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CANKIRI KARATEKIN UNIVERSITY

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MASTER'S THESIS

Ashraf SHAHEEN

Supervisor

Prof. Dr. Aydın BERAHA

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TABLE OF CONTENTS

SCIENTIFIC ETHICS STATEMENT

In the process from the proposal stage to the conclusion of the study titled *Workplace bullying and job performance: Is there a difference with gender ?,* which I prepared as a master's thesis, I carefully followed the academic ethics and rules, that I obtained all the information in the thesis within the framework of academic ethics and tradition, that I prepared in accordance with the rules of writing the thesis. I declare that I cited every citation as a reference and that the works I have benefited from are those shown in the bibliography.

24 / 10 / 2023

Signature

Ashraf SHAHEEN

TEZ KABUL VE ONAY

ÇANKIRI KARATEKİN ÜNIVERSITESI

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

ASHRAF SHAHEEN tarafından hazırlanan *(*workplace bullyıng and job performance: ıs there a dıfference in gender*)* başlıklı bu çalışma 24.10.2023 tarihinde yapılan tez savunma sınavı sonucunda(*oybirliği*) başarılı bulunarak jürimiz tarafından İşletme Anabilim Dalı'nda Yüksek Lisans tezi olarak kabul edilmiştir.

TEZ JÜRİSİ ÜYELERİ (Unvanı ‹Adı ve Soyadı)

Danışman: Doç. Dr. Aydın BERAHA İmza ……...……..

Üye: Prof. Dr. Ela Özkan CANBOLAT İmza ……..

Üye: Doç Dr. Emre Burak Ekmekçioğlu . İmza ……..……..

ONAY

Bu tez ‹Çankırı Karatekin Üniversitesi Sosyal Bilimler Enstitüsü Yönetim Kurulunun 13.10.2023 tarih ve 2023/44-02-A sayılı oturumunda belirlenen jüri tarafından kabul edilmiştir.

Prof. Dr. Coşkun POLAT

Enstitü Müdürü

PREFACE

As 33 years of my life has passed by, a lot of people, acquaintances, friends and close friends have been in and out of my life, and I'd like to think that I have at least learned one thing from each one and each experience, which made me who I'm.

First, I'd like to dedicate this effort, work and thesis to the souls of my beloved parents, may they rest in peace.

second, I'd give a big thank my supervisor, Associate Professor Aydın Beraha, for his cooperation, guiding, help and cheering us along the way with consistent motivation during the few master's years we were student and supervisor. Also, for his genuine and valuable assistance and notes regarding the thesis.

Finally, I want to thank my family and best friends for always believing in me, supporting me, and cheering me on along the way.

26.10.2023

Ashraf SHAHEEN

ABSTRACT

Thesis Title **:** workplace bullyıng and job performance: ıs there a dıfference in gender**.**
Author of the Thesis : Ashraf Shaheen
Supervisor : Prof. Dr. Aydin BERAHA
Department : Business Administration Department
Type of Thesis : Master's
Acceptance Date : 26/10/2023

The primary research question of this thesis study was determined as -Is there a difference in workplace bullying behavior according to gender?- The second question of the research was determined as -Is there a difference in performance according to gender in the workplace?- In the first two parts of the study, a literature review was conducted on workplace bullying and performance variables. In this regard, it is aimed to reveal the psychological elements behind bullying behavior within a theoretical framework. In addition, the literature on performance was scanned and the differences at the individual and organizational levels in performance and performance components were discussed. The empirical part of the study was carried out in Al-Ebdaa, a consultancy company operating in Gaziantep. The bullying scale and the employee-level job performance efficiency scale were used in the research. A survey was conducted with 71 participants by random sampling method, and while determining the extent of the prevalence of bullying forms and behaviors at all administrative levels, it was examined whether workplace bullying differs by gender. The hypotheses developed for workplace bullying and gender relations, as well as performance and gender relations, were tested with t-test. As a result of the research, it was determined that women were bullied more at the workplace, according to the gender variable (male - female). On the other hand, it was determined that there was no significant difference in the level of job performance in the workplace according to the gender variable (male - female).

Keywords: Workplace bullying, productivity, Work performance according to gender.

ÖZET

Thesis Title : işyerinde zorbalık davranışlarında cinsiyetlere göre bir farklılık var mıdır?
Author : Ashraf Shaheen
Supervisor : Doç. Dr. Aydın BERAHA
Department : İşletme
Thesis Type : Yüksek Lisans
Date : **26.20.2023**

Bu tez çalışmasının öncelikli araştırma sorusu -işyerinde zorbalık davranışlarında cinsiyetlere göre bir farklılık var mıdır?- şeklinde belirlenmiştir. Araştırmanın ikinci sorusu ise –işyerinde cinsiyete göre performansta farklılık var mıdır?- şeklinde belirlenmiştir. Çalışmanın ilk iki bölümünde işyerinde zorbalık ve performans değişkenlerine dönük literatür taraması gerçekleştirilmiştir. Bu doğrultuda bilhassa zorbalık davranışının ardındaki psikolojik unsurların teorik çerçevede ortaya konulması amaçlanmıştır. Ayrıca performansla ilgili literatürde taranarak birey ve örgütsel düzeyde performansın farkı ve performans bileşenleri ele alınmıştır. Çalışmanın ampirik kısmı ise Gaziantep'te faaliyet gösteren bir danışmanlık şirketi olan Al-Ebdaa'da gerçekleştirilmiştir. Araştırmada zorbalık ölçeği ile işgören seviyesinde iş performansı verimliliği ölçeği kullanmıştır. Rastgele örnekleme yöntemiyle 71 katılımcıyla anket yapılmış ve tüm idari seviyelerde zorbalık biçimlerinin ve davranışlarının yaygınlığının boyutu belirlenirken, işyerinde zorbalığın cinsiyete göre farklılaşıp farklılaşmadığı incelenmiştir. İşyerinde zorbalık ve cinsiyet ilişkisi ile performans ve cinsiyet ilişkileri için geliştirilen hipotezler t-testi ile test edilmiştir. Araştırma sonucunda işyerinde zorbalığa maruz kalma düzeyinde cinsiyet değişkenine (erkek - kadın) göre, kadınların daha fazla zorbalığa uğradığı belirlenmiştir. Diğer yandan cinsiyet değişkenine (erkek - kadın) göre işyerinde iş performansı düzeyinde anlamlı bir farklılık olmadığı belirlenmiştir.

Anahtar Kelimeler :işyerinde zorbalık , çalışma performansı ,İşyerinde zorbalık ve cinsiyet ilişkisi ile performans.

LIST OF TABLES

Table No: **Page**

LIST OF FIGURES

Figure No: **Page**

INTRODUCTORY FRAME

The study Problem

The problem of the study is summarized by noticing the increasing levels of bullying behaviors in the productive institutions, which negatively affects the productivity, performance of workers, and the nature of work relationships.

The problem was identified by reviewing the theoretical, literature and previous studies related to the issue of bullying, as there is insufficient clarity in the knowledge of what cause the bullying behavior, it's impact on society in general and the organization in particular, so more analytical studies are required. Dermody and smyth (2016).

Bullying behaviors have become a phenomenon and a topic of the current inflamed and most dangerous issues for the present and future of organizations, as it is accompanied by many problems, social costs and repeated financial losses. Monk (2014). As it was found that internal work relationships contribute to employees' sense of job security and dignity, reduce problems of bullying in the workplace, and provide a healthy work environment. Kumar (2013), while. Pitts (2007) Showed that labor relations strategies stress the standardization of dealing with workers, protecting them from any bullying behavior, and protecting employees from being exposed to threats and danger and through the field tours that the researcher made to some facilities and companies in Gaziantep, during which he observed bullying behaviors by supervisors and among workers themselves, he also explored the nature of working relationships between workers and their impact on facing bullying.

Therefore, and through the foregoing, the research problem is summarized by answering the following questions:

1- What is the concept of bullying in the workplace? what are its forms? what is its interpretation from the point of view of psychology? And how does it impact the performance of employees?

2- To what extent are the forms and behaviors of bullying prevalent among managers, their assistants, and employees in the company from their point of view?

3- What are the most important ways and strategies to combat bullying in the workplace?

The Importance of Studying

Bullying behavior is an essential topic as it it`s relatively recent in the field in business administration.

Thus, the current research derives its importance from studying the behaviors of job bullying in its various dimensions (verbal bullying - physical bullying - psychological bullying - cyberbullying) in the company in question and how each of them will affect the employees mentally and physically and thus on their work and performance.

The research results may contribute to planning training programs for managers, their assistants, and employees in companies and laboratories to develop their abilities and skills and teach them methods of confronting bullying behavior in the work environment.

- This research may benefit the concerned and relevant authorities such as factory managers, production companies, and worker's supervisors by identifying the manifestations of bullying and the mechanisms of dealing with it, and the fact that this study provides a clear vision of the phenomenon of bullying, and how to reduce it.

- This study will present a set of suggestions and recommendations that may benefit managers, their assistants, and workers in reducing bullying behavior.

They were paving the way for researchers to complete and expand this type of research and conduct more studies.

Objectives of the Study

This study aims to:

1- Understand the concept of bullying in the workplace and its forms.

2- Studying the theoretical literature on bullying behaviors and identifying the psychological theories that explain this behavior.

3- Studying the impact of workplace bullying on performance from their point of view.

4-study the extent of the prevalence of forms and behaviors of bullying among managers, their assistants, and employees in Gaziantep company.

5-Study of the difference in the level of job performance according to gender (t-test)

6-Study of the difference in the level of workplace bullying according to gender (t-test)

7- Study the most important anti-bullying methods and strategies in the workplace.

8- Suggesting a set of solutions that may benefit managers, their assistants, and workers in reducing bullying behavior.

Research hypothesis

H1: There is no significant difference in job performance level by gender(t-test).

H2: There is no significant difference in bullying in the workplace by gender (t-test).

Study Approach

The Researcher relied on the descriptive analytical approach, which is based on interpreting the current situation of the phenomenon, under studying, researching and determining the dimensions and conditions of the phenomenon, in addition to conducting analysis and interpretation of the data on the phenomenon.

Terminology of study

Workplace bullying:

It is a set of behaviors represented by humiliation and isolation, which the victim faces due to harassment and harm, whether moral, verbal, or physical. Devie (2016).

Occupational bullying is defined as a set of negative behaviors that workers are exposed to in the workplace, including harassment, impatience, poor supervision, and unfair punitive practices. McNamara & Hodgins (2017).

So, we can define bullying as a set of undesirable, recurring, and persistent negative practices against the employees, which expose them to stress, anxiety, low self-esteem, and threaten their physical, psychological, and social health making them unable to achieve the required tasks, therefore compromising the productivity. It is measured by the degree that the individual obtains on the bullying scale that the researcher prepared.

Types of bullying

Verbal bullying:

It is one of the many forms of occupational bullying, and its behavior is represented in insults, mistreatment or threats to employees, violence, false rumors, giving nicknames and names, or giving an ethnic label. Pompeii, Schoenfisch (2015).

Physical bullying:

Is reflected by physical violence, threats of physical force or physical harm, non-meaningful bodily movements, and others. Malik, Björkqvist (2019).

Psychological bullying:

This type of bullying refers to the behavior of unpleasant actions, such as looks and whispers, humiliating employees and devaluing them, and preventing them from engaging in some activities by excluding them. Pompeii, Schoenfisch (2015).

Cyber bullying:

This type reflects placing demeaning things about a person, whether publicly or anonymously, on social media or social sites or chat groups among the staff, including messages, photos, and videos, defaming their reputation, or refusing to validate them through those means. Fatima, Tasneem, (2019).

Previous studies

In the study of (Nabawanuka & Ekmekcioglu, 2022) Workplace bullying and team performance: The mediating role of team psychological contract breach, which aimed to study the relationship between workplace bullying (WPB) and team performance (TP). It also attempted to investigate the mediating role of team psychological contract breach (TPCB) in the relationship between WPB and TP. Design/Methodology/Approach - A multiple source, time-lagged approach was applied at six-week intervals to 64 work teams in 12 different companies in Turkey to test the hypotheses. Linear regression analysis was performed to evaluate the association between variables. Results indicated that WPB leads to negative perceptions of TPCB, which in turn has a negative impact on TP.

and In the study of Yong & Gie (2020) they aimed to identify the relationship between the nurses' personality with care and bullying in the workplace and to indicate the most critical factors that may affect the workplace due to occupational bullying behaviors, which concluded that the strength of the nurses' personality and caring was associated with a lower level of bullying in the workplace, and the results also showed that the factors that affect the workplace are the difference types of bullying (verbal - physical - psychological - and dissatisfaction with nursing).

While in the study of Vukelic et-al (2019), which aimed to identify the effect of occupational bullying behaviors in the workplace on job satisfaction. The study concluded that there is a negative relationship between exposure to occupational bullying behaviors (psychological bullying - physical bullying - verbal bullying) and job satisfaction.

Chirilă (2019) wanted to clarify the phenomenon of bullying in the workplace with its behaviors represented in (reducing the importance - encroaching on employee rights - bad handling) by examining more than one academic paper that dealt with this phenomenon in order to show the differences between the sexes in exposure to acts of bullying in the workplace (occupational bullying).The study found that there are gender differences in exposure to bullying in the workplace, as the women are more likely to be bullied than men in the work environment.

Monk (2014). (Befining and addressing workplace bulling in search of clear definition –a mixed Delphi study) This study aimed to determine a clear meaning of bullying to allow human resource managers to establish laws that limit bullying in the workplace. Different samples were taken from employees in different industries in the United States of America, including 11 human resources managers and 111 managers in other departments of the organization where the study was conducted. The results of the study were that the concept of bullying in the workplace was clarified, in addition to defining this term, raising awareness of its occurrence, guiding employees to get rid of the negative consequences of it, adding laws in organizations to reduce bullying, and educating human resource managers about bullying practices and how to address them.

Keven (2014) reflected the intent of the supervisor to moderate the relationships between abusive supervision and counterproductive work behavior.

As This study showed the effect of employees' impression in the organization due to the bullying that they are subjected to, by supervisors at all levels.

Bullying may be in the form of threats to employees to dismiss them or reduce wages and salaries. Bullying is not free from insulting or assaulting the worker by beating, public screaming, and criticism unjustified.

This study examined the relationship between the prevision. Data were collected in two waves, approximately one month, from 128 full-time employees in the United States. The results showed that internal labor relations reduce abusive behavior by supervisors. The study recommended that all organizations should train and select supervisors with experience and ethics and train them to be leaders in Developing employees, as well as reduce these behaviors that negatively affect the psychology of employees.

Turner`s (2014) study focused on knowing the methods of bullying and behaviors that workers are exposed to by supervisors. A sample was taken of many workers over 18 years old who were working in laboratories and restaurants in the city of Hawaii. Information was collected through face-to-face interviews, assuming 9% of the study population, and the study results were: The presence of bullying used by

supervisors to appear in front of workers. The study determined that one of the most prominent bullying behaviors followed was public yelling at employees, as well as the supervisor’s continuous, unconstructive criticism, which leaves a psychological impact on the employees of the organization, in addition to the denial of the use of resources, not to mention the unjustified pressure.

And in Baker`s (2013) the study aimed to know the executives' dark sides, negative behaviors, and impact. The sample consisted of 11 executives from different industries, and interviews were used. And the result was: Not making rational decisions and not solving everyday problems is the reason for creating conflicts that may develop into aggressive behaviors.

Last we have Kellie L. Maske, Garey C. Durden, Patricia E. Gaynor (2007) study that examined freelanced accountants or self-owned accounting practices by males and females as they developed a questionnaire of 2000 samples half each for males and females, and the answers came over 30% that it used to be dominated by men in the past, then the results indicated that since 1990s till our time the accounting firms owned by women increased by 45% which is an indication that women-owned firms or practices have broken the barriers and their performance is now equal to men.

CHAPTER I

PRODUCTIVITY AND PERFORMANCE OF ORGANIZATIONS

1.1. Introduction

Organizations exist to achieve goals, and in general, any measure of the organization's effectiveness must link its actual performance with the standards it has set.

Thus, it can be said that the success of business organizations is measured by their ability to achieve goals.

With the increasing challenges facing business organizations today in a rapidly changing world, the characteristics of the influential organization have shifted from a traditional organization to a contemporary organization and from an organization that works by trial and error to an educated organization that benefits from its experiences and the experiences of successful organizations. There is no doubt that this shift in the orientation of organizations is based mainly on the quality and characteristics of their human resources, which has led to the increasing importance of management and leadership in achieving their desired goals efficiently and effectively.

The most challenge facing the administration is its inability to exploit the available resources, the most important of which are human resources, and the process of improving productivity is an important indicator that expresses the efficient use of resources and a guarantee of achieving administrative efficiency to achieve the desired goals. Therefore, contemporary institutions need to human resources with a distinct balance of skills.

In recent years, it has been shown that performance management is one of the essential tools to ensure administrative efficiency and effectiveness by creating an environment in which a successful dialogue prevails about work and priorities between employees and the manager. Performance management is considered essential to increase productivity and achieve programmed goals.

1.2. Conceptual Framework Related to Performance Management

The concept and importance of performance management:

Before addressing the definition of the concept of performance management, it requires a review of the concepts associated with them, management and performance:

1.2.1. Management Definition

Despite the different views of writers and researchers on the definition of management, and so that we can become familiar with the meaning of management, we review some common attempts in this regard:

Management is to determine what is required of workers correctly and then ensure that they perform what is required of them in the best way and at the lowest cost. Taylor (1911).

Management is a function whereby policies are drawn up, coordination between production, distribution, and financial activities, design of the project's organizational structure, and final control over all implementation work. Sheldon (1923).

Management means the manager can predict the future, plan accordingly, organize, issue orders, coordinate, and monitor. Fayol (1949).

Management is a social process responsible for effective planning and setting regulations related to project work. Breach (1955).

From the above, a definition of management can be deduced as:

The art of carrying out work effectively and efficiently through planning, organizing, directing, coordinating, controlling and leading the activities of the members of the organization and the optimal use of all the organization's resources to accomplish a specific process or achieve a desired goal.

Management has also been defined as the art of accomplishing everything that individuals require. Art here refers to the necessity of providing practice skills to achieve results that satisfies those who are doing the achievement.

Therefore, it can be said that the activity of management lies in making others make their efforts to achieve what is required of them.

It was also defined as a set of distinct activities directed toward the efficient use and effective use of resources to achieve a specific goal or set of plans.

This definition focuses on the fact that a set of activities represents management and indicates that it includes essential elements that combine to fulfill the required meaning, namely:

A set of activities and the management book has agreed that it includes planning, organizing, leadership, and control.

Resources: They are as diverse as human resources: material and financial.

Objectives: They lie in the organizational goals at the various levels of the organization.

Efficiency and effectiveness: two prerequisites for using resources and achieving goals.

1.2.2. Management Characteristics

From the definitions presented to management, we can derive some characteristics that clarify this concept:

Management is a human activity practiced with a set of actions in the form of coordinated steps to achieve a specific goal or objectives predetermined through others. These actions include planning, organizing, directing, controlling, and others.

Management is purposeful activities that seek to achieve the organization's goals, and its success is measured by its ability to achieve them within the limits of the organization's available capacity efficiently and effectively.

1.3. Performance Concept

1.3.1. Defining the Performance of the Organization

There is no agreement between researchers regarding the definition of the term performance, and this difference is due to the different views of thinkers and writers on this term and their different goals in formulating a specific definition of this term. Drafting his purpose of performance, another group considered performance as a term that includes organizational and social dimensions as well as economic aspects, and therefore it should not be limited to the use of ratios and numbers only in expressing this term. It should be noted at the outset that the linguistic derivation of the term "performance" is derived from the verb "to perform" which in turn is derived from the Latin language, which means to carry out a task or perform an action. Ecosid (1999).

The concept of performance and its measurement indicators vary according to the institutions, the nature of their activities, and the diversity of the objectives of their learners. It is also reflected in several areas, including financial performance: Job performance. Therefore, we will provide the following definitions:

Definition of performance according to A. Kherakhem:

From the point of view of this writer, performance indicates: performing work or completing an activity. We note from this definition that performance is embodied in doing or carrying out a task, meaning doing an act that helps to reach the goals set by the work, activities, and functions in order to achieve getting the goals and objectives set by the management Enterprise. Hamadouche (1992).

Definition of performance according to: (D. Kaisergruber & J. handrieu)Performance, according to these two writers, expresses: (a judgment on the social legitimacy of a particular activity)

We conclude from this definition that performance is linked to social action and knowledge, which leads to gaining social acceptance for the activities carried out by the institution in addition to economic legitimacy. Kaisergruber (2000).

Defining performance according to (Bromily& Miller): These two authors look at performance as: “a reflection of how the organization uses financial and human resources and uses them efficiently and effectively in a way that makes it able to achieve its goals”.

We note from this definition that performance results from the interaction of two basic elements, which are how the institution's resources are used. By that, we mean the efficiency factor and the results (objectives) achieved from that use; by that, we mean the effectiveness factor. We can also deduce from the exact definition that the importance of this concept for business organizations and institutions lies in the fact that performance is used to judge these organizations and institutions in terms of their ability to achieve their goals and the extent of their commitment by wisdom in reaching that (i.e., the rationality of the method used). Doriath (1999).

Definition of performance according to (Ph. LORRINO) :

This writer considers that performance is represented in “the difference between the value provided to the market (V) and the sum of the consumed values (Ci), which are the costs of various activities. Profit centers, which are simultaneously a consumer of resources and a source of revenue, contribute by a margin to the overall performance of the institution." Lorrino (1996).

Therefore, we can translate the above definition into the following equation:

The overall performance of the organization = profit center margins - cost center costs.

Hence, performance means producing more value from the materials consumed, meaning that the performance of the institution is embodied in the pair or duality (cost - value) so that the cost reflects the materials used (i.e., intermediate consumption), while the value reflects the needs that have been satisfied, and it can be referred to This duality, i.e., the pair (cost - value) expresses one of the following:

(Quality - Price), (Benefit - Price), (Efficiency – Effectiveness)

Definition of performance according to (P. DRUKER):

Druker considers performance as: “the ability of the organization to continue and survive, balancing the satisfaction of shareholders and workers”. Druker (1999).

We conclude from this definition that performance is a measure of judging the extent to which the institution achieves its primary objective, which is to remain in its market and continue its activity in light of competition. Then the institution can maintain a balance in providing rewards to both shareholders and workers.

Performance can also be defined as the individual’s carrying out the various activities and tasks that make up his work. Three partial dimensions can be distinguished by measuring the individual’s performance: the amount of effort expended, good quality, and performance style.

And performance is the interaction between behavior and achievement, and that behavior is what individuals do in the organization in which they work, while achievement represents the results achieved.

We conclude from the above that job performance is the individual’s carrying out various activities related to his work and how the individual achieves the requirements of the job by making an effort that can achieve results.

It thus reflects the extent to which material and human resources are used efficiently and effectively and requires the provision of an appropriate climate in terms of the environment and leadership style due to its importance in influencing the behavior of individuals and creating their desire to work. The importance of performance lies in the fact that it is directly related to the achievement of objectives and thus can be used as a guide to correct the activities required in the organization's operations.

The dimensions of performance are as follows:

1.3.2.1. The Organizational Dimension Of Performance

Organizational performance, it means: to the methods and modalities adopted by the institution in the corporate field to achieve its objectives, and then the managers of the institution measure the effectiveness of the approved regulatory procedures, and

their impact on performance, Noting that this measurement is directly related to the organizational structure and not to the expected results of a socio-economic nature, and this means that the institution can reach another level of effectiveness resulting from social and economic criteria that differs from that related to organizational effectiveness.

We conclude from the above that these standards adopted in measuring organizational effectiveness play an essential role in evaluating performance, as they allow the organization to realize organizational difficulties on time through their first manifestations before they are learned through their economic effects. Simon (1997).

1.3.2.2. The Social Dimension of Performance

The social dimension of performance refers to the extent to which the organization's personnel are satisfied at all levels because employee satisfaction indicates the individuals' loyalty to their organization.

The importance and role of this aspect are reflected in the fact that the institution's overall performance may be negatively affected in the long run if it is limited to achieving the economic factor, neglecting the social aspect of its human resources. Therefore, it is advised to give considerable importance to the prevailing social climate within the institution, that is, everything related to the nature of social relations within the institution (conflicts, crisis, etc.).

1.4. Performance Components

(Tuner &Grawferd) the study indicated that performance requires two main tasks:

Effectively manage the prevailing operations of the organization.

The organization can change operations according to its constantly changing future needs and strategies.

Thus, performance combines two essential characteristics, efficiency and effectiveness, meaning that the organization characterized by performance must reconcile these two elements. Accordingly, we will explain in detail these two terms:

1.4.1. Effectiveness

Management researchers consider the term effectiveness as one of the management monitoring tools in the organization because effectiveness is a criterion that reflects the degree of achievement of established goals. On the other hand, it should be noted that many different contributions tried to define the nature of this term. Classical thinkers considered efficiency as the profits achieved, and then - according to their view, the institution's effectiveness is measured by the number of profits gained.

We will analyze this term through the following definitions:

Defining effectiveness according to (VincentPlanchet):

This author considers significance "the ability to achieve the expected activity and reach the expected results ."Simon (1997).

Defining effectiveness according to (Walker&Ruibert):

The point of view of these two writers is that effectiveness is linked to the organization's strategic goals. Therefore effectiveness, according to them is embodied in: "The organization's ability to achieve its strategic goals of sales growth and maximization Its market share compared to competition.... etc. " emiledenis (2009).

If we conclude from the above, that effectiveness means doing the right things. On the other hand, effectiveness can be linked to the outputs of the institution, as it can be expressed in the ratio of the value of the actual outputs to the expected results, and accordingly:

$$\textbf{effectiveness} = \frac{\text{Actual output value}}{\text{expected outputs value}} \times 100$$

So, we conclude from the above that the term effectiveness relates to the degree of achievement of results, i.e., the difference between the achieved results and the expected results, which at the same time is related to the degree of achieving the goals. And accordingly, it can be said that the closer the results are to the expected results, the more influential the organization will be, and vice versa.

Measuring effectiveness:

Effectiveness is usually measured using two methods:

The first method: depends on the measurement of the components of the achieved results and the expected results, and then:

$$\textbf{effectiveness} = \frac{R_m}{R_p}$$

Rm: Achieved results.

Rp: Expected results.

1.4.2. Efficiency

Like most human and social sciences terms, the term efficiency is characterized by the lack of agreement between writers and researchers about its definition, Profitability, optimization.

Accordingly, we will limit ourselves here to addressing and analyzing some of the contributions in the field of defining competency to meet the purpose of the study.

Defining efficiency according to (Vincent Plauchet): Efficiency is: "the ability to do the required work with few possibilities, and an efficient activity is the least costly activity". Plauchet (2006).

We conclude from this definition that efficiency is related to achieving what is required to minimize costs (i.e., using fewer inputs). Efficiency is also defined as:

"Optimum use of institutional resources at the lowest possible cost without significant waste".

It is clear from this definition that efficiency is an inherent characteristic of how the institution uses its inputs of resources compared to its outputs, where there should be rational exploitation, that is, the process of mixing production factors at the lowest possible cost .

There is another definition that considers efficiency as: “obtaining what is much in return for what is less‹

i.e., keeping costs at their minimum and profits at their maximum limits. And outputs".

It is primarily related to the cost element and the relationship between inputs and outputs.

We also conclude that efficiency can be translated and represented in the binary (maximizing profits - minimizing costs).

Efficiency is also defined as: "How to use resources in a better way to produce something". Korichi (1988).

From this definition, it can be concluded that the production process is considered inefficient if it requires the use of a larger quantity of inputs compared to a smaller portion of information to produce the same quantity of output; Here, it should be noted that the efficiency in the institution is affected by the size of the input in addition to other factors, the most important of which is the environment, the quality of its management and organization, etc.

So, we conclude from the above definitions of this term that efficiency means doing things correctly, as the essence of efficiency is maximizing output and minimizing costs. In other words, efficiency can be represented by an equation, one of its sides contains: reaching the maximum output with the lowest costs, while the other side has On Achieving the required output at the lowest price.

Efficiency measure:

Efficiency is usually measured as:

$$\text{Efficiency} = \frac{R_p}{M_P}$$

Rm: the achieved results (objectives achieved)

Mb: the resources used (the means used)

This ratio measures the efficiency obtained.

Efficiency (ratio) can also be measured according to the following:

$$\text{Efficiency} = \frac{R_p}{M_P}$$

Rp: is the predicted outcome.

MP: the expected resource used to achieve the anticipated results.

1.5. The Evolution of the Concept of Performance From the Traditional View to the Modern View

Performance is one of the dynamic and non-static concepts in its knowledge content, as it has developed since the beginning of its first uses until the present time due to the economic and other developments that characterized the movement of human groups, which in turn were a strong motivation for the emergence of researchers' contributions in this field of knowledge. The traditional (that is, old) view of thinkers in this field, including the engineer (Taylor), the pioneer of the scientific management school, is embodied in giving an accurate concept of performance and attention to its measurement, and this is through careful to study of the movement that workers were performing. The timing of each of them to reach the time required to manage the machine and stop it, that is, within the framework of what is known as the study of "motion and time."

At the beginning of the twentieth century, the interest of institutions shifted from a strategy of focusing on the quantities that could be produced to a method of focusing on the amounts that could be sold, and the performance at that time represented in controlling the prices of products by controlling the internal costs. Giroud (2004).

However, with time, the concept of performance witnessed a new development in its content. Instead of relying only on time taken for individuals and equipment to determine performance rates and control prices as a mechanism for assessing the concept of performance and ways to measure it, we moved to take into account the developments in the environment of institutions when defining the idea of performance.

The most important of these developments are:

The new challenges that organizations are facing with the development of marketing as a science and art, the emergence of strategic thought in management, and the increasing tendency to apply various strategies in management (especially the differentiation strategy)

All these developments and others have affected the management methods, as well as the conditions for success in the market.

Hence, the institution's performance no longer reflects the reduction of costs but also the value that the customer derives from his dealings with the institution.

The development of the concept of performance can be summarized in Figure No. 01, so it becomes clear from the figure that the idea of performance expanded to include value production for the customer after it was limited for a while to the factor of reducing costs. On the other hand, this development represented the expansion of the concept of performance to include also (In addition to the previous qualitative shift) the beneficiaries of performance, and by this, we mean that the idea of performance remained limited for a considerable period to the financial and economic profitability of the shareholders, i.e., what is known (Shareholder value), then moved in the framework of the development to a broader concept that takes into account the interests of other parties (shareholders. Suppliers, workers, society in general. Etc.), which is known as (Stakholder value)

It is also added to the preceding that the previous and other developments led to the production of a new concept within the framework of the knowledge building of the concept of performance, which is performance management.

That is, dealing with performance within the concept of the administrative function in the organization.

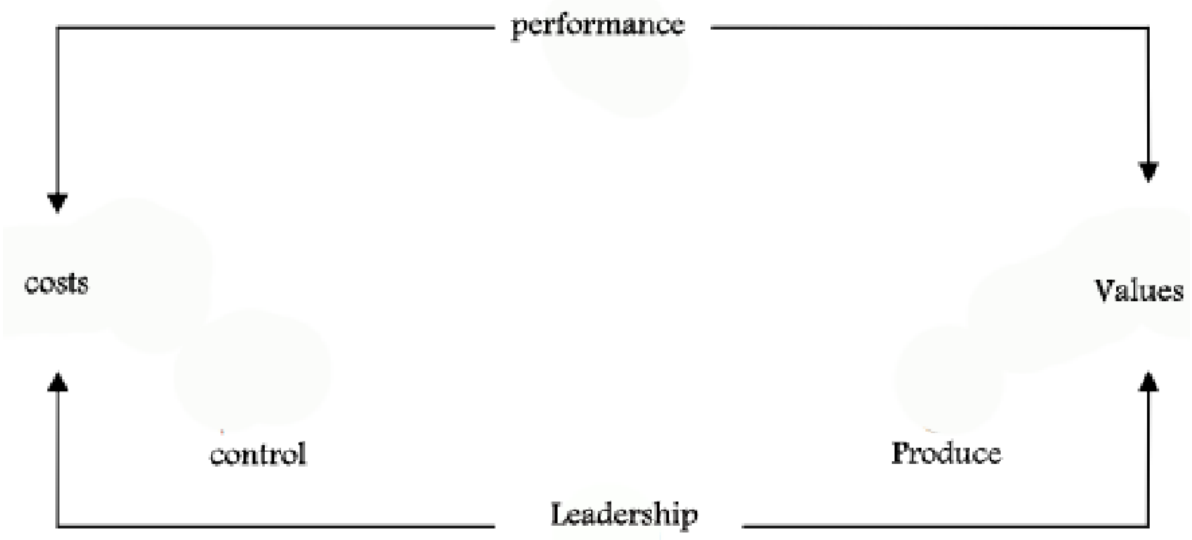

Figure 1: Evolution of the concept of performance

1.6. The Concept of Performance Management

This concept includes projecting the administrative functions known in the management literature on the performance process, such as leadership, planning, organizing, coordinating, forecasting, controlling, and evaluating. Performance management is “the targeted efforts by the various institutions to plan, organize and direct the performance of the institution and to set clear and acceptable standards and measures as a goal.” 23 So, we conclude that the performance management concept includes elements represented in planning, organizing, directing, and evaluating.

If we look at performance management as a "process," it can be defined as:

The means by which the manager is sure that the efforts made by the employees and the results they achieve Stakeholder the organization's goals.

On the other hand, performance management represents an open system to which the philosophy of systems applies. It consists of human, technical, and material inflows representing the resources used to achieve performance (i.e. (input), but this process takes place within a framework of integration between inputs, processes, and outputs). As a system and the surrounding external environment, in addition to the main element, which is feedback (i.e., re-supplying the system with the information and resources necessary for its growth and continuity and derived from the outputs of the system), all of this to ensure access to the so-called "performance balance." So

based on the preceding, it can be said that performance management includes an overlapping and interactive series of operations: performance planning, performance management, performance follow-up and evaluation, performance improvement, performance development, and enabling and compensating performers. Some also view performance management as a continuous communication and interaction process that occurs jointly between the employee and his direct supervisor and aims to reach clear expectations and understanding of the work that must be accomplished. This process is of value to the organization, managers, and employees. 26 There is a set of levels of performance through which the institution can identify its level of performance, namely:

- Extraordinary performance
- Outstanding performance
- Very Good performance
- Good performance
- Fair performance
- Weak performance
- Crisis performance

By adopting performance management, institutions aim to achieve the goals for which they were established. One of the most important of these goals is to bridge the performance gap, which is the real problem of management. Closing this gap can be achieved in two ways, one of which is positive, which completes the goal, which is the development of actual performance to reach the target performance, and the second is negative, which is reducing the target performance to equal the actual

1.7. Measuring the Performance of the Institution

Profit has been considered for a long time the primary goal that the institution seeks to achieve (especially by the thinkers of the partial economic theory), and this is in the sense that the institution expresses its performance through the profits it achieves,

that is, its total revenues minus the total costs that it incurred, and then the perception that was It is prevalent that the organization that generates more profits is the one that has good performance. According to this view, the institution's performance was measured through the financial and accounting results that it achieved. However, the developments in the environment prompted the managers to search for new tools to measure the performance of the institution, which more accurately reflects its performance. To determine the level of its actual performance, the institution uses a set of indicators that show the development it has achieved in its path, for better or worse. About the existence of traditional methods of performance measurement and modern ones, however, we will focus here on current plans, with a brief reference to conventional methods.

The most important traditional indicators that are used to measure the performance of institutions are:

Productivity, value-added, raw exploitation surplus, net result (profit or loss), return on investment, financial return, economic return, economic added value. The value-added indicator is one of the most widely used indicators, especially in the United States of America, because it leads to measuring the net performance of the institution by showing the difference between the profitability of the invested funds and their cost, that is, taking into account the costs of financial resources for the work of a particular activity. Denglos (2003).

However, these indicators, which focus on the financial aspect, were subjected to much criticism, especially at the end of the seventies of the last century, for their interest in providing value to shareholders only and their neglect of the so-called (Stakholder value), such as customers; Beginning in the nineties of the last century, the financial indicators were reconsidered, by making improvements to them and developing them in line with the developments in the environment. As an attempt to bypass the previous criticisms directed at the traditional methods of performance measurement, modern management thought, in light of the intermarriage of information and communication technology and the rapid development in the growth rates of industry and markets, tended to take into account the strategic dimension in measuring performance within the organization due to its importance in the

measurement process, as well as to reach what is possible. To the compatibility of the achieved performance with the strategic objectives of the institution, and then work to link the current performance of the institution with its future performance; The most important modern methods of performance measurement are:

1.7.1. The Balanced Scorecard the Balanced Scorecard (Also Called the Balanced Goals Card)

is one of the contemporary means with a holistic view in measuring the activities and level of the performance of the institution, and this is from the premise that the success of institutions depends - to a large extent - on Its ability to measure its performance in the areas of (customer relations, internal business, etc.) The interest in using the balanced scorecard began in the early 1990s when Nolan Norton Corporation decided to sponsor a study prepared by the global consulting office KPMG). which lasted for a whole year and was aimed at evaluating the performance of a multinational institution; After that, studies and scientific research on the "Balanced Scorecard" became more frequent, which prompted attention to the importance of this modern method. Its importance lies in the fact that it provides the possibility of clarifying the organization's vision on how to translate its strategy into action. It should also be noted that the Balanced Scorecard is specifically addressed to the General Directorate as a leadership tool for the organization.

Norton and Kaplan have shown the following benefits of using the Balanced Scorecard:

1- Focus on the organization as a whole.

2- It helps to integrate the various programs of the organization, such as quality, re-engineering, and customer service initiatives؛

3- Determining strategic measures towards lower levels, such as the personnel unit and employees, can also identify unique demands to achieve excellent overall performance.

1.7.2. The Dashboard (Tableau de Bord)

The dashboard is one of the modern methods of measuring performance. However, its roots go back to the twentieth century, when it was applied indirectly. Then to the thirties of the last century, when the most significant companies used it in it Time to witness its strong return in 1980 in France. The idea of preparing the dashboard starts with diagnosing the institution's status, that is, identifying all the factors that prevent the achievement of the goals set in the specific generations, and trying to control them to improve the general situation. There are several definitions of the dashboard, but we limit ourselves in this article to the following description: The dashboard is: "a management method that combines financial and non-financial indicators suitable for officials to lead the performance of the activity they practice." Giroud (2004).

So, we conclude from this definition that the dashboard includes a set of integrated indicators that allow officials to know the progress of operations and the institution's actual situation at a particular time, measure deviations by comparing fundamental goals with standard goals, and make appropriate corrections.

Each institution has its dashboard that changes with the change of purpose and objectives, and then the indicators that make up the dashboard change accordingly. The dashboard also gives the path a picture of the institution's conditions to help decision-making. The organization can reap several benefits from its adoption of the dashboard as a measure of its performance, the most important of which are:

Giving the correct information to the right people.

Enable various officials to have information, not just the General Directorate.

Providing information to every person who needs it in the organization to lead the unit's performance, he heads while ensuring consistency in the information provided to all units.

1.7.3. Other Key Performance Metrics

The researchers in the field of management were not satisfied with the indicators of the balanced scorecard and the dashboard in their studies of measuring the

performance of the institution; in addition to that, several researchers, including Clarck Rod (and Philippe Crapart), worked on adding seven other measures of interpretation known as the "Centralisés Les Mesures" that can be applied to measure the performance of industrial and service institutions. These studies and research have concluded that if these seven measures are used and analyzed in the right way, the performance of the institution will inevitably improve. However, under the condition that no indicator is dispensed with in the measurement process, it must be viewed from the perspective of integration. Chark (2004).

First Scale:

Delivery of Operations:

This means excellent delivery, and this is judged by a set of elements, which are:

Quality, deadlines, quantity, location, form, and documentation. Excellent delivery is measured according to the following:

$$\frac{\text{The number of satisfactory deliveries for all items}}{\text{The number of deliveries in the period}} \times 100$$

The second scale:

The validity of the predicted operations

This scale is calculated as follows:

(estimated demand - actual demand)

Knowing that the honest request is the one that has been executed and fulfilled and not represented in the form of orders only.

$$\frac{\text{estimated demand} - \text{real demand}}{\text{Forecast demand for duration}} \times 100$$

The third scale:

Deadline reduction:

This measure, it is intended to focus on the continuous reduction of the terms of sale, production, distribution, and purchase by setting deadlines for reduction at least once a year and trying to reach them. It is calculated as follows:

$$\frac{\text{Average deadlines for the specified period}}{\text{Medium} - \text{term for the last period}} \times 100$$

Fourth scale:

The quality:

Quality is judged by the number of defects per million units processed; It should be noted that this indicator can be applied to the institution's functions, not only for the tasks of buying and selling.

Fifth scale:

Respect the program.

This measure means that all workers within the organization must respect and implement the work programs that have been written in the organization, and these programs are usually represented in the production and purchase program, programs for media campaigns, or a new product launch program.

The following relationship calculates this scale:

$$\frac{\begin{array}{c}\text{The number of activities or orders} \\ \text{performed per hour}\end{array}}{\begin{array}{c}\text{The number of activities or commands} \\ \text{programmed to be completed} \\ \text{within the specified period}\end{array}} \times 100$$

Sixth Scale:

Introduction of new products per hour:

The following relationship calculates this scale:

Number of orders for new products completed per hour

The number of orders to be performed in the specified period

$$\frac{\text{Number of orders for new products completed per hour}}{\text{The number of orders to be performed in the specified period}} \times 100$$

Seventh scale:

The speed:

This measure means the speed of adding value, and this measure is determined according to the following relationship:

Time is taken to provide added value

The total time of the activity

$$\frac{\text{Time taken to provide added value}}{\text{The total time of the activity}} \times 100$$

It can be said that performance is the primary means for any organization that wants to reach the stage of excellence and excellence, and achieve its strategic goals; Accordingly, the term performance has become one of the terms that still occupy the interest of a significant number of writers, thinkers, and researchers in the field of management, given the dynamism and development of this concept since the date of its first appearance.

The concept of performance can be summarized as doing the right things in the right way, that is, combining effectiveness and efficiency in management and production; It also includes not only the economic dimension but also the social and organizational dimension, and therefore it is in this way considered a comprehensive concept in terms of sizes.

For the institution to constantly develop its performance, it must rely on an integrated system for measuring and evaluating performance and not be satisfied with measuring only traditional indicators (i.e., financial). However, instead, it must be

supported by modern hands because they consider the institution's strategic dimensions.

CHAPTER II

WORKPLACE BULLYING

2.1. Historical Overview

Five hundred years ago, the word bullying had a meaning: the opposite of the importance we know today. The word bullying has its roots in the German word “Buell.” In other words, beloved, friend, or dear family member (2002. PBS), and if we follow the modern meaning of bullying systematically, we find that it derives from its manifestations and forms.

The forms of bullying varied with different historical times, but the most common types in the early times were physical violence, murder, and human humiliation .

We find that the old human fights and wrestles with others for money or due to anger. Or a request for power. Instead, there is a law that has spread for long periods, which is slavery and servitude, as we used to see men, women, and children placed in captivity against their will and sold goods in the markets. Martin Luther Kenning narrates in 1963 AD another forms of slavery and bullying of masters against enslaved people, saying: "Our former ancestors worked without wages for more than two centuries. They built their masters' homes and homes amid humiliation and injustice. Smith (1999).

In Britain, research and studies on the problem of bullying began in 1992. In Australia, Rigby is considered a pioneer in research on bullying behavior, and his first research was in 1991.

2.2. The Concept of Bullying

The English word bullying lacks its linguistic relatives, but the definition of the word is unanimous. Everyone agrees that bullying is physical or verbal and against another person.

The term bullying differs from the term violence in its well-known meaning, which uses the highest degree of force, in which weapons of all kinds are used, threats and threats in all aspects that lead to extreme violence.

Bullying is milder in practice. It includes mild physical violence and significant verbal violence. It consists of a display of strength and control and the desire to control the abilities of others, such as peers, peers, and colleagues. This behavior is present among students in the general education stages. all of them. If neglected and condoned, it eventually leads to violence in its comprehensive sense.

"Boulton & Underwood" (1992, P.56), defines it as a series of actions that include physical aggression: (beating, hitting with the foot, pinching or harassment, stealing money and property, etc.) Verbal aggression: (reason, harsh harassment, ridicule, threats, etc.). Boulton & Underwood (1992).

Randall (1997, p.24) and Mellor (97, p.52) agree on a definition of bullying behavior as “a type of quarrel between two individuals of unequal strength, carried out by an individual or a group of Individuals against a flee are unable to defend themselves, and may be physically or psychologically.”

As for Dehaan (Dehaan, 1996), he sees that bullying includes: ridicule, stealing money from the victim, and abusing some students of their peers in the classroom. It is believed that bullying may sometimes share its characteristics with the characteristics of aggressive behavior.

And Barash (2001, p.20) reported that bullying is an attack directed at another person, whether it is verbal or physical aggression.

And Khosropour Walsh (2001) conducted a specific study to investigate how children perceive bullying in school settings, and how bullying differs from rage. This study defines bullying as unwanted words or physical actions that make a person feel badly.

Espelage & Asidao (2003, p.4) defined bullying during a survey of participants in one of their research projects as "engaging in verbal or physical persecution, threats,

and manipulation, spreading rumors, destroying the property of others, and Taking the property of another, and deliberately retaliating or retaliating.

"Vitaro, Brendgen & Barker, 2006) build their definition based on the developmental changes of the child that cause him to use direct or indirect bullying.

And if we follow the evolutionary path of bullying in children, we find that early childhood is when direct bullying is often used against peers due to the lack of other expressive means. Then verbal and social cognitive skills develop, and individuals begin to use indirect bullying against their peers. As the individual forms the stages of growth, indirect bullying replaces direct bullying. At higher levels of education, there is one tendency to use fewer natural means of bullying.

And Smith (Smith, 2000) indicates that bullying is a conscious and approved voluntary activity intended to harm or cause fear and terror through the threat of assault. There must be four elements in bullying behavior regardless of gender and age, which are:

An imbalance of power. The bully is either more significant, more potent, or in a better position than the victim.

Intention to harm, as the bully, is known to cause psychological or physical pain to the victim and finds pleasure.

Threats of other forms of bullying.

Persistence of terror, so bullying is caused by arrogance, contempt, and contempt, not anger.

And Espelage defined bullying in 2008 as “the repetition of unjustified acts of aggression, which causes psychological or physical harm to the victim, as the strength of the bully and the victim is unequal. Espelage (2008).

Identifying the characteristics of bullies and their victims contributed to the understanding of bullying. Bullies generally show aggressive, impulsive desires and insensitivity to the feelings of others (Olweus, 1993).

Crick and Grotpcter define bullying as "a type of imposing harmful control over others that the bully usually benefits from in this behavior from his victims, who are usually peers/friends."

Atlas & Pepler (1998) define bullying as “an interaction between the bully and the victim, and it appears in an environmental and social context.” This interaction is affected by many factors:

The individual characteristics of the bully and the victim.

Interactive processes between the bully and his victim.

Presence of peers and teachers.

The context in which the bullying behavior appears.

Huebner (2002) defines bullying as "a method of controlling the other person. It is continuous physical or verbal harassment between two persons of different strength, in which the stronger person uses physical, psychological, emotional, and verbal methods to humiliate, embarrass and coerce someone."

Several definitions of bullying have been used, and here we support what Farrington (1993, Farrington) confirmed that there is awareness among researchers that the purpose of bullying includes the following elements:

1- A psychological, verbal, or physical attack or threat intended to incite fear, distress, or harm in the victim.

2- An imbalance of force.

3- Unprovoked behavior of the victim.

4- Repetitive behavior of the same people over a long time.

This definition is adopted by the majority of researchers in studies related to bullying.

2.3. Bullying Behavior and its Relationship to Other Concepts

Defining bullying behavior is necessary, but knowing what is not bullying is equally essential. Suppose bullying is a hidden and repeated behavior that includes an imbalance of power between the bully and the victim. In that case, other types of conduct may be confused with bullying sometimes, but they occur in the open and do not involve an imbalance of power.

2.3.1. Bullying and conflict

Two people or two groups of people may enter into an argument or a verbal or physical fight when the moods flare up, and things get out of control. Although these conflicts should be dealt with transparently and fairly, they do not constitute bullying. Instead, they express peer conflict. On this, bullying differs from Peer conflict, where bullying occurs between different individuals and is unequal in physical or psychological strength, bullies are usually physically strong, and victims are physically weak and unable to protect themselves.

There are also apparent differences between bullying and ostracism of peers. These differences are embodied in that the ostracized person can defend himself against attacks directed at him by peers. In contrast, the similarity between the victim of bullying and the excluded person is apparent in that both are subject to negative peer trends.

Rigby (1995) stresses that the conflict that erupts between peers is often the result of a situation and is usually between individuals of equal power, and therefore this is not considered bullying.

The difference in strength between the bully and the victim represents the objective criterion for determining and describing bullying behavior. The differences between bullying behavior and peer conflict are defined as follows:

- In bullying behavior, it is required that there be a difference in strength between the bully and the victim, but in a conflict between two people with the same power.

- Bullying occurs intentionally and deliberately and aims to harm the victim. In contrast, peer conflict may occur suddenly due to a specific situation, and therefore there is no factor of intent and intent to harm others.

- There is no sympathy from the bully towards his victims, as the bully does not feel remorse but rather lays the responsibility on the victim. As for peer conflict, the two conflicting parties may become angry and feel guilt, and each party may sympathize with the other.

2.3.2. Bullying and Aggression

As for the relationship of bullying with aggressive behavior, bullying is a skillful degree of aggression. Aggression is a behavior that one person emanates from another verbally or physically. This aggression may be direct or indirect and leads to deliberate physical and psychological harm to the other person; thus, the aggression is more general.

Bullying differs from aggressive behavior in that bullying is recurring behavior, occurs regularly and lasts for some time, and usually includes an imbalance in strength, whether physical or psychological force is perceived. Bullying is a pattern of aggression. Therefore, it can be said that all violence is physical aggression. The following figure illustrates the relationship between aggression, violence, and bullying:

Although there are some differences between bullying and aggression, bullies are emotionally similar in their personality traits to aggressive people, and the victims are commensurate with the personality traits of aggressive individuals. (Camodece: Goossens: Terwogh & Schcngel, 2002).

2.4. Characteristics of Bullies

A bully has several characteristics that lead him to bully. A bully is a person who uses force combined with aggression when interacting with peers and tends to dominate and control the victim, as a result of the imbalance of power between them and the victim, which represents a significant aspect of the bullying dynamic.

Bullies also need to dominate and subjugate other students, assert themselves with power and threat, and get their way. They can show actual or perceived superiority over other students and be irritable, easily angry, impulsive, and intolerant of frustration. Bullies are seen as rude and challenging and have little sympathy for students who are victims.

When they are confronted about their behavior, they are more likely to try to evade the situation by denying that they have done anything wrong. Bullies often try to blame their victims, saying something like, "They deserve it."

And Olweus (1993-1997) reported that bullies have a history of abuse. And they do drugs. And that these bullies in childhood may be criminals in adulthood and show high levels of impulsivity and the need for power and domination over others.

Waston (1997) indicates that bullies show a lower level of anxiety and insecurity, which is in complete contrast to the fact that bullies have low self-esteem. This is because bullies leave their actions as justified and that they get reinforcements from peers. Therefore, the bully feels safe because the behavior of bullying gives them a sense of control and control over the victim.

Olweus (1990-1996) pointed out in his research group that inessential characteristic of bullies is their intense love for domination over others, their strong tendency towards violence, the speed of expression of internal feelings, and imbalances in order and empathy, and some of them like to engage in harmful and inappropriate behavioral experiences Socially acceptable such as theft, looting of property, drinking alcohol, smoking, dropping out of school, carrying weapons. Etc.

Also, these bullies lack empathy towards their victims and have justifications for the bullying they do, namely that the victims deserve punishment. This bullying may cover up the feeling of body lessness and social standing among peers. These bullies have anti-social predispositions and tend to break the rules and laws. Thus, they show a decline in school adjustment and tend to abuse drugs and smoke. These bullies often come from families where harsh physical punishment is used. Then they learn that attack and physical aggression are appropriate for dealing with the problems.

Bullies also have a favorable view of bullying, self-esteem, impulsivity, and physical strength. They lack a sense of security, anxiety, low achievement, and a tendency to abuse drugs and smoke.

2.4.1. Classified Bullying According to its Characteristics

A bully can be classified according to its attributes into the following:

- The passive bully: He is the one who adopts non-emotional and considerate ways and always tends to aggression. He is described as an anxious bully, as he feels more insecure.

-Active bully: aggressive, impulsive, and emotional, feels constantly threatened and believes his aggression is justified. The aggressive bully is a bold, brave, strong, and self-confident person, and these bullies do not know despair and frustration, and they have a great tendency to aggression.

In light of the previous, it is possible to identify the characteristics of male bullies and others that pertain to females, and other characteristics that both males and female bullies share, namely:

• Excessive activity, impulsivity, and physical strength.

• Aggressive towards peers and teachers.

• They do not have high anxiety and suffer from low self-esteem.

• Lack of empathy towards their victims, as they do not feel remorse for the bullying behavior towards the victims.

• They have a family history of lack of attention and warmth, lack of supervision, and frequent use of physical and verbal aggression

• They have more positive attitudes towards violence and strongly need to dominate and control others.

• They have a high level of assertiveness.

• It is easy to provoke them, and they are attracted to situations with aggressive content.

• They have family problems and a history of physical and emotional abuse.

• They justify and defend their actions and say that the victim is the one who provokes them and therefore deserves punishment.

2.5. Characteristics of Victims of Bullying

Several characteristics of victims of bullying make them vulnerable to bullying from others. Since there is no descriptive profile that helps institutions identify people who are victims of bullying, there are some indicators that show that these people are victims of bullying, such as the lack of friends, and therefore the victim suffers from social isolation, anxiety, social and thus an easy target for a bully; Because of the lack of a network of friends that might support them against the bully's attack, Limber and his colleague (Limber & Nation, 1998) indicate that the victim tends to be calm, cautious and hypersensitive; Because he feels weaker than his peers.

Owlweus (1993) points out that insecurity concerning victims is a critical factor in the victim's continued vulnerability to bullying due to fear and intimidation.

Victims of bullying also suffer from Attention Deficit and lack of focus(Limber & Nation, 1998)

Males with weak physiques are the most vulnerable to bullying. As for females, their physical appearance and the lack of female friends make them more likely than others to fall victim to bullying behavior.

(Horwood, Waylen: Williams &Wolk, 2005)

According to Naylor, Cowie&del Rey, 2001 and (Mischna&Alaggia, 2005), victims try to endure the predicament to avoid bullying because of the fear of being blamed. They think they should solve the problem themselves.

These victims may engage in aggressive behaviors towards the bully or the bullies, and according to the abused victims, doing nothing means they are weak (Camodeca&Goosen, 2005).

Also, Salmivalli et al., 2006 found that challenging or even attacking a bully was not without suspicion that it was a response to bullying.

Aggressive responses were surprisingly common in male victims, as shown by self and peer reports. Salmivalli (2006).

2.6. Classification of Victims of Bullying

Victims of bullying can be classified into:

• Passive victims:

Submissive and indecisive, and do not resist if attacked or insulted. Often these victims are weaker than most of their colleagues and avoid violence. They have difficulty asserting themselves among their peers, are often socially isolated, suffer from a sense of psychological loneliness, are more anxious than their peers, and lack friends. Thus, they quickly fall prey to the bully, feel insecure, are constantly attacked, and fail to defend themselves. These victims respond to bullying by avoiding, withdrawing, and fleeing. They avoid places where bullying occurs, avoid meetings, and quickly collapse when bullied.

Victims of provocation:

They are usually impulsive, aggressive, and easily aroused emotionally and try to take revenge and revenge if attacked. They are hated and ostracized by peers, lack social skills, and have difficulty making friends. Therefore, they tend to alienate from their colleagues. Often the bully gets pleasure from provoking these victims and provoking them by teasing and ridiculing them, reprimanding them, and belittling them, so they try to prolong the conflict even if they are losers.

Olweus (1993) calls this type of victim the bully victim, as he is a victim for a specific time and then tends to bully people who are weaker than him and make them suffer a lot from psychological and behavioral problems (displacement mechanism),

and that those victims whom They become bullies whose behavior is often characterized by aggression and excessive activity, and this is what provokes their classmates, and makes them attack them, and that these tend to argue and lie. They have a high level of hostility that may appear from hatred in their interactions with others.

2.7. Forms of Bullying

Bullying behavior comes in several different types and forms, including physical bullying, which is represented by: hitting, kicking, pushing, hitting the ground, and sabotaging the victim's belongings. Face-to-face and direct bullying include situations in which the victim is verbally harassed or threatened, such as ridicule, ridicule, belittling, belittling, teasing, obscene comments, hurting and insulting the victim's feelings, and swearing by suggestive titles. In the case of indirect bullying, this type is not easy to notice, including spreading malicious rumors or writing ridiculous comments about the victim.

2.7.1. Physical Bullying

It includes any physical contact that is intended to harm an individual physically and takes various forms, including: slapping, severe beating, biting, scratching, spitting, and vandalism of personal property, and in most cases not due to physical bullying, significant harm to the victim; Because it leads to sympathy with the victim.

Physical bullying is less common among females who similarly use many indirect and vague means of harassment, such as: intentionally excluding someone from the group, spreading rumors, and controlling friendships.

2.7.2. Verbal Bullying

Verbal bullying is the most common form among males and females of all ages (Bidwell, 1997).

Verbal bullying can be defined as "any attack or threat from a person intended to harm, through ridicule, belittling others, censuring others, defaming people, blackmail, false accusations, rumors, and using some nicknames based on: sex, or

Race, religion, social class, or disability, and the bully practices this type of bullying to affect the victim's self-esteem, as it is practiced in front of a group of peers. (Bjorkqvist, Lagerpet&Kaukiainen, 1992). Litz (2005).

2.7.3. Control Social

Social control is called indirect and kinship aggression (Crick &Grotpeter, 1995)

Usually, social control is used through social relations to harm the target. For example (excluding someone from the group) (Mynard& Joseph, 2000)

The desire for social control and the desire to possess and direct the actions of others may be an unnatural expression.

2.7.4. Sexual Bullying

It includes insinuation through unsolicited messages such as jokes, pictures, taunts, or initiating rumors of a sexual nature. Sexual bullying may also have physical contact behavior, such as: attracting the attention of particular groups or forcing someone to engage in sexual behaviors. Sexual bullying may represent a conflict between the sexes in search of the desired gender identity (Committee for Children, 2003).

2.7.5. Emotional Bullying

It is what researchers call emotional bullying, in which the bully aims to: belittle the victim and lower their sense of self, and it includes: ignoring, isolating, keeping the victim away from peers, staring aggressively, frowning and contempt, laughing in a low voice, and using body language Aggressiveness, and this type of bullying is one of the most harmful and influential types of bullying. Serious emotional harm occurs that officials and managers do not notice. Emotional bullying is a form of social control exercised to harm others. And they were influencing their acceptance among their peers and lowering the victim's sense of self and appreciation (Litz, 2005).

2.7.6. Racial Bullying

This type of bullying is motivated by hatred and prejudice towards a person or group. It includes mocking and ridiculing a particular race, creed, religion, or nationality. Victims feel that they are under attack and that their race and gender are being targeted. Racial bullying differs from one society to another, and studies have shown that minorities are often subject to bullying.

2.7.7. Cyber Bullying

With the advancement of technology, bullying has spread to the Internet and other electronic means of communication.

A study (2003 by Jerome & Segar) indicated that 27% of students had been bullied through e-mail, text messages, or Internet chat rooms.

A study (2003, Jerome & Segar) confirmed that three cases of cyberbullying were observed while they received some therapeutic interventions.

Jones (2002) also drew attention to this new type of bullying, which can be particularly harmful due to the ease of raising rumors, and the inability to repel harm, if it is published on the Internet, in addition to the lack of central authority over The Internet, and the bully's certainty that he is anonymous concerning the victim or those responsible, or that the bully uses the Internet as a place to assert dominance over others. Read Griffith.

(Griffiths, 2002) this type of bullying can be especially devastating to the victim: because the print is straightforward and can be read constantly.

2.8. The Different Roles of Bullies and Their Victims

Bullying can occur in a binary form between the bully and the victim, taking place in multiple formats.

Research has shown that most bullying incidents involve bullies, victims, and bystanders. These bystanders are passive observers of bullying; that is, they may

intervene and become involved in the bullying process, meaning they take on many roles.

Bystanders refer to the people who stand on the sideline, watching the situation of the bullying, and thus may be neutral observers and may take roles in the dynamic of the bullying process, as they tend to give support and encouragement to the bully rather than mediate to assist the victim, that bystanders may participate in a role Effective in bullying, by teasing, ridiculing, ostracizing, and insulting the victim. Perhaps these onlookers may intervene to help the bully because they consider themselves part of the group, and the victim deserves this ill-treatment and punishment.

Participation in bullying is divided into four groups according to their roles: (bullying victims, victims/bullies, and ordinary) (Olweus, 1996). The researchers concluded that early bullying is highly correlated with late bullying and early bullying is linked to late bullying.

Camodece and others (Camodece et al., 2002) also found that the condition of the bully and the victim is stable for one year. In addition, it turns out that the bullying continues even when the victim changes his place and moves to another place. (Salmaivalliet, al 1998) (Bulton& Smith 1994).

2.9. Theoretical Trends that Explain Bullying

2.9.1. Bullying in the Light of the Analytical Theory (Childhood Experiences)

A bully's behavior is a product of the contradiction between life and death motive and the achievement of pleasure by torturing and punishing others and confronting them so that they fail.

Ancient analytics assert that the child, during breastfeeding, has acquired pleasant or sad experiences related to pain, balance, and discrimination and stores such incidents in his memory, and these experiences remain persistent and sought on any occasion. Sometimes personal resistances fail to hide These experiences are due to biological and physical weakness, and a promise that the appropriate days will come to show these emotional outbursts in the form of attack, aggression, or bullying.

As for the point of view of the new psychological locals about bullying ((Adler believes)) that there is an independent driving force for this behavior that is found in the lack of feeling and the direction of the behavior, and this happens if two or more individuals are present in a hostile or provocative situation.

And Klein sees that bullying works within the child from the beginning of life, and this impulse is very violent. The child experiences great anxiety revolving around those who care for him and revolves around his destruction.

Thus, bullying develops from infancy until it grows through the stages of life, especially when one of the following manifestations appears:

1. Feelings of unwillingness and birth order
2. The arrival of the child without the will of one of the parents.
3. The failure of planning for space, time, and economy.
4. Lack of readiness to receive another female. Birth conditions, whether biological, such as caesarean sections, excessive weight gain, etc.
5. The child's lack of beauty.
6. legitimate (illegitimate child)
7. Poverty and lack of necessary care.

2.9.2. Bullying in the Light of Evolutionary Theory

Some explanations of bullying depend on understanding the development of the child. They indicate that bullying is in the early stages of childhood when individuals begin to defend themselves at the expense of others to impose their social control. In the beginning, individuals tend to create problems with others, especially with those who are better them trying to scare them. And Hawley points out that, in their developmental stages, children begin to employ more socially acceptable means of controlling others. Verbal and indirect forms of bullying have become more common than physical forms.

Over time, behavior commonly known as bullying becomes relatively rare. And some studies confirm that physical bullying is more common in the early stages of childhood than in the later stages and that what is known as bullying becomes gradually less evident with the age of children. Rigby (2003).

2.9.3. Bullying in Light of the Theory of Individual Differences

Many explanations related to development processes and the effects of the environment neglect to consider individual differences (physical, cognitive, achievement, behavioral, and family climate), as these differences may lead to interaction due to bullying of one individual against another. For example, children who bully are characterized always unsympathetic, and children who are usually targeted at school tend to introvert themselves, have low self-esteem, and lack social skills. It is now recognized that the effects of genes play a role and may interact with inappropriate social conditions that children may be exposed to. For example, the unstable family life in which children do not feel love. Or they feel controlled by their parents, which leads to them behaving aggressively at school.

However, there are limits to this tendency. In some relatively mild environments, introverted children characterized by low self-esteem do not bully, which means that aggression and lack of empathy do not necessarily lead to bullying of others. For example, there is evidence that bullying is rare in schools that provide a social environment that offers excellent support for individual differences between individuals, and recognition of the role of individual differences in achieving bullying in some schools has led to the introduction of programs that help children exposed to bullying to defend themselves more effectively by developing better social skills, teaching them how to act with greater confidence. Rigby (2003).

2.9.4. Bullying in the Light of the Behavioral Theory

Behavioral theory is one of the most influential theories that deal with human behavior, especially bullying behavior, in light of the environment occupying the first place in determining behavior. Aggressive and impulsive towards peers, and they are also aggressive towards adults, and they are often impulsive and desire to display physical or psychological strength and dominate others.

The behavioral theory sees that bullying is repetitive if it is linked to reinforcement, so if the boy hits his brother and gets what he wants, he will repeat it to achieve his goal. Then these responses that remain to become part of the individual's behavior are the responses that supported, that is, that Followed by a good and pleasant effect, the answers followed by consolidation and reward prove, and the individual tends to repeat them. In contrast, the responses not followed by consolidation tend to extinguish and fade, and the individual does not tend to repeat them. That is, behavior is strengthened or weakened based on its effect and result concerning the individual, and this is known as the effect law in Skinner's procedural learning theory, according to which behavior receives reinforcement and leads to a feeling of comfort. Satisfaction tends to the individual to repeat it. Basically, bullying behavior occurs as a result of the reinforcement that the bully receives from his peers for such behavior. The bully may also obtain this reinforcement through the harm and damage he causes to the victim, meaning that when the bully attacks the victim, the victim tends to cry. In the name of in elementary school, this positively reinforces the bully's behavior. The bully repeats this behavior a second time, but if the victim responds and takes revenge on the bully - and this rarely happens - this reinforces the bully's behavior negatively. Abdul Azim (2007).

According to this theory, most of what a person does is educated. There are principles of learning and specific laws of behavior that do not happen by chance or randomly. The most crucial learning model is the Bandura social learning model, which focuses on the importance of imitation and simulation (modeling) in shaping behavior. Al-Khatib and Hadid (2009).

Bandura also stressed the importance of learning in shaping and changing behavior. A person can notice and explain the effect of his own behavior. He also learns how much through the rewards and punishments others get for certain behaviors, and for this, we choose many of our behavioral patterns. We shape it according to our expectations of the rewards of avoiding potential pain.

Therefore, there were those who dealt with bullying as a form of aggression in light of the "Bandora" theory.

Bandura, (1986) On learning the aggressive response through alternative reinforcement and modeling. It is possible to learn bullying through family models, peer models, or models presented by the media. Children who see the bullying of parents in their families are more bullying on others. Bandura (1986).

Children notice and learn to observe and learn comprehensively from the patterns they deal with, but they are selective in their behavior, they express behavior appropriate for their gender (Bandura, 1986, P9.4) This applies to learning about bullying, and these results helped explain bullying among People who witnessed in their childhood bullying between their parents, or any other form of violence. Okun (1986).

Children also learn bullying methods from trying to imitate bullies at school and at home, and you see that children who lived in a threatening environment tend to imitate others regardless of the type and form of behavior (Bidwell, 1997, Smith, 2000, Smokowski&Kopasz, 2005).

And modeling is not only from watching parents and imitating them, but it can be from watching movies, series, and cartoon films that have a role in bullying trends in children and that 39% of juvenile children have acquired the means of crime, violence and bullying from films and Aggressive programs, as confirmed by Roderick's study

Rodrik (1978) that individuals who watch a large proportion of violent programs actually tend to be violent in their behavior and personalities.

The study of "Mansi and Bayoumi" (1988) in primary schools in Medina confirmed that the media is one of the factors affecting the turbulent growth process of Salloum among students.

Other studies indicate the importance of the subject of aggression and its patterns and television and its impact on learning aggressive behavior, which was also emphasized by Feldman (FeLdMan, 1984), where he emphasized the extent to which films of violence and aggression, especially cartoon films, have an effect on

increasing behavior. Aggressive and bullying of the child, especially since it is a fertile environment for learning and imitation.

The strength of the aggressive response in this theory is determined according to four variables:

(Causes of bullying, history of bullying, social facilitation, and temperament). Hegazy (2000).

Therefore, in light of the behavioral theory, we find that the bully reinforced his behavior by the individuals surrounding him: such as colleagues and friends, and achieved stardom among his colleagues, which made him feel different and distinct. Also, the bully's realization of what he wants is a reinforcement, and this pushes him to create bullying positions and build them in attacking the individuals surrounding him and his followers.

2.9.5. Bullying in Light of Cultural and Sexual Differences

This theory seeks to explain bullying as a result of the existence of specific groups with different levels of power, where the focus is usually on differences with historical and cultural foundations: such as gender, race, religion or social class, blacks in countries that practice racial discrimination may suffer a religious status, because whites are the who possess the sources of power in society. Great emphasis is also placed on the differences associated with sex, as society is considered authoritarian when males are seen as having more power than females as a result of social beliefs that males are the dominant sex, and in order to maintain this control males feel that their oppression Females are justified, in addition, it is clear that males are more likely to bully females than females to bully males. In Australia, a large-scale study included 38,000 children; the percentage of females who claimed males forced them was much greater than the percentage of males who mentioned that females bully them. Rigby (2003).

2.9.6. Bullying in the Light of Cognitive Theory

Bullies differ from victims in aspects and cognitive processes. Bullies realize that they can control the environment in which they live; they realize their behavior

through self-centeredness and often justify the bully's behavior against the victim from their point of view, claiming that the victims deserve this bullying and punishment. Also, these bullies - as Dodge &Coie, 1987 indicate - have some cognitive distortions in their thinking patterns, making them mistakenly believe that others have aggressive intentions and intentions towards them. Another aspect of the wrong thinking patterns of bullies is that their thinking style is characterized by cognitive immaturity; they always tend to think one-way toward others. And they have positive attitudes toward violence.

Bullying behavior may be due to the bully's failure to understand, and the low ability to succeed in social operations

Mental treatment. In addition to the emergence of other cognitive manifestations such as:

1- Failure in mental processing.

2- Failure to pay attention and focus

3- He failed to succeed and achieve

4- Failed to engage in the task.

5- Failed to use learning abilities.

6- Failed to retrieve, follow-up and conduct feedback.

7- Failure in mental organization.

8- Not having basic memory skills.

2.10. Different Strategies to Counter Bullying

Interest in studying bullying behavior began in the seventies of the last century. Foreign studies about it abounded after that, and multiple preventive programs were developed to eliminate this behavior in many developed countries.

A project was put forward in Spain to learn together the spirit of solidarity and brotherhood, as it was proposed in the European Union: the cooperative project to eliminate bullying.

The "Together we light the way" project was launched in Canada.

It is not necessarily the success of behavioral techniques or a particular behavioral style with all types of bullying, and in this regard (Vitiello&Stoff 1997) confirms that bullies can be treated using behavioral techniques to reduce bullying behavior. Bullies can be helped through rewards for distance from bullying behavior instead of harming other people.

It has also been shown that drug therapy helps reduce the hostile behaviors of those who bully. In addition, psychotherapy can be applied to help bullies reduce hostility and arousal levels when it is aroused.

Learning effective anti-bullying strategies is essential, because failure to confront bullying can exacerbate outcomes and problems that may persist into adulthood. Atlas & Paper (1998). Schafer (2005).

While some victims can overcome bullying, others cannot use effective resistance strategies to end bullying.

Children who have been bullied over a long period often have a negative belief about their ability to change the bullying situation for their benefit. Lack of self-confidence in the ability to use nonviolent strategies and a lack of attention to using nonviolent strategies reassociated with higher bullying rates.

(Bosworth; Espelage& Simon, 2001).

Therefore, some programs focus on developing skills, self-confidence, increasing attention, and self-esteem to reduce bullying behavior.

The study (Fox &Boulton, 2005) also indicated the importance of developing social skills in reducing bullying.

And the study (Hunter & Boyle, 2002) confirmed that developing programs aimed at developing the ability to control and change the situation helps reduce bullying.

The study (Remillard& Lamb m 2005) clarified the defensive strategies female victims found helpful in overcoming indirect bullying. It was found that eight criteria are the basis of the cognitive and emotional defensive processes used by victims of direct bullying, which are:

1- Confrontation focused on the problem

2- Desirable thinking

3- Separation

4- Asking for social support

5- Focus on positive behavior

6- Self-blame

7- Reduce anxiety

8- Self-preservation.

The more females were hurt, the more they engaged in desirable thinking and self-blame, and the more involved they were in anxiety reduction and self-preservation, and females who sought social support were more likely to perceive that the bully still considered them friends, and to report that they still felt close to that person. Remillard& Lamb (2005).

The study (Olafsen&Viemero, 2000) explored the defensive strategies used by female victims of indirect bullying and found that female victims of indirect bullying use the method: of responding to aggression and self-defense and facing the problem instead of escaping from it.

In the late 1990s, a panel of experts in the United States of America used three core criteria to evaluate more than 500 structured evaluation programs explicitly designed to prevent violence or other behavioral problems. Ellitt (1999).

The Foundation's US Office of Juvenile Rehabilitation also financially supports implementing these separate evidence-based programs in several locations and states.

The success of any attempt to prevent bullying depends on the effectiveness of programs and strategies that suit the needs of a particular institution, taking into account the following in those strategies:

First, the process or program must be empirically supported.

Second - the software techniques must be appropriate, developmentally appropriate, enjoyable, and purposeful.

Third - institutions should choose culturally influential programs and provide training.

2.11. Anti-bullying Programs

2.11.1. Self-discipline Program

The theoretical analysis of the concept of self-control according to the behavioral trend indicates that it is an extension of the laws of procedural behavior, where it is said that the individual controls his behavior if he can control the variables that are functionally related to him (Goldfried&Merbaum, 1973).

The strategy of self-discipline can be defined as the behavior that allows the person to take responsibility for his actions: because he controls the internal and external events, and the person applies this behavior intentionally to achieve the goals he set for himself. The person chooses the goals and uses the procedures that lead him to perform them until he possesses self-control; he must adhere to them and implement them (Haroun, 1992).

According to the fact that the individual can control himself, self-control strategies have developed in the past years because human control of his behavior is not different from the process of human control of the behavior of others (Ollendick&Cerny, 1981).

The scientist Skinner was the first to confirm this. He believes that when a person controls himself or chooses a specific thing, thinks about solving a particular problem, or tries to understand himself better. He behaves while attempting to control his behavior in the same ways that he uses to control the behavior of others by controlling the variables responsible for the conduct. Al-Khatib (1987).

Skinner, in 1953, described the methods that an individual uses to self-correct his behavior, and these methods are:

1- Physical restraint:

The individual restrains or restrains himself physically in order to refrain from the unwanted behavior and puts his hands in his pockets so that he does not make movements that indicate his anger.

2- Change the stimulus:

The individual controls himself by destroying him with environmental stimuli that facilitate the occurrence of bullying behavior and trying to change the catalyst that causes the unwanted behavior (bullying) or replace it with another desirable behavior, and for example, we write a list of the items that we want to buy from the market so that we do not spend much money and that we do not Forget what we want to buy.

3- Use of single stimuli:

The individual may use some single or painful stimulus to control behavior, and he may set an alarm clock to prevent himself from continuing to sleep.

4- Self-reinforcement/self-punishment:

The bullying individual can control himself by using the method of self-reinforcement, as the person, despite the possibility of obtaining reinforcements whenever he wants, does not do so except after performing the desired behavior. Like a student who is prevented from watching television until he finishes his lessons, a person can also control himself through self-punishment, such as the one

who deprives himself of going to school on a school trip because he gets low on exams.

Being preoccupied with something else the bullying person can control his behavior by being preoccupied with anything to refrain from the unwanted behavior that he wants to reduce, such as the individual's practice of writing instead of sitting at home without helpful work. Excessive activity in sports he loves.

2.11.2. Written Contracts

The bully can control himself by writing a pledge not to perform the desired behavior, such as writing a behavioral commitment with the manager not to repeat his absence from the institution.

To confirm the effectiveness of this program, Kanfer (1973) developed a well-known model that included three stages:

First - the stage of self-monitoring:

This stage includes an accurate description of the bully's behavior and its identification, where the bully becomes aware of his behavior and collects information about the reasons that guide his behavior.

Second - the self-assessment stage:

At this stage, the bully sets standards, goals, and expectations for his behavior based on the information he obtained through observing his behavior. Did he achieve the goals and standards he set for himself? The individual at this stage also gets feedback about his behavior, from which he can benefit if his behavior still needs to be modified.

Third - the stage of self-education:

In this stage, the bully reinforces himself if he achieves the goals and standards he set as a result of his correct behavior, or punishes himself if he does not achieve the goals and standards he set as a result of not performing the desired behavior (kanfer&Goldstein)

In general, the self-control programs used to modify behavior depend on the following elements:

1- The individual's desire and belief in changing his behavior.

2- The target behavior must be defined and defined, and the importance of changing the behavior if it occurs.

3- Self-control programs often start with self-monitoring, as they explain to the individual the nature of his behavior and the extent of his problem.

4- Self-reinforcement is an essential element in the process of self-discipline.

Several studies have dealt with the strategy of self-control in reducing aggressive behavior, including violence and bullying. A study conducted by "Burke" on five individuals aged between 18-20 years who had physical bullying behavior, used the self-control method with them, and Environmental control, symbolic reinforcement, and self-reinforcement indicated a positive effectiveness of previous strategies in decreasing their bullying behavior.

2.11.3. The Bully-Victim-Bystander Model

There are many researchers who have adopted the idea of this model from different points of view, so we find, for example: The (Dreikurs&Soltez) model relied on the theory of the group “Adlerian” which indicates that the right direction is a sense of individuality through the group and the sense of others’ happiness, without the presence of conflicts interior between the community. And (Dreikurs&Soltez) acknowledge that the bully / victim / spectator model is based on belonging to the school group. If an individual is isolated from that group, he becomes a victim. There are individuals who struggle in any way to prove themselves in order to find a place for themselves in the community. This is called the bully, and the third element is the bystanders. Dreikurs&Soltez points out that if the bully and the victim are identified, the other group members are bystanders.

There is another example of the bully/victim/bystander/. We see in it that bullying is part of an active process with three prominent social roles and several sub-patterns.

This model was developed (Twemlow, Sacco &, 1996). In fact, this model is similar to Olweus, 1991, which applied to Scandinavian schools.

And this model refers to a three-dimensional process (victim, spectator, and avoider) as if it were a theater in which: students, teachers, administrative work team, support team, and parents represent roles in various dramatic situations that can be understood as a mixture Variable role from bullying to becoming a victim of bullying to the spectator, and thus any person who represents the bully or the victim will be through a third participant, the audience and the spectators, and the role of the specialist in this model is to clarify the elements of the program.

2.12. The role of Society and Relevant Higher Agencies Towards Bullying

The truth is that bullying is an issue of society as a whole. It cannot be seen as one of the tasks of the security men alone because other social institutions, as well as groups and individuals, are responsible (or partners in the responsibility) for pushing the evils of bullying out of the fold of society, and Especially the Institutions community in which bullying behaviors and symptoms abound.

Societal institutions must confront the phenomenon of bullying, after which it is an educational phenomenon, which leads to advanced stages of violence and terrorism in the future. Likewise, the mass media and culture must play a positive and effective role in guiding the Arab personality, refining its components, and raising it in a good manner. Good citizenship, obedience, discipline and moderation.

For society to be able to treat waves of violence and bullying, it is necessary to provide specialists to diagnose cases of bullying and its victims and know its causes and manifestations because effective treatment and good handling of the problems of violence and bullying require an excellent diagnosis to determine the quantity and quality of the problem and know its causes and motives to Insight into this problem and understand it deeply. This is the insight that many of those dealing with the problems of violence and bullying lack.

The most important roles that society has to play can be summarized as follows:

1. Develop a general strategy to reduce the needs that drive violence and bullying or create alternatives away from aggressive behavior to express behavior, such as providing playgrounds, encouraging people to practice them, or promoting a love of knowledge and reading.

2. The media should focus on addressing bullies, urging them to belong and cultivate a positive identity, and discussing ways to highlight their social status.

3. The educational training centers in academic areas and qualified community centers should be concerned with providing training programs to provide understanding and insight among children, adolescents and youth about their behavior and motives.

4. Officials should not apply treatment programs before classifying people's behavior, so bullies should be organized into homogeneous groups and rehabilitated in light of the nature of each type of bullying, because classifying them in homogeneous groups is an economic matter and has a stronger impact in achieving the desired goals. It also achieves a kind of competition in the path of progress.

5. As the phenomenon of bullying is a multilateral chain, and from here it can be modified by involving other people in the community, such as parents, teachers and specialized managers.

CHAPTER III

DATA COLLECTION AND ANALYSIS

It`s the process of gathering information, research related information, process it and taking the data form, in order to build analysis, support theories, derive evidences and conclusions based up on it to fulfill our research.

3-1- Research Design:

The data was obtained through the survey (questionnaire) method from a sample of 71 employees of Ebdaa consulting and solutions company.

3.2. Research Model and Hypotheses

A sample of 71 workers, with an average of 35 males and 36 females in Al-Ebdaa co. in Gaziantep city in a research that is conducted in the year 2023.

3.3. Data Collection Procedure

The questionnaire method was conducted to gather data for this research, as the questionnaire can be defined as a research tool of continues many questions to collect information from specific segment of respondents (Creswell & Creswell, 2017).

As 2 questionnaires were conducted to be analyzed in this research: 1- workplace bullying Questionnaire. 2- The Individual Work Performance Questionnaire. These questions or statements gave us the needed information to convert it to useful data that either validate or disqualify our hypothesis, later on to be processed in the SPSS software and extract the T-test results.

3.4. Data Analysis and Findings

In this research, we relied on the analytical descriptive approach, as it is the most appropriate approach for this type of topics, and Factor Analysis was proposed to evaluate the organization of the questionnaire sections. Then, it was processed statistically using the Data Analysis by Statistical Package for Social Sciences (SPSS) program in analyzing the data of each of the research questions related to the field aspect, depending on the weighted arithmetic means and standard deviations of

the research sample responses for each of its items to be an indicator of the degree of approval.

In order to facilitate the interpretation of the results and determine the level of response to the items of the tool, The questionnaire which was employed in the current study is based on the 5-point Likert scale (1: strongly agree, 2: agree, 3: neutral, 4: disagree, and 5: strongly disagree). The answers were then classified into five levels of equal range.

Table 1: Shows the average scores of respondents' responses to the questionnaire items:

Q. N	Daily	Weekly	Monthly	Rarely	Never	Arithmetic mean	Evaluation
1	8	26	23	13	1	3.38	low
2	38	17	11	3	2	4.21	high
3	17	18	18	15	3	3.44	middle
4	23	21	14	11	2	3.73	middle
5	30	13	10	15	3	3.73	middle
6	26	14	14	15	2	3.66	middle
7	28	21	13	6	3	3.92	middle
8	21	26	10	11	3	3.72	middle
9	31	16	7	15	2	3.83	middle
10	32	10	10	18	1	3.76	middle
11	32	12	15	10	2	3.87	middle
12	33	16	7	13	2	3.92	middle
13	30	16	12	11	2	3.86	middle
14	31	11	16	12	1	3.83	middle
15	25	19	11	14	2	3.72	middle
16	18	22	14	14	3	3.54	middle
17	15	26	13	14	3	3.51	middle
18	26	17	16	9	3	3.76	middle
19	22	21	19	8	1	3.77	middle
20	25	15	20	9	2	3.73	middle
21	33	12	12	12	2	3.87	middle

From the table (1), we note that the highest value obtained by question No. 2 (Undervaluing of your work), where the average response was 4.21.

This result is logical because underestimating the value of the employee's work is very common in organizations, which is negative and affects the worker's performance.

While Q. 12- Spread rumors about you, and Q. 7- Making inappropriate jokes about were ranked second as the average of responses was 3.92, which indicates that spreading rumors is one of the most frequent bullying behaviors in institutions, as well as the use of inappropriate jokes.

Question No.1 was ranked last (Shifting work tasks without your consultation), with the average response being 3.38.

Result of the first hypothesis:

H1: There is no significant difference in job performance Level by Gender(t-test).

The following table shows the distribution of sample members by gender:

Table 2: Distribution of sample members by gender

Gender	**Number**	**Percentage**
males	٣٦	51%
females	٣٥	49%
the total	٧١	100 %

After analyzing the results, we got the following table:

Table 3: t-test for differences between males and females in Performance in the workplace

score averages		**standard deviation**		**T calculated**	**tabular t**	**significance level**
males	females	males	females			
1.58	1.65	0.20	0.27	1.84	1.99	0.05

We note that T calculated < T tabular, and therefore we accept the hypothesis, that is, there are no differences in the level of performance in the workplace according to the gender variable (male - female).

Interpretation of the first hypothesis:

The researcher can attribute the lack of difference between males and females in the efficiency of work performance to the fact that they belong to the same functional institution, are exposed to the same problems, and deal with the same officials.

Result of the second hypothesis

H2: There is no significant difference in bullying in the workplace by gender (t-test)

The following table shows the distribution of sample members by gender:

Table 4: Distribution of sample members by gender

sex	**number**	**percentage**
males	٣٦	51%
females	٣٥	49%
the total	٧١	100 %

After analyzing the results, we got the following table:

Table 5: t-test for differences between males and females in job performance efficiency.

score averages		**standard deviation**		**T calculated**	**tabular t**	**significance level**
males	females	males	females			
3.60	3.77	0.16	0.39	2.38	1.99	0.05

We note that T calculated> T tabular, therefore rejects the hypothesis, i.e., there are differences in the level of bullying in the workplace according to the gender variable (male - female), and in favor of females.

That is, females are subjected to bullying in the workplace more than males

Interpretation of the second hypothesis:

The findings revealed that there are, indeed significant differences between female and male. That is, women are more verbally abused, exposed to administrative bullying and more socially excluded than men. The verbal abuse experienced is a

type of overt bullying that can come in the forms of insults, excessive teasing, gossips, slander and malicious rumors being spread about a person .

This is based on the premise that men in most cases are likely to defend themselves against any form of verbal attack than women. While in the case of administrative bullying, the findings revealed that women are more exposed to it than men .

for social exclusion, the findings similarly reveal that women are more exposed to it than men .

These results are not surprising because women are most likely to report being bullied than are men, therefore, the high occurrence should be seen as true picture of what is going on in most organization. Hence, from the above analyses, it can be concluded that gender as one of the demographic factors that plays a significant role in the exposure of employees to bullying behaviors .

Although most of the literature reviewed has looked at the various effects of demographic factors on the likelihood of exposure to bullying, the present study has significantly contributed to existing knowledge on workplace bullying by revealing that the type of bullying behaviors to which employees are exposed is a factor of gender as explained above.

CHAPTER IV

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

4.1. Conclusion

Through this study, we shall conclude that bullying in all of its forms in the workplace leads to poor performance, low productivity, toxic environment, resentment not to mention the psychological effects on the staff as whole.

Bullying now takes form of abusing only worse, because the massive damage that it leaves is permeant and people live with, though, by and among it every day.

Now to shed a light on our first hypothesis which demonstrates that there is no relationship between gender difference and performance levels, making sense that the positive atmosphere and clear work tasks, perfect work environment…. etc. all of that if found, the productivity doesn`t shift between males and females. that is proven valid, as there is no difference in the job performance when it comes to genders, as for a long time everything was dominated by males even before the 90s women had very little role in engaging in the field of work at all, which was told in Kellie L. Maske, Garey C. Durden, Patricia E. Gaynor (2007) study that women in the old times didn`t have that much in the work environment, but then times got better and since 1990s till our time the female power is clearly obvious in the market field, not just business but on every aspect.

While our second hypothesis says that there is a difference in the level of bullying among genders in the workplace as the females are frequently get bullied more than males which can be supported by Chirila (2019). study results which showed that there are gender differences in exposure to bullying in the workplace, in that women are more likely to be bullied than men in the work environment.

Therefore, we conclude that the current study is similar to previous studies in most of the points mentioned, and differs from them in its focus on the relationship between workplace bullying and job performance between genders.

4.2. Discussion

This study encompassed two dimensions, the job bullying effects on the job performance as a whole between genders then moving on to the gender related bullying, then detailing if there are more impact on one gender than the other when it comes to bullying and its effect on the performance among males and females.

Data was then collected and analyzed, and the characteristics of the study sample were identified.

The research focused on analyzing the questionnaire results and validating the research hypotheses that explained the impact of Workplace bullying and job performance with gender. The researcher provided detailed explanations on how each hypothesis result turned out.

As our research presented the first hypothesis which states that there is no significant difference in job performance level by gender, which was proven right, results showed that the T calculated < T tabular, and therefore we accept the hypothesis, that is, there are no differences in the level of performance in the workplace according to the gender variable (male - female). meaning that both genders with the right skills, training, experience and motivation to do the job right without any outside factors that may cloud the company`s atmosphere.

Then our second hypothesis, there is no significant difference in bullying in the workplace by gender was proven wrong which the results came out saying that females are more bullied than males, as T calculated> T tabular, therefore rejects the hypothesis, i.e., there are differences in the level of bullying in the workplace according to the gender variable (male - female), and in favor of females.

That is, females are subjected to bullying in the workplace more than males

as they are more verbally abused, exposed to administrative bullying and more socially excluded than males. The verbal abuse experienced is a type of overt bullying that can come in the forms of insults, excessive teasing, gossips, slander and malicious rumors being spread about a person .

This is based on the premise that men in most cases are likely to defend themselves against any form of verbal attack than women. While in the case of administrative bullying, the findings revealed that women are more exposed to it than men .

for social exclusion, the findings similarly reveal that women are more exposed to it than men.

Overall, the study provides comprehensive insights into the relationship between performance and bullying behavior among genders which is reverse as the more bullying and negativity occurs the performance drop and satisfaction will affect the overall productivity and atmosphere of the company, and the specific factors that hold significance in the context of a healthy working environment.

4.3. Recommendations

1. Conducting a survey among the staff (both genders) on fixed basis to keep track of the bullying rates and satisfaction level to minimize the turnover and maximize the productivity.

2. Raise the level of satisfaction among the staff regarding the (working hours, financial incentives, bonuses, vacations…. etc.).

3. Conducting a study on occupational bullying and its impact on the quality of working performance among genders.

4. Educate workers in organizations about the concept of occupational bullying in the work environment, its negative effects on the work environment, and how to deal with bullying personalities.

5. The need to establish administrative controls that protect employees in organizations from bullying behavior in all its forms (males and females).

6. Encouraging employees especially females to speak up, blow the whistle and report any bullying behavior and protect them from any retaliation action.

7. Spreading awareness by holding seminars and training courses for all employees.

8. Promote periodic meetings to discuss sensitive matters related to workers and the business environment, know what workers really need, and enter into daily details.

9. Enhancing the process of motivating workers.

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APPENDIXES

Measuring the Scale and Scope of Workplace Bullying:

1-workplace bullying Questionnaire

The following behaviors are often seen as examples of negative behaviors in the workplace. How often have you been subjected to the following negative acts at work? Please mark tick (√) on any one of the five options that best corresponds with your experience over the last six months.

#	Statements	Never	Rarely	Monthly	Weekly	Daily
1	Shifting work tasks without your consultation					
2	Undervaluing of your work					
3	Being ordered to do work below your level of proficiency					
4	Persistent unjustified monitoring of your work					
5	Repeated attempts to undermine your personal dignity					
6	Verbal and non-verbal threats					
7	Making inappropriate jokes about you					
8	Withholding necessary information affecting your professional progress					
9	Exclude you from workgroup activities					
10	Reject your application for leave, training or promotion without reason					
11	Setting of impossible deadlines to accomplish work					
12	Spread rumors about you					
13	Repeated offensive remarks about your person or private life					
14	Signals from others that you should resign your job					
15	Repeated reminders of your mistakes					
16	Neglect of your opinions or views					
17	Not give importance of your rights and opinions with reference to your gender					
18	Devaluation of your rights and opinions with reference to your age					
19	Negative responses from others because you work hard					
20	Several times forced to attend supplementary meetings and training sessions					
21	Intimidatory use of discipline/competence procedure					

An Alternative Workplace Bullying Scale

1) AmbreenAnjum 1, AminaMuazzam 1,* , FarkhandaManzoor 2, Anna Visvizi 3,4 ,Gary Pollock 5 and Raheel Nawaz 6
2) Department of Applied Psychology, Lahore College for Women University, Lahore 54000, Pakistan.
3) Department of Zoology, Lahore College for Women University, Lahore 5400, Pakistan.
4) School of Business & Economics, Deree College, The American College of Greece, 153-42 Athens, Greece.
5) Effat College of Business, Effat University, Jeddah P.O. Box 34689, Saudi Arabia.
6) Department of Sociology, Manchester Metropolitan University, Manchester M15 6BH, UK.
7) Department of Operations, Technology, Events and Hospitality Management, Manchester Metropolitan University, Manchester M15 6BH, UK.

2- **The Individual Work Performance Questionnaire:**

The Individual Work Performance Questionnaire is an 18-item scale developed in The Netherlands to measure the three main dimensions of job performance: task performance, contextual performance, and counterproductive work behavior. All items have a recall period of three months and a 5-point rating scale (0 = seldom to 4 = always for task and contextual performance; and 0 = never to 4 = often for counterproductive work behavior). A mean score for each IWPQ scale can be calculated by adding the item scores, and dividing their sum by the number of items in the scale. Item wording is included in Table. The Individual Workplace Performance Questionnaire

1	I managed to plan my work so that l finished it on time				
2	I kept in mind the work result l needed to achieve				
3	I was able to set priorities				
4	I was able to carry out my work efficiently				
5	I managed my time well				
6	On my own initiative, I started new task when my old tasks were completed				
7	I took on challenging tasks when they were available				
8	I worked on keeping my job-related knowledge up to date				
9	I worked on keeping my work skills up to date				
10	I came up with creative solutions for new problems				
11	I took on extra responsibilities				
12	I continually sought new challenges in my work				
13	I actively participated in meetings and Lor consultations				
14	I complained about minor work-related issues at work				
15	I made problems at work bigger than they were				
16	I focused on the negative aspects of situation at work instead of the positive aspects				
17	I talked to colleagues about the negative aspect of my work				
18	I talked to people outside the organization about the negative aspects of my work				

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CURRICULUM VITAL

Name	Ashraf SHAHEEN
Date of birth	
Place of birth	
Place of residence	
University	ÇANKIRI KARATEKIN UNIVERSITY
Institute	INSTITUTE OF SOCIAL SCIENCES
Department	BUSINESS ADMINISTRATION DEPARTMENT
ORCID	
Job	
Email	