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO LEAVE

Fernet, & Austin, 2016) which will foster the tendency to leave. Hence, workplace bullying is related with an increased to intention to leave.

When individuals are exposed to workplace bullying, they tend to experience stress and anxiety. This is because workplace bullying creates an atmosphere that gives rise to negative emotions (Duru, Ocktan, & Orsal, 2017). The victims of workplace bullying tend to develop psychological distress (e.g., stress or anxiety) as their perceptions toward the work environment have changed towards danger, threat, insecurity, and self-questioning (Nielsen, Hetland, Matthiesen, & Einarsen, 2012). Quine's (2001) study on bullied nurses stated that the victims had a less positive perception towards the working climate compared to those non-bullied nurses. The victims would find themselves in a situation in which they feel that the workplace is no longer sustainable (Hoel, Zapf, & Cooper, 2002). The victims would then compare the situation to the standards they hold (Glambek, Matthiesen, Hetland, & Einarsen, 2014) and dissatisfaction may occur (Liu & Onwuegbuzle, 2012). When individuals perceived themselves as being treated unfairly or exposed to negative behaviors that are not experienced by others, this would fuel a deep sense of doubt about their workplace (Hauge, Skogstad, & Einarsen, 2010). Eventually, the victims would begin to question themselves on whether it is advisable or even wise to stay (Berthelsen, Skogstad, & Einarsen, 2011). Thus, intention to leave may be used by the employees as one of the coping strategies (Begley, 1998). This form of problem-focused strategies aims to change the situation by getting rid of the source of stress (Aquino & Thau, 2009) or to minimize the effect of stress (Begley, 1998) and anxiety. Mxenge, Dywill, and Bazana (2014) also mentioned that when an individual experienced an increase

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO LEAVE

in their level of stress, they are more likely to leave their stressful position. Such interpretation is supported by the present findings, where workplace bullying affects stress and anxiety, thereby affecting their tendency to leave.

In line with the Self-determination theory (SDT), those who undergo or experience negative social factors in the work environment are hypothesized to experience maladaptive outcomes (Trepanier et al., 2016). It is conceptualized that the victims perceived themselves as being powerless against the bullying in workplace (Trepanier, Fernet, & Austin, 2016). According to Hauge, Skogstad, and Einarsen (2007), the victims or targets of bullying viewed their work condition as less favorable compared to those non-bullied employees. This would result in the bullied individual to experience higher stress and feeling of low self-esteem (Strandmark, 2013). The negative affectivity may adversely affect a person's way of viewing their life (Tziner, Rabenu, Radomski, & Belkin, 2015) as they tend to concentrate on the negative aspects of themselves or others (Aquino, Grover, Bradfield, & Allen, 1999). That is, by explaining that those who experienced bullying in their work environment may experience stress, anxiety and even the thoughts of quitting their job. This is supported by Hoel, Zapf, and Cooper's (2002) study, where the victims of bullying develop the intention to quit as a response to their health situation. Moreover, Quine (2001) also explained that bullying in the workplace does lead to the rise of psychological distress and a tendency to leave the job. This is because when exposed to negative behavior (e.g. workplace bullying), the victims experienced greater psychological distress and tendency to leave (Trepanier et al., 2012).

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO LEAVE

The present study shows that workplace bullying has both direct and indirect effects on intention to leave. The current study revealed an unexpected result. In the mediation analysis, anxiety was found not to be related to intention to leave, regardless of the result of the variables being correlated in the Pearson correlation test. An additional mediation analysis was carried out to further look into the factor by separating the mediator into two different tests. Surprisingly, the results revealed that both stress and anxiety mediate the relationship between workplace bullying and intention to leave independently. An assumption can be made is that stress has a stronger indirect effect compared to anxiety in this relationship. Considering that victims of workplace bullying have a higher tendency to leave as a result of stress rather than anxiety.

Therefore, the mediation analysis suggested that both stress and anxiety are mechanisms through which workplace bullying encourage employees to develop the tendency to leave. These results support the existing studies highlighting the contribution of workplace bullying to stress (Grynderup et al., 2016; Hauge, Skogstad, & Einarsen, 2010; Taniguchi et al., 2016) and anxiety (Rodriguez-Munoz et al., 2015; Quine, 2001), and provide new evidence to the potential mechanisms of workplace bullying and intention to leave.

5.1 Limitations and Direction for Future Studies

There are limitations in this study that need to be addressed. First of all, all the data obtained in this study was collected using self-reports. According to Podsakoff et al. (2003), individual may be influenced by their feelings or emotion when answering the questionnaires. For instance, individuals who experience high negative affectivity tend to consider themselves or things around them in generally negative terms. Despite that, the self-report questionnaire was found to be more reliable and realistic as individuals tend to directly provide what comes into their mind. In addition, it is more practical to collect preliminary evidence to examine if the relationships between variables exist, before looking into a more complex and expensive research (Bohle et al., 2017). In future research, data collection should consider focusing on one particular department or company to help justify the information reliability. Moreover, a qualitative case study is suggested to further explore and understand how stress plays a role in mediating the relationship between workplace bullying and stress, as well as addressing the biases in the present study caused by using common method (i.e., self-report).

Second, the present study used cross-sectional design. The limitation of this design is that the study is unable to provide an inference in regarding the causal relationship among the variables. Therefore, a longitudinal research method may provide a more thorough and profound evidence of information on what is being researched on. Additionally, bullying is a long-lasting and gradually escalating process (Glambek et al., 2014). A research that looks into a longer time interval may provide a better insight on how the relationships among the variables change over a longer period of time.

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO LEAVE

Next, the present study only focused on two mediators (i.e., stress and anxiety). There may be other variables that could mediate the relationship between workplace bullying and intention to leave. Thus, future research may consider looking into other variables, such as burnout and job satisfaction. Yeun and Han (2016) stated in their study that both workplace bullying and burnout have a direct effect on turnover intention. Meanwhile, it was found that workplace bullying is negatively related to job satisfaction (Carroll & Lauzier, 2014). Additionally, a meta-analysis result stated that the relationship between job satisfaction and intention to leave was consistently negative (Hellman, 1997). Examining the role of these potential mediators would help to provide additional insight into the mechanisms of the relationship between workplace bullying and intention to leave.

Last but not least, the usage of non probability sampling method, such as convenience sampling method and snowball sampling method has its own limitations. By using non-probability sampling method, generalizability of the findings is limited because the samples may over- or under-represent of the population. This means that the results may be biased as it is difficult to know how well the respondents represent the population that is focused on. However, this study focuses on any working adult that has a year of full-time working experience. Therefore, by using non-probability sampling method, it will be faster and cheaper compared to probability sampling method. However, in future probability sampling should be considered to avoid such bias.

5.2 Implication of study

This study expands our understanding on the negative impact of workplace bullying on intention to leave. Specifically, the results provide insights into the role of stress and anxiety in the detrimental effect of workplace bullying on employees' intention to leave in the Malaysian context. The result of the present study provides an understanding that both stress and anxiety do play a role in mediating the relationship between workplace bullying and intention to leave, but stress has a stronger effect compared to anxiety. Moreover, the result provides support on self-determination theory in which, that experience of workplace bullying would lead to maladaptive outcomes.

Based on the result of the present study, it is very important to focus on preventive measures against the occurrence of workplace bullying in the very first place, and not only attend to its immediate effect, including stress and anxiety. According to Quine (2001), workplace bullying is acknowledged as a workplace risk by the Health and Safety Executive (1995) in their guide *Stress at Work*. The guide recommends employers to provide an effective system to deal with bullying. According to the guide, organizations are advised to develop anti-bullying policies and active steps should be taken in preventing bullying behavior from occurring in the workplace. The anti-bullying policies should have clear guidelines and procedures to manage workplace bullying, and it should be constantly reviewed in order to improve the approaches (Magee, Gordon, Caputi, Oades, Reis, & Robinson, 2014). Additionally, apart from providing policies on workplace bullying, an effective feedback systems

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO LEAVE

and performance appraisal with genuine confidentiality of feedback could also help to put a stop to the bullying behavior (Bentley et al., 2009).

Moreover, organizations should take workplace bullying seriously, as it has a considerable amount of impact on both organization and targeted victim, especially when workplace bullying is related to turnover intention. Both bullying and intention to leave have been identified as problematic and costly issues in an organization (Bohle et al., 2017). The results of the present study could pinpoint areas of focus to help organization that are experiencing an increased rate of turnover intention due to workplace bullying. Therefore, for an organization that had taken preventive measures for workplace bullying, they can also attempt to reduce the level of stress and anxiety. Considering that the present findings provide preliminary evidence that intervention to reduce stress and anxiety may have beneficial effects on reducing intention to leave. As shown in the result, stress may play a stronger role in mediating the relationship between workplace bullying and intention to leave. Thus, organization can reduce the impact of bullying on intention to leave by decreasing the level of stress. For example, organizations could also conduct stress reduction or management training to employees to reduce the effect of workplace bullying on intention to leave. When the victims are able to cope with their distress, this will lower their tendency of leaving the job.

Additionally, counseling can be provided to those who has the tendency to leave the organization or those who experienced workplace bullying (Berthelsen, Skogstad, & Einarsen, 2011). Counseling allows the victims to express their thoughts and feelings more freely. Counseling can also provide emotional support for the victims and help to diminish their negative beliefs

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO LEAVE

and expectations. In addition, during the counseling session, the counselor may provide therapy for treating the emotional harm caused by workplace bullying, for instance, reducing stress. By reducing stress it can result in better psychological health as well as lower the tendency to quit their job.

CHAPTER 6

CONCLUSION

The present study has helped to deepen our understanding on the connection existing between workplace bullying, stress, anxiety, and intention to leave. Based on the result of the findings, both stress and anxiety can be posited to have an indirect effect on the employees who developed the intention to leave due to workplace bullying. It can be inferred that the victims develop the tendency to escape the situation as a way to avoid exposure to further distress, for instance, stress and anxiety. This situation can be harmful to organizations as turnover is viewed as a very costly subject. Organizations have a lot to profit financially by preventing and managing workplace bullying (Magee et al., 2014). Therefore, preventive measures, such as developing anti-bullying policies, or treatment (i.e., stress reduction training) should be taken first. Additionally, according to the results, the study implies that workplace bullying exists in Malaysia's working culture. As mentioned previously, workplace bullying can be harmful to the organization as well as the individual themselves. Thus, this subject should be further looked into and understood thoroughly to increase awareness among local citizens and to expand the researchers' understanding regarding this subject.

Overall, the outcome of the study supports the self-determination theory. For instance, the experience of bullying in the workplace may develop the tendency to leave as well as stress and anxiety. In conclusion, employees who

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO LEAVE

experience workplace bullying would lead to maladaptive outcomes, for instance stress, anxiety and intention to leave.

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Appendix A

Participants Information Sheet (PIS)

UNIVERSITI TUNKU ABDUL RAHMAN
Faculty of Art and Social Science
Department of Psychology

INFORMED CONSENT

I am a postgraduate student in Master of Psychology (Industrial and Organizational Psychology) from Universiti Tunku Abdul Rahman (UTAR). Currently, I am conducting a research for my thesis entitled “**The mediating effect of anxiety and stress in the relationship between workplace bullying and intention to leave**”. The following will provide you with information about the research that will help you in deciding whether or not you wish to participate. If you agree to participate, please be aware that you are free to withdraw at any point.

This questionnaire consists of two sections. In Section A, it refers to respondents' demographic information. In Section B, it consists of questions that are related to the research paper's independent variables and dependent variables.

In this study you are required to fill in your responds by selecting the choices that are provided. This questionnaire may take approximately 20 to 30 minutes to finish it. Your answer will be kept PRIVATE and CONFIDENTIAL. It is solely use for academic study and purposes.

Requirement:

You are required to have a minimum of one year full-time working experience in Malaysia.

If you do not fulfill the requirement, please do not answer the questionnaire.

If there is any further questions concerning this study please feel free to contact me through my e-mail: Lai Pei Zhi at marcuslai11@gmail.com

Thank you for your cooperation.

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO
LEAVE

Appendix B

Demographic Question

Age: _____

Race:

Malay () Indian () Chinese () Others ()

Gender:

Male () Female ()

Profession: _____

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO LEAVE

Appendix C

Negative Acts Questionnaire-Revised (NAQ-R)

The following behaviours are often seen as examples of negative behaviour in the workplace. Over the last six months, how often have you been subjected to the following negative acts at work? Please circle the number that best corresponds with your experience over the last six months:

1 Never	2 Now and then	3 Monthly	4 Weekly	5 Daily
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1) Someone withholding information which affects your performance	1	2	3	4	5
2) Being humiliated or ridiculed in connection with your work	1	2	3	4	5
3) Being ordered to do work below your level of competence	1	2	3	4	5
4) Having key areas of responsibility removed or replaced with more trivial or unpleasant tasks	1	2	3	4	5
5) Spreading of gossip and rumours about you	1	2	3	4	5
6) Being ignored or excluded (being 'sent to Coventry')	1	2	3	4	5
7) Having insulting or offensive remarks made about your person (i.e. habits and background), your attitudes or your private life	1	2	3	4	5
8) Being shouted at or being the target of spontaneous anger (or rage)	1	2	3	4	5
9) Intimidating behaviour such as finger-pointing, invasion of personal space, shoving, blocking/barring the way	1	2	3	4	5
10) Hints or signals from others that you should quit your job	1	2	3	4	5
11) Repeated reminders of your errors or mistakes	1	2	3	4	5

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO LEAVE

12) Being ignored or facing a hostile reaction when you approach	1	2	3	4	5
13) Persistent criticism of your work and effort	1	2	3	4	5
14) Having your opinions and views ignored	1	2	3	4	5
15) Practical jokes carried out by people you don't get on with	1	2	3	4	5
16) Being given tasks with unreasonable or impossible targets or deadlines	1	2	3	4	5
17) Having allegations made against you	1	2	3	4	5
18) Excessive monitoring of your work	1	2	3	4	5
19) Pressure not to claim something which by right you are entitled to (e.g. sick leave, holiday entitlement, travel expenses)	1	2	3	4	5
20) Being the subject of excessive teasing and sarcasm	1	2	3	4	5
21) Being exposed to an unmanageable workload	1	2	3	4	5
22) Threats of violence or physical abuse or actual abuse	1	2	3	4	5

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO LEAVE

Appendix D

Turonver Intention Scale (TIS)

The following statement is to measure one's intention to leave.

Please (/) the number that indicates your answer

1= Strongly Disagree

2= Disagree

3= Neutral

4=Agree

5=Strongly Agree

Items	1	2	3	4	5
I am actively looking for other jobs.					
I feel that I could leave this job.					
If I was completely free to choose I would leave this job					

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO LEAVE

Appendix E

Perceived Stress Scale-10 (PSS-10)

The questions in this scale ask you about your feelings and thoughts **during the last month**.

In each case, you will be asked to indicate by circling *how often* you felt or thought a certain way.

<p>0 = Never 1 = Almost Never 2 = Sometimes 3 = Fairly Often 4 = Very Often</p>
--

0 = Never 1 = Almost Never 2 = Sometimes 3 = Fairly Often 4 = Very Often

1	In the last month, how often have you been upset because of something that happened unexpectedly?	0 1 2 3 4
2	In the last month, how often have you felt that you were unable to control the important things in your life?	0 1 2 3 4
3	In the last month, how often have you felt nervous and “stressed”?	0 1 2 3 4
4	In the last month, how often have you felt confident about your ability to handle your personal problems?	0 1 2 3 4
5	In the last month, how often have you felt that things were going your way?	0 1 2 3 4
6	In the last month, how often have you found that you could not cope with all the things that you had to do?	0 1 2 3 4
7	In the last month, how often have you been able to control irritations in your life?	0 1 2 3 4
8	In the last month, how often have you felt that you were on top of things?	0 1 2 3 4
9	In the last month, how often have you been angered because of things that were outside of your control?	0 1 2 3 4
10	In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	0 1 2 3 4

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO LEAVE

Appendix F

Beck Anxiety Inventory (BAI)

Below is a list of common symptoms of anxiety. Please carefully read each item in the list. Indicate how much you have been bothered by that symptom during the past month, including today, by circling the number in the corresponding space in the column next to each symptom.

	Not At All	Mildly but it didn't bother me much	Moderately- it wasn't pleasant at times	Severely – it bothered me a lot
Numbness or tingling				
Feeling hot				
Wobbliness in legs				
Unable to relax				
Fear of worst happening				
Dizzy or lightheaded				
Heart pounding/racing				
Unsteady				
Terrified or afraid				
Nervous				
Feeling of choking				
Hands trembling				
Shaky/Unsteady				
Fear of losing control				
Difficulty in breathing				
Fear of dying				
Scared				
Indigestion				
Faint				
Face flushed				
Hot/cold sweats				

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO LEAVE

Appendix G

Descriptive Analysis

Race

	Frequency	Percent	Valid Percent	Cumulative Percent
Malay	30	7.8	7.8	7.8
Indian	18	4.7	4.7	12.5
Valid Chinese	324	84.4	84.4	96.9
Others	12	3.1	3.1	100.0
Total	384	100.0	100.0	

Age

	Frequency	Percent	Valid Percent	Cumulative Percent
20	1	.3	.3	.3
21	1	.3	.3	.5
22	2	.5	.5	1.0
23	11	2.9	2.9	3.9
24	33	8.6	8.6	12.5
25	75	19.5	19.5	32.0
26	26	6.8	6.8	38.8
27	17	4.4	4.4	43.2
28	23	6.0	6.0	49.2
Valid 29	9	2.3	2.3	51.6
30	28	7.3	7.3	58.9
31	8	2.1	2.1	60.9
32	10	2.6	2.6	63.5
33	10	2.6	2.6	66.1
34	5	1.3	1.3	67.4
35	17	4.4	4.4	71.9
36	6	1.6	1.6	73.4
37	5	1.3	1.3	74.7
38	4	1.0	1.0	75.8
39	3	.8	.8	76.6

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO LEAVE

40	7	1.8	1.8	78.4
41	2	.5	.5	78.9
42	5	1.3	1.3	80.2
43	5	1.3	1.3	81.5
44	4	1.0	1.0	82.6
45	4	1.0	1.0	83.6
46	3	.8	.8	84.4
47	4	1.0	1.0	85.4
48	2	.5	.5	85.9
49	2	.5	.5	86.5
50	6	1.6	1.6	88.0
52	1	.3	.3	88.3
53	4	1.0	1.0	89.3
54	3	.8	.8	90.1
55	27	7.0	7.0	97.1
56	4	1.0	1.0	98.2
57	1	.3	.3	98.4
58	4	1.0	1.0	99.5
59	1	.3	.3	99.7
66	1	.3	.3	100.0
Total	384	100.0	100.0	

Gender :

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	185	48.2	48.2	48.2
Valid Female	199	51.8	51.8	100.0
Total	384	100.0	100.0	

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO LEAVE

Appendix H

Pearson Correlation

Descriptive Statistics

	Mean	Std. Deviation	N
TNA	41.65	17.141	351
TTI	8.83	3.399	382
TBA	15.58	11.491	351
TPSS	19.35	5.648	366

Correlations

		TNA	TTI	TBA	TPSS
TNA	Pearson Correlation	1	.383**	.516**	.357**
	Sig. (2-tailed)		.000	.000	.000
	N	351	349	323	336
TTI	Pearson Correlation	.383**	1	.336**	.366**
	Sig. (2-tailed)	.000		.000	.000
	N	349	382	349	364
TBA	Pearson Correlation	.516**	.336**	1	.342**
	Sig. (2-tailed)	.000	.000		.000
	N	323	349	351	342
TPSS	Pearson Correlation	.357**	.366**	.342**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	336	364	342	366

** . Correlation is significant at the 0.01 level (2-tailed).

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO LEAVE

Appendix I

Mediation Analysis

Run MATRIX procedure:

***** PROCESS Procedure for SPSS Release 2.16.1

Written by Andrew F. Hayes, Ph.D.
www.afhayes.com
Documentation available in Hayes (2013).
www.guilford.com/p/hayes3

Model = 4
Y = TTI
X = TNA
M1 = TPSS
M2 = TBA

Sample size
314

Outcome: TPSS

Model Summary

	R	R-sq	MSE	F	df1
df2	p				
	.3543	.1255	29.5802	44.7855	1.0000
312.0000	.0000				

Model

	coeff	se	t	p	LLCI
ULCI					
constant	14.3463	.8034	17.8559	.0000	12.7654
15.9271					
TNA	.1200	.0179	6.6922	.0000	.0848
.1553					

Outcome: TBA

Model Summary

	R	R-sq	MSE	F	df1
df2	p				
	.5311	.2821	95.6235	122.5885	1.0000
312.0000	.0000				

Model

	coeff	se	t	p	LLCI
ULCI					

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO LEAVE

constant	.9417	1.4446	.6519	.5149	-1.9006
	3.7841				
TNA	.3571	.0323	11.0720	.0000	.2936
	.4206				

Outcome: TTI

Model Summary

	R	R-sq	MSE	F	df1
df2					
	.5097	.2598	8.7366	36.2698	3.0000
310.0000	.0000				

Model

	coeff	se	t	p	LLCI
ULCI					
constant	3.1530	.6238	5.0545	.0000	1.9256
	4.3805				
TPSS	.1669	.0312	5.3447	.0000	.1055
	.2284				
TBA	.0323	.0174	1.8582	.0641	-.0019
	.0665				
TNA	.0513	.0118	4.3453	.0000	.0281
	.0746				

***** TOTAL EFFECT MODEL

Outcome: TTI

Model Summary

	R	R-sq	MSE	F	df1
df2					
	.4155	.1727	9.7025	65.1176	1.0000
312.0000	.0000				

Model

	coeff	se	t	p	LLCI
ULCI					
constant	5.5780	.4601	12.1222	.0000	4.6726
	6.4834				
TNA	.0829	.0103	8.0695	.0000	.0627
	.1031				

***** TOTAL, DIRECT, AND INDIRECT EFFECTS

Total effect of X on Y

	Effect	SE	t	p	LLCI
ULCI					
	.0829	.0103	8.0695	.0000	.0627
	.1031				

Direct effect of X on Y

	Effect	SE	t	p	LLCI
ULCI					
	.0513	.0118	4.3453	.0000	.0281
	.0746				

Indirect effect of X on Y

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO LEAVE

	Effect	Boot SE	BootLLCI	BootULCI
TOTAL	.0316	.0069	.0186	.0461
TPSS	.0200	.0045	.0122	.0300
TBA	.0115	.0061	-.0004	.0238
(C1)	.0085	.0082	-.0071	.0252

Partially standardized indirect effect of X on Y

	Effect	Boot SE	BootLLCI	BootULCI
TOTAL	.0092	.0020	.0055	.0132
TPSS	.0059	.0013	.0036	.0087
TBA	.0034	.0018	-.0001	.0069

Completely standardized indirect effect of X on Y

	Effect	Boot SE	BootLLCI	BootULCI
TOTAL	.1582	.0326	.0950	.2240
TPSS	.1004	.0214	.0627	.1471
TBA	.0578	.0300	-.0016	.1179

Ratio of indirect to total effect of X on Y

	Effect	Boot SE	BootLLCI	BootULCI
TOTAL	.3807	.0846	.2232	.5591
TPSS	.2417	.0587	.1448	.3806
TBA	.1390	.0726	-.0066	.2850

Ratio of indirect to direct effect of X on Y

	Effect	Boot SE	BootLLCI	BootULCI
TOTAL	.6148	.2495	.2874	1.2682
TPSS	.3903	.1486	.2056	.8121
TBA	.2245	.1525	-.0077	.6197

Normal theory tests for specific indirect effects

	Effect	se	Z	p
TPSS	.0200	.0048	4.1481	.0000
TBA	.0115	.0063	1.8253	.0680

Specific indirect effect contrast definitions

(C1) TPSS minus TBA

***** ANALYSIS NOTES AND WARNINGS *****

Number of bootstrap samples for bias corrected bootstrap confidence intervals:
10000

Level of confidence for all confidence intervals in output:
95.00

NOTE: Some cases were deleted due to missing data. The number of such cases was:
71

----- END MATRIX -----

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO LEAVE

Appendix J

Additional Mediation Analyses

Run MATRIX procedure:

***** PROCESS Procedure for SPSS Release 2.16.1

Written by Andrew F. Hayes, Ph.D.
www.afhayes.com
Documentation available in Hayes (2013).
www.guilford.com/p/hayes3

Model = 4
Y = TTI
X = TNA
M = TBA

Sample size
321

Outcome: TBA

Model Summary

	R	R-sq	MSE	F	df1
df2	p				
	.5362	.2875	94.0425	128.7442	1.0000
319.0000	.0000				

Model

	coeff	se	t	p	LLCI
ULCI					
constant	.8754	1.4117	.6201	.5357	-1.9021
3.6529					
TNA	.3577	.0315	11.3465	.0000	.2957
.4197					

Outcome: TTI

Model Summary

	R	R-sq	MSE	F	df1
df2	p				
	.4386	.1924	9.5592	37.8726	2.0000
318.0000	.0000				

Model

	coeff	se	t	p	LLCI
ULCI					

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO LEAVE

constant	5.4757	.4504	12.1582	.0000	4.5896
6.3618					
TBA	.0506	.0179	2.8331	.0049	.0155
.0857					
TNA	.0646	.0119	5.4268	.0000	.0412
.0880					

***** TOTAL EFFECT MODEL

Outcome: TTI

Model Summary

df2	R	R-sq	MSE	F	df1
	p				
319.0000	.4147	.1720	9.7697	66.2592	1.0000
	.0000				

Model

	coeff	se	t	p	LLCI
ULCI					
constant	5.5200	.4550	12.1311	.0000	4.6247
6.4152					
TNA	.0827	.0102	8.1400	.0000	.0627
.1027					

***** TOTAL, DIRECT, AND INDIRECT EFFECTS

Total effect of X on Y

ULCI	Effect	SE	t	p	LLCI
	.0827	.0102	8.1400	.0000	.0627
.1027					

Direct effect of X on Y

ULCI	Effect	SE	t	p	LLCI
	.0646	.0119	5.4268	.0000	.0412
.0880					

Indirect effect of X on Y

TBA	Effect	Boot SE	BootLLCI	BootULCI
	.0181	.0064	.0057	.0313

Partially standardized indirect effect of X on Y

TBA	Effect	Boot SE	BootLLCI	BootULCI
	.0053	.0019	.0016	.0090

Completely standardized indirect effect of X on Y

TBA	Effect	Boot SE	BootLLCI	BootULCI
	.0907	.0316	.0282	.1537

Ratio of indirect to total effect of X on Y

TBA	Effect	Boot SE	BootLLCI	BootULCI
	.2187	.0783	.0673	.3806

Ratio of indirect to direct effect of X on Y

TBA	Effect	Boot SE	BootLLCI	BootULCI
	.2799	.1350	.0721	.6145

R-squared mediation effect size (R-sq_med)

WORKPLACE BULLYING, STRESS, ANXIETY, AND INTENTION TO LEAVE

	Effect	Boot SE	BootLLCI	BootULCI
TBA	.0972	.0261	.0529	.1576

Normal theory tests for indirect effect

Effect	se	Z	p
.0181	.0066	2.7387	.0062

***** ANALYSIS NOTES AND WARNINGS

Number of bootstrap samples for bias corrected bootstrap confidence intervals:
10000

Level of confidence for all confidence intervals in output:
95.00

NOTE: Some cases were deleted due to missing data. The number of such cases was:
64

NOTE: Kappa-squared is disabled from output as of version 2.16.

----- END MATRIX -----