

An Examination of Perceived Support, Organizational Justice Climate, and the Psychological
Cost of Workplace Bullying

By

Tina Shankar Babu, M.S., LMHC, LPC

A Dissertation Submitted in Partial Fulfillment of the Requirements for the
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FINAL APPROVAL OF COMPLETED DISSERTATION

NAME: Tina Shankar Babu

TITLE OF DISSERTATION: An Examination of Perceived Support, Organizational Justice Climate, and the Psychological Cost of Workplace Bullying

DOCTORAL DISSERTATION COMMITTEE:

COMMITTEE CHAIR: Joseph R. Franco, PhD
Name Degree
Associate Professor Pace University
Title Affiliation

COMMITTEE MEMBER: Alfred Ward, PhD
Name Degree
Associate Professor Pace University
Title Affiliation

COMMITTEE MEMBER: Rostyslaw Robak, PhD
Name Degree
Chairperson Pace University
Title Affiliation

FINAL APPROVAL OF COMPLETED DISSERTATION:

I have read the final version of the doctoral dissertation and certify that it meets the relevant requirements for the Ph.D. degree in Mental Health Counseling.

Joseph Franco 12/17/20
Committee Chair's Signature Date

Alfred Ward 12/17/20
Committee Member's Signature Date

Rostyslaw Robak 12/17/20
Committee Member's Signature Date

ABSTRACT

This study aims to broaden the literature on workplace bullying in higher education. The primary researcher examined the occurrence of workplace bullying within higher education institutions across the United States, and whether perceived social support moderates the effect of workplace bullying on psychological distress, measured as occupational burnout. Additionally, the primary researcher assessed if organizational justice climate influences the moderating effect of perceived social support on the relationship between workplace bullying and occupational burnout. A simple moderation analysis was conducted in order to investigate if the effect of workplace bullying on occupational burnout was attenuated by perceived social support. Additionally, a moderated moderation analysis was conducted in order to investigate if perceptions of justice climate led to a change in the moderating effect of perceived social support on the relationship between workplace bullying and occupational burnout. Participants consisted of 395 faculty (those in some type of teaching position) and staff (librarians and other administrators) from higher education universities across the United States, out of which 240 were used in the final analyses of this study. Participants were recruited via email and social media. Potential implications regarding expected strengths and limitations of this proposed study are examined in the discussion.

Keywords: workplace bullying, occupational burnout, organizational justice climate, perceived social support, perceived autonomy support, higher education

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TABLE OF CONTENTS

ABSTRACT.....	iv
ACKNOWLEDGEMENTS.....	v
LIST OF TABLES.....	ix-xvii
CHAPTER I: INTRODUCTION.....	1
Theories of Bullying.....	2
Bullying.....	2-3
Relational Bullying.....	4-5
Workplace Bullying.....	5-7
Workplace Bullying in Higher Education.....	7-11
Examining Workplace Bullying and Related Factors.....	11
Gender Differences Among Victims and Perpetrators of Workplace Bullying.....	11-15
Victims' Perceptions as a Measure of Workplace Bullying.....	16-19
The Cost of Workplace Bullying.....	20
Financial Cost of Workplace Bullying.....	20-22
Psychological Cost of Workplace Bullying.....	23-27
Occupational Burnout as a Psychological Cost of Workplace Bullying.....	27-30
Through the Lens of Self-Determination Theory: Workplace Bullying's Effect on Basic Psychological Needs.....	30-33
Perceived Autonomy Support and Workplace Bullying.....	33-36
Perceived Social Support and Workplace Bullying.....	36-40
Organizational Climate and Workplace Bullying.....	40-45

Organizational Justice Climate and Workplace Bullying.....	45-47
Purpose and Rationale of the Study.....	48-49
Hypotheses.....	49
Statistical Methodology.....	50-53
Operationalized Variables.....	54-55
CHAPTER 2: METHOD.....	56
Participants.....	56
Instruments.....	56-64
Procedure.....	64
CHAPTER 3: RESULTS.....	66
Demographic and General Findings.....	66-67
Basic Correlational Analyses.....	67-71
Hypothesis 1 Results.....	74-114
Summary Hypothesis 1.....	114-115
Hypothesis 2 Results.....	115-118
Summary Hypothesis 2.....	118
Secondary Analyses.....	119-170
Summary Secondary Analyses.....	170
CHAPTER 4: DISCUSSION.....	171
Summary of Results.....	171-173
Summary of Previous Research.....	173-174
Study Strengths and Limitations.....	174-176
Implications for Higher Education.....	176-177

Implications for Mental Health Counseling.....	177-179
Reccomendations for Future Research.....	179-180
Conclusion.....	180
REFERENCES.....	181-210
APPENDIX A: NEGATIVE ACTS QUESTIONNAIRE-REVISED.....	211
APPENDIX B: SOCIAL PROVISIONS SCALE.....	212-213
APPENDIX C: MASLACH BURNOUT INVENTORY–ES.....	214-215
APPENDIX D: ORGANIZATIONAL JUSTICE SCALE.....	216
APPENDIX E: PERCEIVED AUTONOMY SUPPORT-WORK CLIMATE.....	217
APPENDIX F: DEMOGRAPHIC QUESTIONNAIRE.....	218-219

LIST OF TABLES

Table 1. Means and Standard Deviations of Variables.....	72
Table 1a. Across-Scale Correlations.....	73
Table 2. Moderating Effect of Perceived Social Support on the Relationship between Workplace Bullying and Emotional Exhaustion	75
Table 3. Moderating Effect of Perceived Social Support on the Relationship between Workplace Bullying and Depersonalization.....	76
Table 4. Moderating Effect of Perceived Social Support on the Relationship between Workplace Bullying and Personal Achievement.....	77
Table 5. Moderating Effect of Attachment on the Relationship between Work-Related Bullying and Emotional Exhaustion	78
Table 6. Moderating Effect of Social Integration on the Relationship between Work-Related Bullying and Emotional Exhaustion.....	79
Table 7. Moderating Effect of Reassurance of Worth on the Relationship between Work-Related Bullying and Emotional Exhaustion.....	80
Table 8. Moderating Effect of Reliable Alliance on the Relationship between Work-Related	

Bullying and Emotional Exhaustion.....	81
Table 9. Moderating Effect of Guidance on the Relationship between Work-Related Bullying and Emotional Exhaustion.....	82
Table 10. Moderating Effect of Guidance on the Relationship between Work-Related Bullying and Emotional Exhaustion.....	83
Table 10a. Conditional Effects of Work-Related Bullying on Emotional Exhaustion at Values of OFN.....	84
Table 11. Moderating Effect of Attachment on the Relationship between Person-Related Bullying and Emotional Exhaustion.....	85
Table 12. Moderating Effect of Social Integration on the Relationship between Person-Related Bullying and Emotional Exhaustion.....	86
Table 13. Moderating Effect of Reassurance of Worth on the Relationship between Person- Related Bullying and Emotional Exhaustion.....	87
Table 14. Moderating Effect of Reliable Alliance on the Relationship between Person-Related Bullying and Emotional Exhaustion.....	88
Table 15. Moderating Effect of Guidance on the Relationship between Person-Related Bullying and Emotional Exhaustion.....	89

Table 16. Moderating Effect of Opportunity for Nurturance on the Relationship between Person-Related Bullying and Emotional Exhaustion.....	90
Table 17. Moderating Effect of Attachment on the Relationship between Work-Related Bullying and Depersonalization.....	91
Table 18. Moderating Effect of Social Integration on the Relationship between Work-Related Bullying and Depersonalization.....	92
Table 19. Moderating Effect of Reassurance of Worth on the Relationship between Work-Related Bullying and Depersonalization.....	93
Table 20. Moderating Effect of Reliable Alliance on the Relationship between Work-Related Bullying and Depersonalization.....	94
Table 21. Moderating Effect of Guidance on the Relationship between Work-Related Bullying and Depersonalization.....	95
Table 22. Moderating Effect of Opportunity for Nurturance on the Relationship between Work-Related Bullying and Depersonalization.....	96
Table 23. Moderating Effect of Attachment on the Relationship between Person-Related Bullying and Depersonalization.....	97
Table 24. Moderating Effect of Social Integration on the Relationship between Person-Related	

Bullying and Depersonalization.....	98
Table 25. Moderating Effect of Reassurance of Worth on the Relationship between Person-Related Bullying and Depersonalization.....	99
Table 26. Moderating Effect of Reliable Alliance on the Relationship between Person-Related Bullying and Depersonalization.....	100
Table 27. Moderating Effect of Guidance on the Relationship between Person-Related Bullying and Depersonalization.....	101
Table 28. Moderating Effect of Opportunity of Nurturance on the Relationship between Person-Related Bullying and Depersonalization.....	102
Table 29. Moderating Effect of Attachment on the Relationship between Work-Related Bullying and Personal Achievement.....	103
Table 30. Moderating Effect of Social Integration on the Relationship between Work-Related Bullying and Personal Achievement.....	104
Table 31. Moderating Effect of Reassurance of Worth on the Relationship between Work-Related Bullying and Personal Achievement.....	105
Table 32. Moderating Effect of Reliable Alliance on the Relationship between Work-Related Bullying and Personal Achievement.....	106

Table 33. Moderating Effect of Guidance on the Relationship between Work-Related Bullying and Personal Achievement.....	107
Table 34. Moderating Effect of Opportunity for Nurturance on the Relationship between Work-Related Bullying and Personal Achievement.....	108
Table 35. Moderating Effect of Attachment on the Relationship between Person-Related Bullying and Personal Achievement.....	109
Table 36. Moderating Effect of Social Integration on the Relationship between Person-Related Bullying and Personal Achievement.....	110
Table 37. Moderating Effect of Reassurance of Worth on the Relationship between Person-Related Bullying and Personal Achievement.....	111
Table 38. Moderating Effect of Reliable Alliance on the Relationship between Person-Related Bullying and Personal Achievement.....	112
Table 39. Moderating Effect of Guidance on the Relationship between Person-Related Bullying and Personal Achievement.....	113
Table 40. Moderating Effect of Guidance on the Relationship between Person-Related Bullying and Personal Achievement.....	114
Table 41. Moderated Moderating Effect of Organizational Justice Climate on the Relationship	

between Workplace Bullying and Emotional Exhaustion.....	116
Table 42. Moderated Moderating Effect of Organizational Justice Climate on the Relationship between Workplace Bullying and Depersonalization.....	117
Table 43. Moderated Moderating Effect of Organizational Justice Climate on the Relationship between Workplace Bullying and Personal Achievement.....	118
Table 44. Moderating Effect of Perceived Autonomy Support-Work Climate on the Relationship between Workplace Bullying and Emotional Exhaustion	119
Table 45. Moderating Effect of Perceived Autonomy Support-Work Climate on the Relationship between Workplace Bullying and Depersonalization.....	120
Table 45a. Conditional Effects of Workplace Bullying on Depersonalization at Values of WClimate.....	121
Table 46. Moderating Effect of Perceived Autonomy Support-Work Climate on the Relationship between Workplace Bullying and Personal Achievement.....	122
Table 46a. Conditional Effects of Workplace Bullying on Personal Achievement at Values of WClimate.....	123
Table 47. Moderating Effect of Perceived Autonomy Support-Work Climate on the Relationship between Work-Related Bullying and Emotional Exhaustion	124

Table 48. Moderating Effect of Perceived Autonomy Support-Work Climate on the Relationship between Person-Related Bullying and Emotional Exhaustion.....	125
Table 49. Moderating Effect of Perceived Autonomy Support-Work Climate on the Relationship between Work-Related Bullying and Depersonalization	126
Table 49a. Conditional Effects of Work-Related Bullying on Depersonalization at Values of Wclimate.....	127
Table 50. Moderating Effect of Perceived Autonomy Support-Work Climate on the Relationship between Person-Related Bullying and Depersonalization	128
Table 51. Moderating Effect of Perceived Autonomy Support-Work Climate on the Relationship between Work-Related Bullying and Personal Achievement	129
Table 51a. Conditional Effects of Work-Related Bullying on Personal Achievement at Values of Wclimate.....	130
Table 52. Moderating Effect of Perceived Autonomy Support-Work Climate on the Relationship between Person-Related Bullying and Personal Achievement	131
Table 52a. Conditional Effects of Person-Related Bullying on Personal Achievement at Values of Wclimate.....	132
Table 53. Moderating Effect of Organizational Justice Climate on the Relationship between	

Workplace Bullying and Emotional Exhaustion.....	133
Table 54. Moderating Effect of Organizational Justice Climate on the Relationship between Workplace Bullying and Depersonalization	134
Table 54a. Conditional Effects of Workplace Bullying on Depersonalization at Values of Tot_Just.....	135
Table 55. Moderating Effect of Organizational Justice Climate on the Relationship between Workplace Bullying and Personal Achievement	136
Table 56. Moderating Effect of Procedural Justice on the Relationship between Work-Related Bullying and Emotional Exhaustion.....	137
Table 57. Moderating Effect of Distributive Justice on the Relationship between Work-Related Bullying and Emotional Exhaustion.....	138
Table 58. Moderating Effect of Interpersonal Justice on the Relationship between Work-Related Bullying and Emotional Exhaustion.....	139
Table 59. Moderating Effect of Informational Justice on the Relationship between Work-Related Bullying and Emotional Exhaustion.....	140
Table 60. Moderating Effect of Organizational Justice on the Relationship between Work- Related Bullying and Emotional Exhaustion.....	141

Table 61. Moderating Effect of Procedural Justice on the Relationship between Person-Related Bullying and Emotional Exhaustion.....	142
Table 62. Moderating Effect of Distributive Justice on the Relationship between Person-Related Bullying and Emotional Exhaustion.....	143
Table 63. Moderating Effect of Interpersonal Justice on the Relationship between Person-Related Bullying and Emotional Exhaustion.....	144
Table 64. Moderating Effect of Informational Justice on the Relationship between Person-Related Bullying and Emotional Exhaustion.....	145
Table 65. Moderating Effect of Organizational Justice on the Relationship between Person-Related Bullying and Emotional Exhaustion.....	146
Table 66. Moderating Effect of Procedural Justice on the Relationship between Work-Related Bullying and Depersonalization	147
Table 67. Moderating Effect of Distributive Justice on the Relationship between Work-Related Bullying and Depersonalization.....	148
Table 68. Moderating Effect of Interpersonal Justice on the Relationship between Work-Related Bullying and Depersonalization.....	149
Table 69. Moderating Effect of Informational Justice on the Relationship between Work-Related	

Bullying and Depersonalization.....	150
Table 70. Moderating Effect of Organizational Justice on the Relationship between Work-Related Bullying and Depersonalization.....	151
Table 71. Moderating Effect of Procedural Justice on the Relationship between Person-Related Bullying and Depersonalization.....	152
Table 72. Moderating Effect of Distributive Justice on the Relationship between Person-Related Bullying and Depersonalization.....	153
Table 72a. Conditional Effects of Person-Related Bullying on Depersonalization at Values of distribu.....	154
Table 73. Moderating Effect of Interpersonal Justice on the Relationship between Person-Related Bullying and Depersonalization.....	155
Table 74. Moderating Effect of Informational Justice on the Relationship between Person-Related Bullying and Depersonalization.....	156
Table 75. Moderating Effect of Organizational Justice on the Relationship between Person-Related Bullying and Depersonalization.....	157
Table 76. Moderating Effect of Procedural Justice on the Relationship between Work-Related Bullying and Personal Achievement.....	158

Table 76a. Conditional Effects of Work-Related Bullying on Personal Achievement at Values of procedur.....	159
Table 77. Moderating Effect of Distributive Justice on the Relationship between Work-Related Bullying and Personal Achievement.....	160
Table 78. Moderating Effect of Interpersonal Justice on the Relationship between Work-Related Bullying and Personal Achievement.....	161
Table 79. Moderating Effect of Informational Justice on the Relationship between Work-Related Bullying and Personal Achievement.....	162
Table 80. Moderating Effect of Organizational Justice on the Relationship between Work- Related Bullying and Personal Achievement.....	163
Table 81. Moderating Effect of Procedural Justice on the Relationship between Person-Related Bullying and Personal Achievement.....	164
Table 82. Moderating Effect of Distributive Justice on the Relationship between Person-Related Bullying and Personal Achievement.....	165
Table 82a Conditional Effects of Person-Related Bullying on Personal Achievement at Values of distribu.....	166
Table 83. Moderating Effect of Interpersonal Justice on the Relationship between Person-Related	

Bullying and Personal Achievement.....	167
Table 84. Moderating Effect of Informational Justice on the Relationship between Person-Related Bullying and Personal Achievement.....	168
Table 84a. Conditional Effects of Person-Related Bullying on Personal Achievement at Values of informat.....	169
Table 85. Moderating Effect of Organizational Justice on the Relationship between Person-Related Bullying and Personal Achievement.....	170

LIST OF FIGURES

Figure 1. Simple Moderation-Conceptual.....	49
Figure 1a. Simple Moderation-Statistical.....	50
Figure 2. Moderated Moderation-Conceptual.....	51
Figure 2a. Moderated Moderation-Statistical.....	52

CHAPTER 1

INTRODUCTION

The majority of existing research on bullying involves observations of child and adolescent populations within school settings. However, bullying among the adult population within workplace environments has only recently been investigated. Within the existing literature on adult workplace bullying, researchers have discovered negative behaviors that commonly occur within the workplace. Given that research on workplace bullying only began during the early 1980s (Astrauskaite, Perminas, & Kern, 2010), it is understandable that the literature on this topic is limited. Additionally, due to the diverse ways in which workplace bullying can occur, it is imperative that researchers operationalize this construct.

From a psychological perspective, it is important to examine the psychological cost of workplace bullying and potential variables that can weaken the relationship between workplace bullying and psychological distress. From a theoretical perspective, it is important for researchers to investigate workplace bullying specifically within higher education settings as it is suggested to be an occupation with higher rates of workplace bullying compared to the general population (Eurofound, 2013; Bernotaite & Malinauskiene, 2017; Hollis, 2017a). It is important for researchers to build upon workplace bullying literature in the United States and especially within higher education institutions given that only a limited number of studies have investigated this high-stress population within the U.S. (Hollis, 2015). Thus, the aim of this dissertation study is to contribute to the literature on workplace bullying in United States higher education institutions. The primary goal of this research is two-fold: First, to examine whether perceived social support mitigates the effect of workplace bullying on psychological distress, measured as occupational burnout. Second, to assess whether perceived organizational justice climate influences perceived

social support's moderating effect on the relationship between workplace bullying and occupational burnout.

Theories of Bullying

Bullying

Although there are various theories of bullying (Harvey, Heames, Richey, & Leonard, 2006), for the purpose of this literature review, the primary researcher examined theories of bullying, relational bullying, and workplace bullying. Olweus, one of the leading international scholars on the study of bullying, evaluated a particular form of aggression, which he initially termed “mobbing” and later, “bullying” (Brock, Oikonomidov, Wulfing, Pennington, & Obenchain, 2014). He later defined bullying as the recurrent exposure to negative acts, such as intentional attempts to injure or cause discomfort upon others. Additionally, Crothers, Lipinski, and Minutolo (2009a) distinguished bullying from other types of aggression based on a power discrepancy between bully and victim. This power discrepancy can take the form of physical, verbal, intellectual, financial, racial, gender, or sexual superiority over another. Similarly, Lam, Law, Chan, Wong, and Zhang (2015) described bullying as repeated acts of aggression toward weaker victims who cannot easily protect themselves. Smith (1997) also operationalized bullying as the systematic abuse of power through persistent acts, which are intended to threaten or hurt someone. Specifically, bullying involves several types of direct and indirect aggressive behaviors, such as name-calling, rumor-spreading, social exclusion, peer pressure, and physical violence. Interestingly, many researchers do not consider a conflict or disagreement between two individuals or groups with equal status or power to be classified as bullying behavior (Smith, 1997).

Wei and Jonson-Reid (2011) noted that while many definitions of bullying by Olweus (1999) focus on an imbalance of power, identifying power imbalance can be ambiguous and is therefore difficult to measure (Smith & Monks, 2008; Aalsma & Brown, 2008; Chan 2009). It is for this reason that many bullying studies not only involve the subjective self-report of bullied victims, but also include the objective reports of family members and/or teachers. Given that there is no gold standard for evaluating aggression and victimization, both subjective and objective reports (especially where children are concerned) often provide unique and important perspectives for researchers to evaluate findings. The value in examining both subjective and objective reports of aggression or victimization is not to determine whose perspective is most accurate, but rather to determine if the method of assessment is a significant source of variability above and beyond other potential moderators. Therefore, solely relying on subjective or objective measures to assess bullying and its psychological effects might be a limitation, in that it only depicts a one-sided perspective (Casper & Card, 2017).

Moreover, some researchers have described observing approximately seven forms of bullying, some of which include physical bullying, verbal bullying, relational bullying, sexual harassment, and workplace bullying (Harvey et al., 2006). For example, Ross (1996) defined three general types of bullying in psychological literature: direct physical bullying, direct verbal bullying, and relational aggression. Olweus (1993) described direct bullying as “relatively open attacks on a victim” (p. 10) and indirect bullying as “a form of social isolation and intentional exclusion from a group” (p. 10). Indirect bullying was later termed relational aggression or relational bullying, which refers to the manipulation of friendships or relationships for the purposes of imposing emotional harm on another, such as rumor-spreading, gossiping, or social exclusion (Björkqvist, Lagerspetz, & Kaukiainen, 1992; Crick & Grotpeter, 1996).

Relational Bullying

Relational bullying involves hurtful behaviors such as defamatory gossip, peer exclusion, and relationship termination (Goldstein, 2011). The American Educational Research Association Report (2013) described relational bullying as often subtle and challenging to identify at all age levels, from very young children in school to adults in the workplace (Brock et al., 2014). With regard to friendships, relational bullying includes behaviors intended to threaten friendships or relationships through behaviors that contribute to the loss of friendship and/or social isolation of others (Crothers, Schreiber, Field, & Kolbert, 2009b; Crothers et al., 2009a).

Furthermore, when observed among women and girls, relational bullying was described as manipulative behavior intended to hurt others (Coyne, Linder, Nelson, & Gentile, 2012). Additionally, research by Xie, Swift, Cairns, and Cairns (2002) suggested that relational bullying includes behaviors seen in power struggles and may encompass a range of emotionally hurtful behaviors. These include socially aggressive behaviors, such as gossiping, social exclusion, betrayal, stealing romantic partners or friends, deliberating ignoring, and threatening to withdraw emotional support or friendship (Crothers et al., 2009a).

Historically, researchers have studied more about peer aggression (bullying) than they have about peer victimization (being bullied) (Casper & Card, 2017). Some researchers have suggested there is a developmental trajectory during which direct physical aggression decreases as children move into adolescence. Consequently, as stated by Björkqvist et al. (1992) and Xie et al. (2002), there is an increase in the use of indirect forms of aggression during adolescence (Casper & Card, 2017). Therefore, if the form and intensity of aggression follows a developmental trajectory with increased expressions of relational aggression, then it might be

assumed that such behaviors and experiences continue in adulthood and within the workplace (Casper & Card, 2017).

As observed in the aforementioned studies, although it may be assumed that peer-based relational bullying is primarily a child and adolescent issue, scholars (e.g., Bauman & Del Rio, 2006; Pontzer, 2010) who have studied bullying at the college level confirm that it is not just a child and adolescent occurrence. Consequently, relational bullying experiences in adulthood should be equally examined and addressed in future research literature (Brock et al., 2014). Overall, the noteworthy difference between bullying and relational bullying is that relational bullying generally excludes any physical forms of aggression and is specifically associated with aggression occurring in relationships (ex: peers, coworkers, intimate partners, friends, etc.). As such, relational bullying is often a type of bullying described in work environments where workplace bullying occurs (Dellasega, 2009; Cortina, 2001).

Workplace Bullying

Research on workplace bullying truly started in the early 1980s, and has since been examined and defined by several investigators, labeling this phenomenon as mobbing, hostile behavior, or psychological abuse (Astrauskaite et al., 2010). Through the years of fine-tuning definitions of workplace bullying, researchers (Keashly & Jagatic, 2003; Namie & Namie, 2003; Rayner, Hoel, & Cooper, 2002) deemed it necessary to differentiate workplace bullying from incivility, sexual harassment, racism, and physical violence. Similarly, Crothers et al. (2009a) noted that traditionally, workplace aggression is generally differentiated as either sexual aggression (often referred to as harassment) or nonsexual aggression. Nevertheless, these authors found it important to operationalize nonsexual aggression in the workplace as workplace

bullying. As such, the majority of workplace bullying is specifically categorized and identified by non-physical forms of hostility and aggression (McKay, Arnold, Fratzl, & Thomas, 2008).

Conversely, Rayner et al. (2002) suggested that it is important to use a broad definition of workplace bullying that allows for interpretation, recognizing the subjective nature of experiencing aggressive behaviors at work. For example, Fox and Stallworth (2005) broadly defined workplace bullying as a construct that encompasses several forms of ill treatment and aggressive behavior at work. Einarsen and Raknes (1997) also defined workplace bullying as recurrent and unwanted behaviors that are directed against one or more employees. However, Namie and Namie (2003) more specifically defined workplace bullying as the recurring, spiteful, health-endangering ill treatment of one employee by one or more employees. This ill treatment is described as psychological violence, a combination of verbal and strategic offensives that interfere with the victim's work performance (McKay et al., 2008). Similarly, Einarsen, Hoel, Zapf, and Cooper (2011) defined workplace bullying as repeated harassing, offending, or socially excluding behaviors that negatively affect someone's work behavior (Salin, 2015; Bernotaite & Malinauskiene, 2017). Additionally, Einarsen and Mikkelsen (2003) stated that such aggressive behaviors in the workplace all describe the same phenomenon, which is the systematic mistreatment of a subordinate, colleague, or superior.

Einarsen et al. (2003) provided a more thorough and scientific definition of workplace bullying, characterized by four main criteria. The first criterion is that the victim directly or indirectly experiences negative acts, which can range from the most subtle, even unconscious, incivilities to the most obvious and intentional emotional abuse (Fox & Stallworth, 2005). The second criterion describes repeated and continuous negative acts, suggesting that bullying is not about isolated incidents. The third criterion is the specific period of time during which the

repeated negative acts have occurred (Rayner et al., 2002). Leymann and Gustafsson (1996) suggested that this period of time must include at least one negative act on a weekly basis and that the duration of the bullying must be over a period of 6 months or longer. The fourth criterion of workplace bullying is a perceived inequity of power between the bully and the victim (Leymann et al., 1996; Niedl, 1995; Zapf & Einarsen, 2011).

Supporting the claim that workplace bullying involves an imbalance of power, Namie and Namie (2003) stated that majority, approximately 80%, of workplace bullying is imposed by a supervisor on a subordinate (McKay et al., 2008). Einarsen et al. (2003) further noted that victims of workplace bullying generally perceive themselves as incapable of defusing or stopping the negative behavior. This self-perception and power imbalance unfortunately escalates the bullying process and leads to systematic negative social acts in the workplace (Nielsen, Matthiesen, & Einarsen, 2008). Participants from a study conducted by McKay et al. (2008) described bullying as the abuse of power against victims from perpetrators with deliberate behaviors that are intended to intimidate, manipulate, and cause harm.

Workplace Bullying in Higher Education

As previously mentioned, research on workplace bullying only arose around forty years ago. Thus, the literature on workplace bullying within specific occupations is limited (Astrauskaite et al., 2010). As such, workplace bullying has mostly been examined in broad, nationwide or statewide levels, with participants from a wide range of occupations (Namie & Namie, 2009 ; Tye-Williams & Krone, 2017). However, among the limited occupation-specific workplace bullying studies, researchers have observed that jobs related to human services, such as health care, social work, and the educational system, are associated with psychological distress (Malinauskiene, Leisyte, & Malinauskas, 2009). With regard to the educational system,

the results of several studies (Leymann, 1996; Vartia, 2002, Björkqvist, Österman, & Hjelt-Back, 1994; Einarsen, et al., 2003; Malinauskienė, Obelenis, & Šopagienė, 2005; Coburn & Jenson, 2008) suggest that school teachers may experience significant work-related stressors and are at higher risk of becoming victims of workplace bullying (Astrauskaite et al., 2010; Bernotaite & Malinauskiene, 2017). Although workplace bullying has been examined within healthcare and school settings, future researchers should examine workplace bullying and its effects in other competitive educational environments. These findings further support this study's purpose in examining workplace bullying and its consequences within higher education settings.

As seen in the aforementioned literature, workplace bullying can occur in a variety of human service occupations. Researchers have concluded that the education sector is among those occupations that tend to have the highest incidence of workplace bullying (Eurofound, 2013; Bernotaite & Malinauskiene, 2017). As such, academics are not immune to bullying behaviors. In fact, McKay et al. (2008) concluded that workplace bullying was recurring, and not episodic in nature, among faculty and staff within a Canadian university, suggesting an organizational culture issue (McKay, et al., 2008). These findings support this study's goal of examining organizational justice climate in relation to workplace bullying within higher education. More specifically, McKay et al. (2008) discovered that workplace bullying is especially concerning for academics that are newly hired or untenured.

Raskauskas (2006) also assessed workplace bullying in higher education, specifically within six New Zealand universities. Results revealed that approximately 65.3% of academic staff reported being bullied. The majority of bullying within the universities involved only one person acting as the bully. Victims most often reported feeling intimidated, demoralized, and embarrassed, which resulted in mood swings, outbursts, and screaming by colleagues. In the

New Zealand study, 68% of the victims reported the bullying to an individual in authority, with 37% reporting to their union, and 31% reporting to human resource departments (McKay et al., 2008). Boynton (2005) also investigated workplace bullying among academic staff in the United Kingdom and Northern Ireland. Results revealed that bullying affected between 12% and 25% of university staff. Additionally, Boynton (2005) noted that 66% of victims considered leaving their academic job due to the bullying, which consisted of abuse of power, petty rumor spreading, insults, subtle sexism, and racism (McKay et al., 2008). When participants in the study by McKay et al. (2008) were asked if they had experienced workplace bullying at their respective universities, out of 100 respondents, 62% said that they had been bullied. Such findings illustrate the prevalence and problematic nature of workplace bullying within higher education. As such, future researchers should examine factors that may contribute to the perpetuation of workplace bullying within higher education.

Additionally, Hollis (2015) noted that despite the scientific community's awareness that workplace bullying has negative effects on employees of higher education, only a few studies have investigated its impact on employees within American higher education settings. Moreover, the Gallup Organization (2013) reported that U.S. institutions lost approximately \$355 billion due to employee disengagement. Despite this, the effects of workplace bullying on potentially disengaged employees of higher education specifically has not been examined. Hollis (2015) argues that, the common solution to workplace bullying in American higher education is for those in leadership positions to establish zero tolerance policies of bullying at any level, even if the workplace bullying is committed by their closest colleagues.

Moreover, due to highly formalized processes and limited mandate, higher education settings may not be structured in ways that best help faculty and staff address such issues (Leal,

1995). For example, in the United States and Canada, unions are often formed to help address such issues between faculty and administration. Faculty members are not interested in seeking support through formal processes. This is because it often removes the control from faculty hands and into those of administration, which negatively affects the cherished value of autonomy in academia (Keashly & Neuman, 2010).

Additionally, due to the fact that there are no laws protecting victims of workplace bullying in the United States, researchers have taken an interest in the legal aspects of workplace bullying (Stone, 2009; Cassell 2011). For example, Professor Yamada, drafted the Healthy Workplace Bill which if implemented would make workplace bullying illegal. Yamada stated the following: “[s]everal years ago, I studied hundreds of state court decisions on intentional infliction of emotional distress claims brought against employers and co-employees by bullied workers and found that courts regularly turned a blind eye to even severe, malicious cases of bullying” and “concluded that existing common law and statutory protections were inadequate to protect severely bullied workers” (Yamada, 2007; Cassell 2011). Stone (2009) noted that as of 2011, legislators in 20 states have introduced versions of Yamada’s Healthy Workplace Bill (Healthy Workplace Bill, n.d.). However, recent researchers have not been hopeful regarding these introductions of the bill stating, “these efforts, however, have been to no avail, as no state has ultimately adopted the legislation” (Cassell, 2011). Furthermore, findings from the Zogby International survey concluded that victims of workplace bullying are often reluctant to rely on the legal system for support. More specifically, results revealed that 37% of American employees (54 million people) experienced workplace bullying, only 3% of victims of workplace bullying actually filed lawsuits, and 40% of victims of workplace bullying never filed a complaint (Zogby International, 2007; Cassell, 2011).

Hollis (2017b) noted that as of March 2017, Utah, California, Tennessee, and Minnesota are the only states in America that have passed healthy workplace laws. The United States has begun the process of prohibiting workplace bullying at the state level. However the history of such legislation suggests that passing such laws is merely a starting point and not the end goal (Hollis, 2017b). Interestingly, the U.S. Department of Education's Office of Civil Rights (2015) states that under Title IX, "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Einarsen et al., (2003) also noted that by the mid-1980s, about 80% of U.S. public institutions of higher education had sexual harassment policies in place (Robertson et al., 1988). More recently, the implementation of sexual harassment policies appears universal within U.S. higher education institutions (Kelley, 2000). However, as noted by Yamada (2013), in considering sexual harassment lawsuits that allege the development of a hostile work environment, courts often ignore any harassing conduct that is not sexual in nature. In doing so, the legal system fails to take all aspects of harassment into consideration. While sexual harassment is a serious issue, non-sexual harassment such as workplace bullying, is also an important issue that must be addressed. To this point, it is imperative that researchers must also examine the negative effects of workplace bullying and potential moderators that might mitigate such effects. In doing so, researchers can hopefully establish awareness and a need for change beyond state levels and provide useful information on workplace bullying prevention and intervention.

Examining Workplace Bullying and Related Factors

Gender Differences Among Victims and Perpetrators of Workplace Bullying

Majority of large-scale studies have concluded relatively equal victimization rates for women and men (Einarsen & Skogstad, 1996 ; Hoel & Cooper, 2000 ; Leymann, 1992 ; Vartia, 1996; Salin, 2005). Salin (2005) examined workplace bullying among business professionals and reported that the overall literature on bullying and gender appears to be inconclusive and contradictory. Salin also reported that of her sample of business professionals, 11.6% of women and 5% of men identified as victims of workplace bullying. With regard to the perpetrators of bullying, results revealed that men were generally bullied by their superiors, while women were bullied by superiors and colleagues in relatively equal proportions. It is also important to note that, only female participants reported being bullied by subordinates (Salin, 2003). Additionally, Hoel, Cooper, and Faraghe (2001) noted that although male employees and supervisors reported higher victimization rates than their female colleagues, this observation was reversed for those in middle and senior management positions. With regard to perception, men typically viewed victims as “weak” and “incompetent”. Conversely, women viewed bullies as implementers of a scapegoat phenomenon. Additionally, women were more likely than men to perceive bullying as intentional and related to competition, whereas men tended perceived bullying as an unintentional result of stress. Results also revealed that women often decided to contact their supervisors or health care professionals regarding workplace bullying, whereas men more often decided to confront their bullies (Salin, 2005).

Additionally, a meta-analysis (Hershcovis et al., 2007) of 57 empirical studies on predicting workplace bullying (unspecified occupation type) discovered that gender was a strong predictor of interpersonal aggression, with men being more aggressive at work compared to women. Nevertheless, although Hershcovis et al. (2007) suggested that men behave more aggressively than women in the workplace, the authors noted that individual differences must be

considered when observing gender differences within workplace bullying (Crothers et al., 2009a). Conversely, the Workplace Bullying Institute (2006) suggested that in the workplace, approximately 58% of bullies are women, who often bully other women, choosing females as victims nearly 90% of the time. Given these mixed findings on gender differences within workplace bullying, future studies should consider that men and women can be equally aggressive despite having different methods or styles of bullying (Crothers et al., 2009a).

Rayner and Hoel (1997) provided an overview of the literature on workplace bullying. They noted that Scandinavian countries have contributed a significant amount of research on workplace bullying. Among the literature on workplace bullying, gender differences have revealed a variety of results. For example, The UK study (Rayner, this Issue) concluded that the bullies were usually perceived as being some type of manager to the victims, with gender differences reflecting more about the proportions of men and women in management, and not necessarily indicating gender differences between men and women as bullies. Additionally, Scandinavian studies have revealed that men rarely perceived themselves to be bullied by women, while women reported a more equal proportion of bullying by men and women (Sjotveit, 1992; Leymann, 1989; Einarssen & Raknes, 1991; Rayner & Hoel, 1997).

Ortega, Høgh, Pejtersen, and Olsen (2009) examined data from a Danish Psychosocial Work environment study. Participants included higher education academics, primary and secondary education teaching professionals, technicians, health care professionals, social work professionals, managers, clerks, service workers, protective service workers, industrial workers, among others. The limited literature based on studies representative of a national workforce has made it challenging to approximate how varying the prevalence and perpetrators of bullying is across occupations and countries. Thus, it has been difficult to accurately identify risk groups, as

anyone can become a victim of workplace bullying (Einarsen 2000; Hoel & Cooper 2000; Mikkelsen & Einarsen 2001; Einarsen 1996). Results of the study by Ortega et al. (2009) revealed that individuals working with things (male-dominated occupations) and individuals working with clients/patients (female-dominated occupations) indicated more frequent occurrences of bullying than individuals working with symbols or customers. Specifically, male-dominated occupations that involve working with things often include industrial and manual labor jobs, and female-dominated occupations that involve working with clients/patients often include health sector and social service jobs. It is important to note, while no significant gender differences were found, the risk of being bullied was greater among both female-dominated and male-dominated occupations. These results suggest that types of work and gender ratio are risk factors for workplace bullying. While there is no conclusive evidence of gender differences in the prevalence of workplace bullying, Hoel and Cooper (2000) and Rayner and Keashly (2005) reported that female managers are at a significantly greater risk of being victims of workplace bullying compared to their male counterparts. Additionally, Niedhammer et al. (2007) reported that men working in the service sectors had a greater risk of being exposed to bullying at work Ortega et al. (2009).

Rodríguez-Muñoz, Moreno-Jiménez, Vergel, & Hernández (2010) conducted a study involving 183 help-seeking victims of workplace bullying from 15 organizations in Spain. These self-identified victims were exposed to specific workplace bullying behaviors on a daily or weekly basis for a period of at least 6 months -- the Leymann (1996) criterion for bullying. These researchers examined gender differences in PTSD of workplace bullying victims. Results revealed that women were more likely than men to report symptoms of PTSD. However, men and women did not differ with regard to bullying levels. These researchers postulated that gender

differences in PTSD might be due to the tendency of women to experience different kinds of traumatic events compared to men or due to negative appraisals observed in women. Other studies have suggested that women have greater self-report biases and tendencies to report stressful experiences (Belicki, 1992; Ptacek, Smith, & Dodge, 1994). Some studies have also concluded that women generally blame themselves for the stressful experiences (Foa et al., 1999). Furthermore, studies have observed gender differences between women and men in their memory of traumatic experiences (Cahill, Uncapher, Kilpatrick, Alkire, & Turner, 2004; Canli, Desmond, Zhao, & Gabriel, 2002), specifically with regard to processing powerful emotional memories (Spitzer et al., 2003; Rodríguez-Muñoz et al., 2010).

Hollis (2017a) reported that previous studies have confirmed that American higher education professionals experience workplace bullying at a higher rate compared to the general population. Approximately two-thirds of American higher education employees were affected by workplace bullying which lasted at least two to three years. Although the prevalence of workplace bullying has been researched, along with the consequential cost of employee disengagement, an examination of how higher education employees cope with the stress of workplace bullying is not observed in the literature. Results of this study revealed that women were more likely to leave a job and men were more likely to take more sick days due to workplace bullying. Additionally, Hollis (2015) conducted another study on workplace bullying in American higher education, using a sample of 175 colleges and universities. Hollis concluded that 62% of university administrators experienced workplace bullying. Moreover, Hollis (2016) replicated the study by examining a sample of 142 community colleges, and found similar results with 64% of employees reporting workplace bullying. Results of this study further indicated that

women, people of color, and people within the LGBT community experienced a higher occurrence of workplace bullying than the general population (Hollis, 2016).

Victims' Perceptions as a Measure of Workplace Bullying

Interestingly, Einarsen et al. (1997) stated that bullying behaviors might not be deliberate, despite the humiliation, offence and distress they cause. Regardless of bullies' intentions, status, or gender, it is important to examine victims' perceptions of bullying, which can range from distressing, uncomfortable, intimidating, and humiliating, to severe, threatening, violent, and terrorizing (McKay et al., 2008). In fact, it is not only the perceptions of bullying that can be informative to examine, but also victims' predispositions to bullying. In order to examine factors that might influence or make employees susceptible to workplace bullying, many researchers utilize assessments that examine individuals' normative beliefs about aggression. For example, Coyne et al. (2012) conducted a study in which they utilized the *Normative Beliefs About Aggression Scale-Revised* (Werner & Nixon, 2005). This questionnaire evaluated participants' views about the appropriateness of using relational and physical aggression. Participants were asked to read a statement and then assess how "okay" it was to behave in that manner on a scale of 1= it's really wrong to 4 = perfectly okay (Coyne et al., 2012).

Comparatively, Goldstein (2011) also utilized a modified version of the *Normative Beliefs About Aggression Scale (NOBAGS)* (Huesmann & Guerra, 1997) to measure the extent to which participants believed relational aggression was acceptable. Results revealed that normative beliefs and exclusivity were significant predictors of relational aggression, and individuals who were more accepting of relational aggression were also more relationally aggressive. However, these findings more so address assumptions about the bully/aggressor than they do about the bullied victim.

This dissertation study, however, used the *Negative Acts Questionnaire-Revised (NAQ-R)*, which is the most commonly used measure to assess exposure to negative behaviors in the workplace. Although this instrument is based on self-report, this method of identifying bullying in behavioral terms is considered a more objective estimate of exposure to bullying as opposed to self-labeling approaches (Einarsen, Hoel & Notelaers, 2009). Surveys based on victims' perceptions of bullying are significant because there is a considerable overlap between self-reported measures of bullying and those based on researchers' definitions of bullying. In most cases, employees who identified as victims of bullying were also operationally defined as being bullied (Lutgen-Sandvik, Tracy, & Alberts, 2007; Notelaers, Einarsen, Hans, & Vermunt, 2006; Salin, 2001; Namie and Namie 2009). Irrespective of how bullying is defined or measured, researchers suggest that it may be more empirically significant to examine victims' perceptions of bullying (Wei & Jonson-Reid 2011). Therefore, it is important for future researchers to not only assess victims' perceptions of workplace bullying, but also investigate what factors might alleviate the psychological effects on victims of workplace bullying.

Einarsen et al. (2003) noted that the difference between subjective and objective experiences of bullying was first described by Brodsky (1976) and has been an integral aspect of defining workplace bullying. According to Einarsen et al. (2003) most studies theoretically describe bullying as an objective and observable phenomenon, and only a few exceptions within the empirical data have described bullying using the subjective reports of victims (Einarsen et al., 1994a; Vartia, 1996). Einarsen et al. (2003) further noted that not much is known about the about the "interrater reliability" between victims and external observers of bullying. Contrary to the observations of Einarsen et al. (2003), Niedl (1995) stated that the subjective perspective of victims is the definitional core of workplace bullying. In line with Niedl's definition of

workplace bullying, Björkqvist et al. (1994) were adamantly against objective coworker nominations as a measure of workplace bullying. These researchers noted that personal finances and job dependence inhibited coworkers from being honest in their assessment of bullying, especially if the bullying involved a superior, which made it even more difficult to stay objective (Einarsen, 1996; Neuberger 1999). Nevertheless, Einarsen et al. (2003) agreed with Lengnick-Hall (1995), who argued that in the case of sexual harassment, objectivity is necessary with regard to legal issues and cases of internal disciplinary hearings. Nevertheless, subjective perceptions provide a better prediction of victims' responses and organizational outcomes. This statement could also be applied to workplace bullying cases, where laws exist to protect victims. However, as previously mentioned the United States does not have laws in place protecting victims of workplace bullying (Stone, 2009; Cassell, 2011). Interestingly, Einarsen (1996) argued that the most favorable measurement of workplace bullying includes both subjective and objective reports, as this would provide information on both the nature and severity of the perceived workplace bullying, as well as the subjective perception of being a victim of workplace bullying (see also Mikkelsen & Einarsen, 2001; Salin, 2001 for a discussion; Einarsen et al., 2003).

Giorgi (2010) also noted that European studies tend to value victims' perceptions of workplace bullying more than objective perceptions. As previously stated, Niedl (1995) described victims' subjective experiences as the heart of bullying. Thus, what may be perceived as bullying by one person may not be perceived as the same by another. Giorgi (2010) stated that there are only a few published studies in Europe focused on perpetrators of bullying as opposed to victims (Matthiesen & Einarsen, 2007). Conversely, the research on bullying in the United States has traditionally focused extensively on perpetrators' perspectives, examining the

antecedents and the effects of this aggressive behavior (Keashly & Jagatic, 2003; Giorgi, 2010). This finding highlights a gap in workplace bullying literature, which this dissertation study filled by examining victims' perspectives of workplace bullying in the United States.

Namie and Namie (2009) stated that surveys based on victims' perceptions of workplace bullying are important because there is significant overlap between measures based on victims' perceptions and those based on researchers' operationalization of bullying. In most cases, individuals who identify themselves as victims of bullying are also operationally classified as victims of bullying (Lutgen-Sandvik et al., 2007; Notelaers, Einarsen, Hans, & Vermunt, 2006; Salin, 2001). The most frequently used scale to operationalize workplace bullying is the Negative Acts Questionnaire (Einarsen & Hoel, 2001). Interestingly, results from a United States study by Lutgen-Sandvik, et al., (2007) revealed that almost everyone who self-identified as victims of workplace bullying, were also operationally identified as victims of workplace bullying. In that same study, researchers concluded that based on NAQ responses, 28% of the 403 participants were victims of workplace bullying within the last 6 months, whereas only 9.4% of participants perceived they had been victims of workplace bullying, by showing some type of agreement with the statement that they were subjected persistently over time to negative actions. These findings suggest that while subjective reports are important and useful, the sensitive nature of workplace bullying questions might deter some participants from either being fully honest in their responses or they may not be aware that they are victims of workplace bullying. This argument begs the question: How does social desirability, fear, or lack of awareness play a role in victims' responses to workplace bullying surveys? In addition to this question, researchers must also inquire about the cost of workplace bullying and how it affects victims and organizations on financial and psychological levels.

Cost of Workplace Bullying

While there are various consequences of workplace bullying, several studies have concluded that the cost of workplace bullying is twofold consisting of financial costs for organizations and emotional or wellness costs for victims (Hollis, 2015). Thus, this literature review on costs of workplace bullying only addresses the financial and psychological costs of workplace bullying.

Financial Cost of Workplace Bullying

Hollis (2015) discussed studies that have quantified the financial risk organizations take on by maintaining the employment of bullies. If victims' harm and disengagement are observed in relation to salary and sick leave, it is possible to calculate the cost of workplace bullying (Bliss, 2012; Namie & Namie, 2009; Pearson, 1999; Wiedmer, 2010). Despite varying research methods, findings of workplace bullying studies generally reported demoralization and compromised health for victims and consequential financial loss for the organization. Additionally, a British study of 5,000 employees revealed that over one million workdays were lost due to 1 in 10 workers experiencing workplace bullying-related stress (Keelan, 2000). Further supporting the claim that financial costs of workplace bullying can be quantified, Namie and Namie (2009) concluded that workplace bullying cost American organizations \$64 billion annually due to costs associated with turnover and employee disengagement. Additionally, the European Agency for Safety and Health at Work (EU-OSHA; 2002) stated that approximately €20 billion was lost annually due to turnover from workplace bullying. Thus, costs were incurred due to the need for recruiting, advertising, and retraining due to lost productivity. Namie and Namie (2009) argue that employers should be financially and logically motivated to stop bullying due to the financial costs associated with turnover, productivity loss, sick leave, workers

compensations, legal liability, and much more (Hoel & Einarsen, 2009). This argument makes the “business case” given that results from a healthcare industry project which improved employees views of justice and trust was estimated to save approximately \$1.2 million annually for an individual organization (Keashly & Neuman, 2004). Thus, a financially responsible and rational employer’s reaction to workplace bullying might be to stop the bullying in order to save a significant amount of money (Hollis, 2015).

Interestingly, Giga, Hoel, and Lewis (2008) stated that there is still a lack of direct evidence on the financial costs of workplace bullying, and while these authors claim to provide data from various reliable sources, they are nevertheless just making informed estimations. For example, a study by Beswick, Gore and Palferman (2006) claimed that workplace stress is the largest occupational cause of absenteeism through injury or poor health, and stress in the UK impacts more than 0.5 million employees, who on average take off 29 days of work. Such consequences of workplace bullying costs UK society somewhere between £3.7 billion and £3.8 billion a year (based on 1995/1996 prices), and bullying probably accounts for between 10-20% of this cost. Financial costs to victims of workplace bullying who take sick leave or leave without arranging alternative employment can include lost bonuses, reduction in salary, retirement due to poor health, medical or psychological costs for treatment, and much more. Sheehan et al. (2001) argues that while some financial costs reported are often estimates, it still holds value in that discussing the financial cost of workplace bullying encourages a deeper understanding of the problem. Financial costs of workplace bullying to organizations can include replacement costs due to turnover, reduced productivity or performance, early retirement, litigation and compensation, organizational intervention, advertising, and much more (Giga et al., 2008).

Other researchers have also noted that organizations with workplace bullying issues can suffer considerable financial costs. Such costs can include increased employee turnover, decreased work performance, lawsuits, and more (McKay et al., 2008; Dietz, Robinson, Folger, Baron, & Schulz, 2003). Additionally, workplace bullying can result in increased insurance premiums and expensive property damage (Dietz et al., 2003). Rayner (1998) as well as Savva and Alexandrou (1998) discovered the turnover rate of bullied employees was about 25%. Additionally, among those experiencing bullying, over 30% stated they intended to leave the organization (Rayner 1998; Quine, 1999). According to a U.S. study by Namie and Namie (2003), 38% of bullied employees left their job voluntarily for health reasons and 44% were fired. Such findings suggest that organizations with unaddressed and persistent workplace bullying can end up with unexpected financial costs due to employee turnover rates. Given the aforementioned consequences of workplace bullying, it is unsurprising that organizations dealing with such issues have had expenses as high as around \$4.2 billion (Bensimon, 1994) and such expenses have increased in recent years (Laabs, 1999; Dietz et al., 2003).

As discussed by McKay et al. (2008), the solution to workplace bullying and its consequences cannot merely be limited to the implementation of a policy which states that bullying will not be accepted within an organization. Such strategies, centered on codes and guidelines, will have minimal or no effect in improving the organizational climate. A better approach to solving workplace bullying involves establishing an organizational culture where policies and guidelines are used to navigate employees to engage in more acceptable social interactions. Organizations must protect their employees from work-related psychological distress, by implementing positive justice climates that focus on prevention of workplace bullying. It is an organization's responsibility to examine the nature and frequency of workplace

behaviors, educate employees, and initiate dialogues on appropriate versus inappropriate behaviors within the entire workplace (McKay et al., 2008).

Psychological Cost of Workplace Bullying

Giga et al. (2008) make the argument that monetary costs can result from a variety of consequences related to workplace bullying, and that a distinction should be made between “human costs” and “financial costs”. While these researchers acknowledge that it might be challenging to attribute a number to what is perceived as a “human cost”, it is important to understand that it is nevertheless a cost of workplace bullying. Human costs, which are associated with fear, pain, and what Hoel et al. (2001) described as “a general reduction in quality of life”, inevitably also often manifests into financial costs. For example, mental or physical pain due to workplace bullying can then result in sick leave or absenteeism. Human costs are quite challenging to calculate in monetary terms, especially given that direct legislation related to workplace bullying is lacking. Nevertheless, researchers such as Yamada (2003) suggest that more bullying-related claims are successful making their way to courts under laws related to harassment, employer duties, unfair dismissal, and health and safety. Additionally, human costs in bullying-related cases can be conceptualized by observing society’s judgement through court-rulings in terms of compensation payment (e.g., “injury to feelings”) (Gordon & Risley, 1999; Giga et al., 2008).

There are numerous, serious, and long-lasting psychological consequences experienced by victims of workplace bullying. For example, the National Institute of Occupational Safety and Health’s (2006) stated that the psychological environment of the workplace can also be a source of violence. As previously noted, environments where employees fear for their mental and/or physical safety due to bullying can contribute to decreased work productivity, increased stress,

and even violence. Victims of workplace bullying have also experienced clinical depression, anxiety, sleep disorders, post-traumatic stress disorder, and even suicidal ideation as a result of negative acts at work (Davenport, Schwartz, & Elliott, 2005).

Additionally, Marais and Herman (1997) observed that employees dealing with workplace bullying experienced decreased happiness, health, safety, and productivity. Another study at the University of Manchester Institute of Science and Technology determined that the effects of workplace bullying resulted in approximately one-third to half of all employees' stress-related illnesses (Personnel Today 2004; McKay et al., 2008). These stress-related issues were identified as irritability, anger, exhaustion, demoralization, powerlessness, and anxiety. Respondents stated that the most likely impacts on their own behaviors as a result of workplace bullying was changes in perception of the university (71%), changes in work interest (56%), problems/changes in sleep patterns (53%), changes in dealing with others and challenges (42%), and changes in concentration (40%) (McKay et al., 2008). The following comment offers an example of the negative impact workplace bullying can have on employees' perception of their work environment and productivity: "more time wasted...need to talk it out with a colleague (more than once) before I could focus." Not surprisingly, victims of workplace bullying also expressed an interest in leaving the university (McKay et al., 2008, p. 87).

Although work-related stress can vary by demands of occupation, hours worked per week, income, etc., workplace bullying elicits a detrimental stress of its own. For example, Figueiredo-Ferraz, Gil-Monte, and Olivares-Faúndez (2015) examined the influence workplace bullying has on depressive symptoms among healthcare employees working with intellectually disabled people. Workplace bullying criteria was described as occurring at a frequency of at least once a week, over at least 6 months. Employees who met this criteria at both study times (with a

gap of one year between Time 1 and Time 2), displayed significantly higher levels of depressive symptoms than those who only met the workplace bullying criteria at Time 1, but not at Time 2. Figueiredo-Ferraz et al., (2015) therefore concluded that the consistent experience of workplace bullying over time increased depressive symptoms. These findings demonstrate the need to investigate the prevalence and psychological effects of workplace bullying within high-stress jobs.

Harvey et al. (2006) further explained the seriousness of workplace bullying, stating it can result in low self-esteem, reduced motivation, and reduced colleague interdependence (Crothers et al., 2009a). Within healthcare occupations, MacIntosh, Wuest, Gray, and Aldous (2010) discovered that workplace bullying alters individuals' perceptions in the meaning of their work, making it challenging to maintain the need or ability to "make a difference" (McDaniel, Ngala, & Leonard, 2015, p. 600). Similarly, McKay et al. (2008) also noted that victims of workplace bullying in a Canadian university experienced changes in productivity, quantity of work completed, and quality of work completed. Consequences faced by victims of workplace bullying often included interference with job performance and/or shifted perceptions of the safety and satisfaction of their workplace environment (McKay et al., 2008). If continued, workplace bullying can lead to severe psychological, social, and even psychosomatic issues in victims (Einarsen et al., 2003). Namie and Namie (2003) also concluded that workplace bullying influences employee happiness both personally and with regard to job satisfaction and involvement. Numerous studies have established that victims of such ongoing psychological distress, whether real or perceived, endured several symptoms of lowered wellbeing, psychological problems, and psychosomatic issues (Lapierre, Spector, & Leck, 2005; Bowling & Beehr, 2006; Einarsen et al., 2003; Zapf, Knorz, & Kulla, 1996). More specifically, these

psychological and psychosomatic symptoms presented as fatigue, depression, sleep difficulties, and even symptoms of posttraumatic stress (Leymann et al., 1996; Matthiesen & Einarsen, 2004).

Additional workplace bullying researchers (Björkqvist et al., 1994; Leymann et al., 1996; Tehrani, 2004) have argued that some victims may suffer from posttraumatic stress disorder (PTSD) (Nielsen et al., 2008). The American Psychiatric Association (2000) defines PTSD as a formal diagnostic category used to describe a pattern of symptoms that may occur in people who have been exposed to severe traumatic stress. Although it is arguable whether workplace bullying constitutes stress related to life threat, serious injury, or death, as required by the diagnostic criteria, the symptoms observed by Tehrani (2004) among victims of workplace bullying were compatible with those of posttraumatic stress (Nielsen et al., 2008).

Another study by Olafsson and Johannsdottir (2004) also examined the consequences of workplace bullying by investigating victims' coping mechanisms when being bullied. Results suggested that males sought help less often and avoided conflicts less often compared to females. The authors noted, however, that such findings might also suggest that males are more likely to use assertive strategies, supporting gender stereotypes about what is viewed as appropriate behavior for men versus women in the workplace (Crothers et al., 2009a). Interestingly, Malinauskiene and Einarsen (2014) found that 27.4% of women and 2.4% of men experienced psychological distress as a result of workplace bullying. However, the results provided by other researchers indicate that gender proportions with regard to psychological distress from workplace bullying tend to be more or less equalized: 14% females and 15% males (Ofili, Usiholo, & Oronsaye, 2009) or 47.8% males and 57.8% females (Bannai, Ukawa, & Tamakoshi, 2015; Bernotaite & Malinauskiene, 2017). Given the irrefutable evidence on the negative effects

of workplace bullying in general, future researchers must further investigate psychological consequences of workplace bullying in competitive and high-stress occupations, such as higher education.

Hollis (2017b) conducted a study on workplace bullying differences between the U.S. and Canada. She reported that Canada has acknowledged workplace bullying as a health and wellness problem in many ways. For example, the Ontario lawmakers banned workplace “psychological harassment” or bullying through the Occupational Health and Safety Act. This law stated that employers must establish a program to prevent workplace bullying and examine this program each year. Additionally, according to WorkSafe BC, unaddressed workplace bullying could lead to suicidal thoughts or actions, anxiety, and lost productivity (Guidelines, 2013; Hollis, 2017b).

Occupational Burnout as a Psychological Cost of Workplace Bullying

As previously noted, workplace bullying is a pervasive and problematic issue for organizations and their employees. The World Health Organization (WHO) (2014) defined mental health as a state of wellbeing in which a person recognizes his or her own potential, copes with the average stresses of life, works efficiently and effectively, and possesses the ability to contribute to his or her community. The WHO (2005) also asserted that mental health issues arise from the interaction of psychological, biological, social, and environmental factors. Additionally, a study on workplace bullying among high school teachers, suggested that both the content and the environment of one’s workplace can also contribute to the development of mental health issues and psychological distress (Bernotaite & Malinauskiene, 2017). Psychological distress, as defined by Arvidsdotter, Marklund, Kylen, Taft, and Ekman (2015), is an emotional state of suffering correlated with stressors and tasks that are challenging to cope

with on a day-to-day basis. These researchers have found that work-related stressors, such as high demand tasks, low support, and lack of control can result in psychological distress. Additionally, work-related psychological distress can result in mental, physical, and emotional fatigue often synonymous with the construct of occupational burnout (Arvidsdotter et al., 2015).

Occupational burnout is defined as a widespread health-related problem in the current working life and develops as a response to chronic emotional and interpersonal stressors that repeatedly occur in the workplace (Helkavaara, Saastamoinen, & Lahelma, 2011). More specifically, Martinez, Mera, González, López, and Blobel (2015) described occupational burnout in 3 dimensions--emotional exhaustion, depersonalization and reduced professional efficacy (Bernotaite & Malinauskiene, 2017). As noted by Barr (2017), burnout often includes symptoms of diminished personal achievement, emotional fatigue, and depersonalization (Maslach & Jackson, 1981; Pines, Aronson, & Kafry, 1981). Mościcka-Teske, Drabek, and Pyżalsk (2014) also found that workplace bullying was significantly correlated with symptoms of occupational burnout among Polish teachers. Other researchers, Hillert, Koch, & Lehr (2013) also proclaimed that in the public view as well as among high school teachers, burnout is commonly regarded as an innate problem of the teaching profession (Bernotaite & Malinauskiene, 2017). Occupational burnout is most common in occupations with close social interactions, and researchers have confirmed that teachers have the highest burnout levels as compared to other professionals in social services (Mojsa-Kaja, Golonka, & Marek, 2015). These findings support this dissertation study's examination of occupational burnout (interchangeably referred to as burnout in this dissertation) as a form of psychological distress, resulting from workplace bullying in higher education.

Bernotaite and Malinauskiene (2017) conducted a study to observe the correlation between psychological distress and exposure to workplace bullying, taking into account the possible influence of adverse psychosocial job characteristics and occupational burnout among Lithuanian high school teachers. Twenty-five percent of teachers reported suffering from psychological distress as a result of workplace bullying. Specifically, 25.6% reported high emotional exhaustion, 10.6% reported high depersonalization, and 33.7% reported low personal achievement. Results of this study indicated that occasional and severe bullying were strong predictors for psychological distress, suggesting that duration of bullying does not necessarily matter as much as the perceived severity of the bullying (Bernotaite & Malinauskiene, 2017).

Interestingly, a recent study by (Giorgi et. al., 2016) indicated that workplace bullying within the nursing profession did not directly affect health, but rather indirectly, via mediation of burnout (Bernotaite & Malinauskiene, 2017). Conversely, Baka (2015) noted that burnout did not mediate the relationship between workplace bullying and psychological distress, but instead it mediated the effect of job strain and psychological distress on teachers. Such findings demonstrate that sources of burnout among educators might not only be limited to bullying, but may also reflect issues with organizational climate. Overall, the aforementioned findings suggest that workplace bullying can result in occupational burnout for individuals working in high-stress settings such as healthcare or academia. As previously mentioned, organizational administrators need to improve the psychosocial conditions in educational institutions by promoting employee well-being and interactions, through better-established organizational climate. Such actions will lay the foundation for a reduction and prevention of workplace bullying and occupational burnout (Bernotaite & Malinauskiene, 2017).

Additionally, Carroll and Lauzier (2014) discussed a comprehensive meta-analysis by Bowling and Beehr (2006), which examined several costs of workplace bullying and discovered that the costs were connected with the victims' well-being. In particular, Bowling and Beehr (2006) observed that workplace bullying was positively correlated with general stress, anxiety, depression, frustration, physical symptoms at work, negative emotions at work, organizational commitment, and burnout. Additionally, workplace bullying was found to be negatively correlated with life satisfaction, job satisfaction, organizational commitment, and positive emotions at work. These findings highlight the need to not only examine psychological consequences and social contexts related to workplace bullying, but also potential moderators that might attenuate its negative effects on victims.

Through the Lens of Self-Determination Theory: Workplace Bullying's Effect on Basic Psychological Needs

People are commonly motivated by external factors such as reward systems, grades, evaluations, or the opinions and expectations of others. As such, the occurrence and nature of social interactions plays a significant role in the basic psychological needs of most individuals. Nevertheless, people are just as often motivated by internal factors such as curiosity, interests, care, or personal morals and values. Although these intrinsic motivations are not necessarily externally rewarded or supported, they can still contribute to individuals' desires, creativity, and efforts (Deci & Ryan, 1985; Deci & Ryan, 2000; Ryan & Deci, 2000).

The coexistence of extrinsic and intrinsic motivations as well as the basic psychological needs inherent in human nature is the foundation of Self-Determination Theory (SDT) (Deci & Ryan, 1985; Deci & Ryan, 2000; Ryan & Deci, 2000). This theory was originally developed by Edward L. Deci and Richard M. Ryan, and has been expanded and refined by scholars from

around the world. More specifically, SDT focuses on how social and cultural factors enhance or diminish people's sense of volition and initiative, in addition to their well-being and the quality of their performance. According to SDT, people's basic psychological needs consist of autonomy, competence, and relatedness (Deci & Ryan, 1985; Deci & Ryan, 2000; Ryan & Deci, 2000). Ryan & Deci (2000) emphasized that autonomy, competence, and relatedness needs are viewed as innate and universal for all human beings. The need for relatedness refers to the need to feel connected to others (Baumeister & Leary, 1995), the need for autonomy refers to the need to make choices and be in charge of one's own behavior (deCharms, 1968), and the need for competence refers to the need to be skillful within one's environment and attain valued results (White, 1959; Lam et al., 2015).

SDT proposes that social context is important to individual functioning and well-being because it influences the satisfaction of the aforementioned three basic psychological needs (Deci & Ryan, 1985; Deci & Ryan, 2000; Ryan & Deci, 2000). Satisfaction of these needs is said to result in the most volitional and high quality types of motivation and engagement for activities, including improved performance, perseverance, and creativity. SDT also suggests that the degree to which any of these three psychological needs is unsatisfied or thwarted within a social context will have a significant detrimental impact on wellness within that setting (Deci & Ryan, 1985; Deci & Ryan, 2000; Ryan & Deci, 2000).

Given SDT's claim that social contexts can be either need fulfilling or need thwarting, each social setting can yield very different results in human development. As Bronfenbrenner (1977) noted, human development occurs in a fixed order of systems. The most immediate systems in which individuals develop are the microsystems, such as family, school, and workplace (Lam et al., 2015). For example, Lam et al. (2015) conducted a study on school

bullying and SDT, which revealed that students with higher perceived support for relatedness had a significantly lower likelihood of being bullies or victims. Additionally, individuals identified as victims and bully-victims had a particularly low level of perceived relatedness needs support. These findings suggest that relatedness needs satisfaction, particularly in the form of perceived support, can be a protective factor against negative social contexts.

In addition to the argument that students' relatedness and perceived support needs influence students' involvement in bullying and victimization, it is also imperative to examine the role of perceived support and bullying in post-school microsystems, such as the workplace (Lam et al., 2015). Researchers such as Brock et al. (2014) supported this claim, stating there is growing evidence which suggests that bullying is a common and serious issue in later microsystems (Chapell et al., 2006; Pontzer, 2010). Similarly, Smaller (2013) stated that bullying is a social epidemic that not only affects our schools, but also our workplaces, and communities. From a sociological perspective, bullying behavior occurs in various forms and several settings within individuals' lives. As Smith (1997) also noted, bullying is not restricted to school environments and can therefore occur wherever groups of people meet together, such as the workplace.

Despite some differences between school bullying and workplace bullying, there are many similarities and continuities. Research conducted by Olweus (1993b) suggested that people who persistently bully others at school are likely to do so later in adult life as well (Smith, 1997). Additionally, Yeager, Fong, Lee, & Espelage (2015) stated that given the developmental trajectory of aggressive behaviors from childhood to adolescence, mental health counseling programs must educate counselors-in-training on appropriate interventions for victims of bullying, even in adulthood—not just during childhood and adolescence (Casper & Card, 2017).

SDT's claim that social settings such as school or workplace can be either need fulfilling or need thwarting, emphasizes the significance of autonomy, competence and relatedness needs in coping with workplace bullying (Ryan & Deci, 2002). Future researchers should continue to explore how adults cope with workplace bullying and the impact it has on victims' psychological well-being and basic psychological needs. Supporting the SDT claim that workplace settings can be either need fulfilling or need thwarting, Trépanier, Fernet, and Austin (2015) conducted a study drawing on SDT and the role of basic psychological needs satisfaction with regard to workplace bullying. Results of their study revealed that workplace bullying thwarted the satisfaction of employees' basic psychological needs. Additionally, a study by Keashly and Neuman (2010) from the State University of New York shed light on the importance of autonomy as a basic psychological need among higher education faculty. These researchers claim that autonomy, tenure, and collegiality are at the core of what defines academic freedom. More specifically, autonomy is a critical prerequisite for academic freedom and includes both independent thinking and acting, in addition to immunity from any unwanted influence of others. Given these claims, one might question if autonomy or the perception of autonomy support would mitigate potential negative effects of workplace bullying in higher education.

Perceived Autonomy Support and Workplace Bullying

Perceived autonomy support is defined as the beliefs of learners or students that coaches, teachers, parents, friends, and those considered as significant others support individual choice, self-initiation, independent problem-solving and decision making, acknowledge feelings, and avoid pressure-filled demands (Haager et al., 2007; Mageau & Vallerand, 2003). Additionally, according to SDT, an autonomy-supportive environment is one in which others are viewed as separate individuals capable of achieving self-determination. Therefore, autonomy support

describes behaviors such as checking in and addressing others' thoughts and feelings, providing meaningful explanations for requests, and increasing others' sense of choice and initiative (Moreau & Mageau, 2012, Deci et al. 1994; Grolnick, 2003; Koestner et al., 1984; Ryan, 2005). Defined in this way, autonomy support is very different from permissiveness and neglect, which might involve a lack of structure or involvement; Moreau & Mageau, 2012; Joussemet et al. 2008).

Rooted in SDT, Ryan and Solky (1996) argue that the beneficial psychological effects of social support on peoples' physical and mental well being may stem from the ability of social support systems to satisfy one or more of the basic psychological needs, the need for relatedness in particular (Reinboth, Duda, & Ntoumanis, 2004). Baillien, De Cuyper, and De Witte (2011) conducted a study observing job autonomy and workload as antecedents of workplace bullying among a sample of textile and financial service organizations in Belgium. These researchers found that high workload and low job autonomy appear to exhaust employees' resources, which could result in such employees becoming "easy victims" of workplace bullying (Hoel & Salin, 2003). Thus, the results highlighted the importance of workload and job autonomy as antecedents of workplace bullying. Baillien et al., (2011) argued that organizations should thwart high stress workloads and promote job autonomy. Interestingly, the results also displayed that different processes pairing workload and job autonomy distinguished an employee from being a victim versus a perpetrator of workplace bullying. For example, low job autonomy and high workload (combined) were correlated with being a perpetrator, whereas low job autonomy and high workload were respectively, without any combination, were correlated with being a victim of workplace bullying. These results suggest that the processes that may result in someone being a victim versus a perpetrator of workplace bullying are quite comparable (Baillien, Neyens, De

Witte, & De Cuyper 2009; Bowling & Beehr, 2006). Nevertheless, it is important to note that being both a victim and perpetrator of workplace bullying seemed to be precipitated by job conditions in which workers had low perceptions of job autonomy (Baillien et al., 2011).

Drawing on SDT, Trépanier, Fernet, and Austin (2013) conducted a study on workplace bullying and the mediating role of the satisfaction of basic psychological needs among a sample of Canadian nurses. Specifically, these researchers examined how exposure to workplace bullying diminished psychological health at work. Results revealed that exposure to workplace bullying resulted in higher burnout and lower work engagement through the lack of satisfaction of basic psychological needs (Trépanier et al., 2013). Building upon the findings of the aforementioned study, Trépanier et al. (2015) conducted another study on workplace bullying, basic needs satisfaction, and employee functioning among a sample of nurses in Canada. These researchers hypothesized that workplace bullying, through its detrimental and distressing nature, would thwart the satisfaction of employees' basic psychological needs. Additionally, they examined whether or not the lack of satisfaction of these three psychological needs deprived employees of the motivation needed to succeed and completely engage in their work (Deci et al., 2001; Deci & Ryan, 2008). Workplace bullying is often implemented through controlling behaviors which inhibit employees' sense of autonomy at work. If such negative acts in the workplace are experienced regularly, they are likely to foster perceptions of maltreatment and thus erode employees' need for autonomy (Blanchard, Amiot, Perreault, Vallerand, & Provencher, 2009). A model was tested simultaneously examining each form of bullying (i.e., work-related, person-related, and physical intimidation) and each basic psychological need (i.e., competence, autonomy, and relatedness). Interestingly, despite the social nature of workplace bullying, results revealed that workplace bullying did not significantly thwart satisfaction of the

need for relatedness. These findings suggest that victims of workplace bullying possibly satisfy their need for interpersonal connection at work in other ways. For example, victims of workplace bullying may confide in other colleagues about their experiences in order to receive support. Such social support may mitigate the negative effects of workplace bullying on the victims (Trépanier et al., 2015). These results beg the question: What is the role of perceived social support, irrespective of who provides the support (i.e., colleagues, spouse, friend), as it relates to workplace bullying? This dissertation study attempts to answer this question through the examination of perceived social support as a potential buffer to the relationship between workplace bullying and burnout.

Perceived Social Support and Workplace Bullying

Perceived social support is defined as a “reassurance of worth, social integration, intimacy, and opportunity for nurturance” (Barr, 2017, p. 214). More specifically, social support is described as having someone to rely on when the work environment is stressful, someone who listens to work problems, and someone who provides assistance to get the work done (Barr, 2017). Numerous longitudinal studies (Choi et al., 2011) assert that low social support at work constitutes as one of the risks for poor mental health (Bernotaite & Malinauskiene, 2017). For example, Bernotaite and Malinauskiene (2017) examined the role of perceived social support among Lithuanian teachers who experienced workplace bullying, noting that approximately 47.4% of over 500 participants reported job strain and 59.6% reported low social support at work.

Additionally, Barr (2017) documented the occurrence of compassion fatigue (burnout and secondary traumatic stress) and compassion satisfaction (personal fulfillment developed from providing empathy to those dealing with stressful situations) in a neonatal intensive care unit

(NICU) nurses. This researcher also examined the direct and indirect relationships of work stress and social support with compassion fatigue and compassion satisfaction. Social support controlled for work stress, predicted burnout and compassion satisfaction, but did not predict secondary traumatic stress. Lack of intimacy-based social support was an individual predictor of burnout and compassion satisfaction, and reassurance of worth was an individual predictor of burnout. Social support mediated the effect of work stress with compassion satisfaction and moderated the effect of work stress with secondary traumatic stress. Overall, work stress and perceived social support had significant direct and indirect relationships with compassion fatigue and compassion satisfaction in NICU nurses (Barr, 2017). Additional researchers have also noted that the lack of perceived social support predicts burnout in hospital nurses (Constable & Russell, 1986; Cronin-Stubbs & Rooks, 1985; Drury, Craigie, Francis, Aoun, & Hegney, 2014). Researchers have also discovered that social support is more likely to be accepted, appreciated, and effective if the support offered is well-suited with the type of trauma experienced as well as the support preferences of the recipient (Cohen, Gottlieb, & Underwood, 2000; Cutrona, Russell, & Pierce, 1990; Taylor, 2011; Weiss, 1974).

Past research demonstrates that workplace environment, satisfaction, and perceived social support are predictors of occupational burnout (Cordes & Dougherty, 1993; Maslach et al., 2001). Additionally, there is a significant amount of empirical evidence indicating the importance of perceived social support in the workplace to repair, maintain, and improve psychological well-being (Feeney & Collins, 2015; Taylor, 2011). These statements support this dissertation study's examination of perceived social support as a buffer for the relationship between workplace bullying and burnout. Interestingly, in the absence of stress, perceived social support may have a direct or main effect with psychological well being. However, in the

presence of stress, social support may have a stress-buffering effect (Cohen et al., 2000; Cordes et al., 1993; Prati, Pietrantonio, & Cicognani, 2010). The aforementioned findings support the primary researcher's hypotheses, which states that perceived social support will moderate the effect of workplace bullying on burnout, and organizational justice climate will lead to a change in the moderating effect of perceived social support on the relationship between workplace bullying and burnout. Another study on Lithuanian physicians revealed that workplace bullying was a significant risk factor for poor psychological health, which far exceeded the risk related to the normal stressors of work and life. The findings of this study emphasized the impact of organizational climate and low social support on the victims' mental health problems (Malinauskiene & Einarsen, 2014). These claims support this study's examination of perceived social support as a moderator of workplace bullying's effect on victims' psychological distress.

Giorgi (2010) conducted a study on workplace bullying among Japanese white and blue collar workers. This researcher noted that cultural values might shape individuals' views and appraisal of stressful events. For example, collectivistic countries are more likely to encourage social support-related strategies in coping with stressful circumstances compared to individualistic countries like the United States. Thus, Giorgi (2010) claims that Japanese victims of workplace bullying might be more patient and make attempts to remedy the situation. Conversely, as noted by Giorgi (2008), individuals in an individualistic culture might be less patient and view workplace bullying as more harmful than individuals in collectivistic cultures. Interestingly, some researchers have concluded that individualists actually have higher levels of well-being than collectivists (Diener & Suh, 1999). This finding suggests that while collectivists may be more patient and willing to work things out in cases of workplace bullying, they may not necessarily prioritize addressing their personal feelings regarding workplace bullying. To this

point, Liu, Spector, and Shi (2007) concluded that Japanese employees experienced greater psychological and physical stress compared to American employees. Interestingly, while Japanese employees are generally likely to request help from colleagues as a form of social support, they might also be hesitant to seek social support out of fear that seeking such help might interfere with the harmony of their group (Taylor et al., 2004). As such, avoidance and non-confrontational approaches to workplace bullying or workplace discord are usually favored in collectivistic cultures (Leung, Bhagat, Buchan, Erez, & Gibson, 2005; Giorgi, 2010).

Carroll and Lauzier (2014) conducted a study on the moderating effect of perceived social support on the relationship between workplace bullying and job satisfaction among a sample of Canadian government, finance/banking, and education employees. Results of this study revealed that workplace bullying negatively impacted job satisfaction, and that social support moderated the relationship between workplace bullying and job satisfaction relationship. Specifically, the pattern of moderation showed an attenuation of the relationship between workplace bullying and job satisfaction. These findings suggest that perceived social support can shield employees from the negative effects of workplace bullying. This supports this dissertation study's examination of perceived social support as a moderator of the relationship between workplace bullying and burnout. Furthermore, Bowling and Beehr (2006) from Central Michigan University conducted a meta-analysis on workplace bullying from victims' perspectives and suggested that one can assume social support might be the antithesis of workplace harassment. As such, one can also assume victims of workplace bullying who have lower perceptions of social support will experience higher negative effects on their health. Interestingly, Zapf et al. (1996) concluded that employees who have identified as victims of workplace bullying also reported low levels of social support. Thus, one could postulate that social support may be an

antecedent of workplace bullying in that low social support could play a role in the onset of workplace-bullying situations (Carroll & Lauzier, 2014). This highlights the need for organizations to take preventative measures and not just establish policies and procedures that are to be implemented after the workplace bullying has occurred.

Organizational Climate and Workplace Bullying

Researchers from the UK and Spain, Cowie, Naylor, Rivers, Smith, and Pereira (2002) conducted a study on measuring workplace bullying. These authors described studies by Sousa and Vala (1999) and Theotónio and Vala (1999) which argued that organizational climate can have a powerful impact on the ways in which workplace bullying is defined, identified, and measured. To this point, Salin (2005) stated that studies have shown a correlation between workplace bullying and performance-based reward systems (Sutela & Lehto, 1998). Thus, one could argue that workplace bullying may be linked to poor organizational climate which might allow individuals or groups to intentionally act in negative ways (Allen et al., 1979 ; Kacmar & Ferris, 1991). Thus, the nature of workplace environments may perpetuate workplace bullying, in the form of poor leadership and/or indirect acceptance of workplace bullying behavior (Cowie et al., 2002).

From a psychological and organizational perspective, Einarsen et al. (2003) argued that although bullies may suffer from personality disorders, they will only act as bullies if the organizational climate allows or rewards such negative workplace behavior. Similarly, Rayner (1998) also concluded that workplace bullying persists as a result of an organization's tolerance of such negative behavior. To this point, 95% of participants in Rayner's study reported that workplace bullying was due to the fact that "bullies can get away with it" and "victims are too scared to report it". Interestingly, research shows that positive organizational climate, appropriate

organizational intervention, and an effective support system for victims are key factors that may mitigate the negative impact of workplace bullying on the victims (Einarsen et al., 2003).

Furthermore, Giorgi (2010) also noted that poor organizational climate and workplace bullying are predictors of poor psychological health. More specifically, Giorgi concluded that workplace bullying and poor organizational climate were correlated with increased and unhealthy consumption of alcohol. Interestingly, men, who reported drinking more than women, were especially at risk of excessive alcohol consumption in response to workplace bullying and poor organizational climate. These findings suggest that poor organizational climate is associated with increased perceptions of workplace bullying and decreased perceptions of psychological health. Giorgi (2010) noted that organizations should focus on establishing a work climate that promotes health and employee well-being by reducing negative acts that perpetuate workplace bullying.

Similarly, Liefoghe and Davey (2001) argued that the responsibility for the prevention and remedy of workplace bullying is in the hands of those who are in top management positions because they establish and maintain the culture of organizations (Namie & Namie, 2009). Unfortunately, American employers who deny that workplace bullying exists within their organizations are not necessarily doing anything illegal (regardless of how unethical this stance may be). Unlike other countries, there is no legal mandate in the United States to eradicate workplace bullying. Salin (2006) explored what organizations in Finland, where anti-bullying laws have been in place since 2003, did in order to prevent and address workplace bullying. Unfortunately, despite these anti-bullying legislations, only a little more than half of the public organizations had written policies in place, about 66% provided employees with general information about workplace bullying, 34% distributed bullying surveys internally, 28%

provided formal training for managers, but only 25% actually had a procedure for documenting and tracking the workplace bullying incidents (Salin, 2006). Surprisingly, Salin noted that counseling was offered to more bullies than victims and negative consequences for bullies were very rare. Overall, a lack of employer and organizational initiatives against workplace bullying have been observed in Finland and Scandinavian countries (Namie & Namie, 2009). This begs the question: Even if anti-workplace bullying laws are passed in the United States, is that enough for actual organizational change, where there is not only a focus on intervention when workplace bullying occurs but more importantly a focus on prevention?

In light of this question, Smith (1997) asserted that changes in any organization to reduce bullying strongly depend on the basic willingness of that workplace to change. Schneider, González-Romá, Ostroff, and West (2017) defined organizational climate as an employee-shared perception stemming from interrelated experiences with policies and procedures within an organization. Additionally, organizational climate entails employee-shared perceptions of what behaviors and tasks are accepted, rewarded, and normalized within their organization (Schneider et al., 2017). Workplace bullying is often correlated with weak and toxic organizational climates. As such, workplace bullying perpetuates in organizations that standardize victims as being silent and bullies as being vocal (McKay, et al., 2008). While researchers acknowledge that a university's overall organizational climate may not be toxic, some subdivisions within specific departments and among some employees may be unhealthy (McKay et al., 2008). Smith (1997) also noted that it is no longer sufficient to identify the occurrence of bullying in an organization with something as simple as a survey. Investigating the organization as a system and assessing how to address and alter the context and presence of workplace bullying is needed. It is also

critical for organizations to evaluate the nature and intent of workplace bullying, and identify which individuals are perpetuating these negative behaviors (McKay et al., 2008).

Results from victims of bullying, as observed by McKay et al. (2008), revealed that in dealing with potential bullying, 31% were more likely to speak with the union, 15% to a lawyer (as opposed to equity services, 13%), 11% to someone in a position of authority, and 4% to someone from human resources. Unfortunately, when these respondents were asked if they had reported the behaviors, approximately 49% replied, “No, I do not think it would make a difference”, 29% responded, “No, I think it would negatively impact my job”, 27% said “yes,” and 18% stated, “No, I do not feel safe doing so” (McKay et al., 2008, p. 90). These authors also noted that a central theme among the victims of workplace bullying was a lack of action by the university administration to address the problem of workplace bullying, despite being informed about the behavior. For example, some respondents stated the following:

The issues just hang there—I don’t know where it’s going—if anywhere at all and that feels very alienating and grossly unfair. It seems that the university doesn’t like to deal with these issues and I am left to deal with it on my own. This is a particular frustration for me. Yes, I did report it to the equity office and I have spoken to the union in the past. In both instances, the immediate and personal support I received was overwhelmingly positive and that was very important to me. However, in terms of the university actually settling the issue or having a clear process in place— well, it didn’t and still doesn’t happen. (McKay et al., 2008, p.91)

From the top down, the main concern was to try to defuse the situation and avoid a lawsuit, as the person was, on top of everything else, threatening to sue. The university showed a total lack of concern with my distress. Also mediation is expensive, and the university wouldn’t pay for it.

My immediate supervisor and department head dismissed it immediately. Management not only does nothing about protecting myself and others from bullying, I have also seen them protect those who bully. This enables the cycle to continue. I have felt physically threatened and my complaints were ignored by management. (McKay et al., 2008, p.91)

Respondents were then asked what support from their respective universities would assist them in coping with bullying, of which 79% replied “commitment to monitor and address the situation” (McKay et al., 2008, p.91).

Interestingly, Notelaers, De Witte, and Einarsen (2010) observed that perceptions of available organizational support were based on victims’ motivation and self-perceived competency. More specifically, self-perceived competent victims were more likely to seek out positive steps, such as using an internal complaint processes and/or acquiring positive organizational support (McDaniel et al., 2015). Kaewpan, Peltzer, and Kalampakorn (2017) also investigated organizational climate among 122 post-retired university academics from 19 universities in Thailand. Findings revealed that younger age (60–65 years), exceptional work skills, and a good organizational climate were significantly correlated with positive outcomes. These results further highlight the need for workplace settings to improve upon their organizational climate, given that negative workplace experiences can have lasting effects on retired employees. Overall, workplace bullying remains a significant and widespread organizational issue (Neuman & Baron 1998; Dietz et al., 2003). Therefore, high-stress occupations, such as higher education, should improve their organizational climates and address victims’ psychological consequences of workplace bullying, which can often manifest as burnout and secondary traumatic stress (Kaewpan et al., 2017).

Unfortunately, there are inconsistencies across academic organizations with regard to how workplace bullying incidents are managed. Consequently, several faculty, instructors, and librarians within higher education settings feel unsupported when they voice their apprehensions. This lack of organizational training in employee support perpetuates the lack of action from administrators in addressing such workplace bullying issues (McKay et al., 2008). Universities in general must assess how their organizational climates influence the negative behaviors occurring in academic settings (McKay et al., 2008). Boynton (2005) and Lipsett (2006) supported this claim and stated that many universities suffer from organizational climates that have normalized bullying (McKay, et al., 2008). More importantly, as stated by Westhues (2004), the favored solution to workplace bullying is not to recover or remedy, because remedies are never sufficient, but instead to prevent the negative behaviors in the first place. In order to implement policies of workplace bullying prevention there needs to be a hands-on approach that assesses the norms and ethics rooted in the organizational climate within a workplace (McKay et al., 2008).

Organizational Justice Climate and Workplace Bullying

As noted by Liefoghe and Davey (2001) managers and those in positions of power are responsible for creating and establishing a safe workplace environment (Namie & Namie (2009). To this point, Sousa and Vala (1999) concluded that when management is perceived as fair employees are more open-minded to changes and are more trusting of their managers and colleagues (Cowie et al., 2002). Interestingly, Namie and Namie (2009) described one study which illustrated workplace bullying victims' explanations of why the bullying stopped. Some of these reasons included the victim quitting their job (40%), the victim being fired (24%), or the victim being transferred to a different job with the same manager (13%) (Workplace Bullying Institute, 2007). It is understandable that victims often develop strong perceptions of injustice

when they are are compelled to resolve the workplace bullying by losing their jobs, livelihood, occupational desires, and much more (Namie & Namie, 2009).

Organizational climate literature has frequently addressed the correlation between workplace bullying and the fairness or justice climate within organizations (Greenberg & Alge, 1998; Skarlicki & Folger, 1997; Dietz et al., 2003). As such, stemming from organizational climate is the concept of organizational justice climate, also referred to as justice climate (Colquitt, 2001). Justice climate is described as a four-dimensional construct consisting of the following categories: procedural justice, distributive justice, interpersonal justice, and informational justice (Colquitt, 2001). Procedural justice is defined as the fairness of making and applying decisions that result in specific outcomes within the workplace (Colquitt, 2001; Folger & Cropanzano, 1998). Distributive justice is defined as an individual's perception of the degree to which the outcomes obtained are fair or just (Byrne & Cropanzano, 2001; Folger & Cropanzano, 1998). Greenberg (1993) suggested that informational justice and interpersonal justice are both categorized by relational interaction and treatment that employees receive from individuals in positions of authority. As such, informational justice is defined as offering precise information in timely and communicative manner, being clear in communication, and offering reasonable justifications for tasks at work. Interpersonal justice is defined by perceptions of being treated respectfully and amicably by those in positions of authority (Colquitt, Greenberg, & Zapata-Phelan, 2005; Moon, 2017).

Naumann and Bennett (2000) suggest that workplace bullying stems from an organization's procedural justice climate, or the lack thereof. As such, those organizations with poor or non-existent procedural justice climates may experience continued incidents of workplace bullying. These incidents can result in employees feeling mistreated and/or that

injustice is an accepted norm within their workplace environment (Dietz et al., 2003). Furthermore, Colquitt (2004) discovered that a positive relationship between individual procedural justice perceptions and work performance was moderated by the other team members' perceptions of justice (Schneider et al., 2017).

Simons and Roberson (2003) were some of the first to empirically study justice climate at an organization level (Schneider et al., 2017). From their findings, Simons and Roberson (2003) observed that positive justice climates resulted in increased organizational commitment, decreased turnover rates, and increased customer satisfaction (Schneider et al., 2017). Conversely, negative justice climates where employees experienced and/or observed continuous mistreatment often eroded positive organizational norms for respectful and collegial behavior (Andersson & Pearson, 1999). These findings imply that unaddressed aggressive behaviors frequently result in a domino effect throughout an organization, and minor behaviors of incivility often intensify into more serious and detrimental behaviors (Masuch, 1985; Dietz et al., 2003).

Alarming, as previously mentioned the United States does not presently have any federal laws regarding workplace bullying, which further highlights the need for positive justice climates within organizations (Duffy, 2009). Given this reality, workplace policies and norms are the current way to protect victims of workplace bullying. As such, organizations should establish clear rules and consequences of negative acts in the workplace, in order to protect victims of workplace bullying. It is also imperative that future researchers examine workplace bullying as a consequence of poor organizational justice climates, which can often result in significant financial costs (Dietz et al., 2003).

Purpose and Rationale of the Study

Upon critical examination of this literature review, it is evident that workplace bullying is a serious issue within higher education institutions. As previously noted, researchers have concluded that academia is among those occupations that tend to have the highest incidence of workplace bullying and have also claimed that employees in high-stress educational settings, such as universities, are at greater risk of being victims of psychological abuse by their coworkers (Eurofound, 2013; Bernotaite & Malinauskiene 2017; Astrauskaite, 2010). Additionally, previous research has also confirmed that higher education employees in the United States experience workplace bullying at a higher rate compared to the general population (Hollis, 2017a). Despite these findings, there has been limited research on workplace bullying within American higher education institutions (Hollis, 2015). Thus, the need for examining the dynamics of workplace bullying within American higher education institutions and its effects on victims is an important social and psychological issue. In support of this argument, Wei and Jonson-Reid (2011) noted that although researchers have historically observed why perpetrators of bullying engage in aggressive behaviors, researchers now suggest that it may be more empirically significant to observe victims' perceptions of bullying. Additionally, the aforementioned articles highlight the need to examine potential buffers such as perceived social support and organizational justice climate, which may mitigate workplace bullying's effect on psychological distress, such as occupational burnout (Carroll & Lauzier, 2014; Dietz et al., 2003; Kaewpan et al., 2017). These statements support this dissertation study's purpose in examining victims' perceptions of perceived social support and organizational justice climate as potential buffers to workplace bullying. Although perceived social support, organizational justice climate, and occupational burnout have been explored in previous studies, studies that have examined these variables concurrently within higher education settings in the United States were not

observed during the time of this literature review. Thus, another way this study aims to fill a gap in the literature is through the examination of the perceived social support's moderating effect on the relationship between workplace bullying and occupational burnout. Additionally, this study examined whether organizational justice climate functioned as a secondary moderator that influenced the moderating effect of perceived social support on the relationship between workplace bullying and occupational burnout.

Hypotheses

Hypothesis 1: Perceived social support will moderate the relationship between workplace bullying and burnout. Thus, the effect of workplace bullying on burnout depends on perceived social support. Specifically, higher perceived social support (SPS) scores should on average result in a weaker effect of workplace bullying (NAQ-R) on burnout (MBI-ES). Conversely, lower perceived social support (SPS) scores should on average result in a stronger effect of workplace bullying (NAQ-R) on burnout (MBI-ES).

Hypothesis 2: Organizational justice climate will moderate the moderating effect of perceived social support on the relationship between workplace bullying and burnout. Thus, the effect of workplace bullying on burnout depends on perceived social support, which depends on organizational justice climate. Specifically, higher organizational justice climate (OJS) scores will result in a stronger moderating effect of perceived social support (SPS) on the relationship between workplace bullying (NAQ-R) and burnout (MBI-ES). As such, higher organizational justice climate (OJS) scores should on average result in a weaker effect of workplace bullying (NAQ-R) on burnout (MBI-ES). Conversely, lower organizational justice climate (OJS) scores will result in a weaker moderating effect of perceived social support (SPS) on workplace

bullying's (NAQ-R) effect on burnout (MBI-ES). As such, lower organizational justice climate (OJS) scores should on average result in a stronger effect of workplace bullying (NAQ-R) on burnout (MBI-ES).

Statistical Methodology

Hypothesis 1 Statistical Methodology

As stated by Hayes and Preacher in Chapter 6 of Hancock and Mueller (2013), we can better understand a phenomenon when we can determine whether X affects Y, how X applies its effect on Y, when X affects Y, and whether the effect is strong as opposed to weak. The “how” question examines potential underlying mechanisms that connect X to Y, whereas the “when” question observes the circumstances or types of people for whom X has an effect on Y (Hancock & Mueller, 2013). Given the nature of the hypotheses, this study implemented a simple moderation model and moderated moderation model using a conditional process analysis. As previously stated, the first hypothesis claims that perceived social support (W) will moderate the effect of workplace bullying (X) on burnout (Y). The following conceptual and statistical models demonstrate this simple moderation analysis:

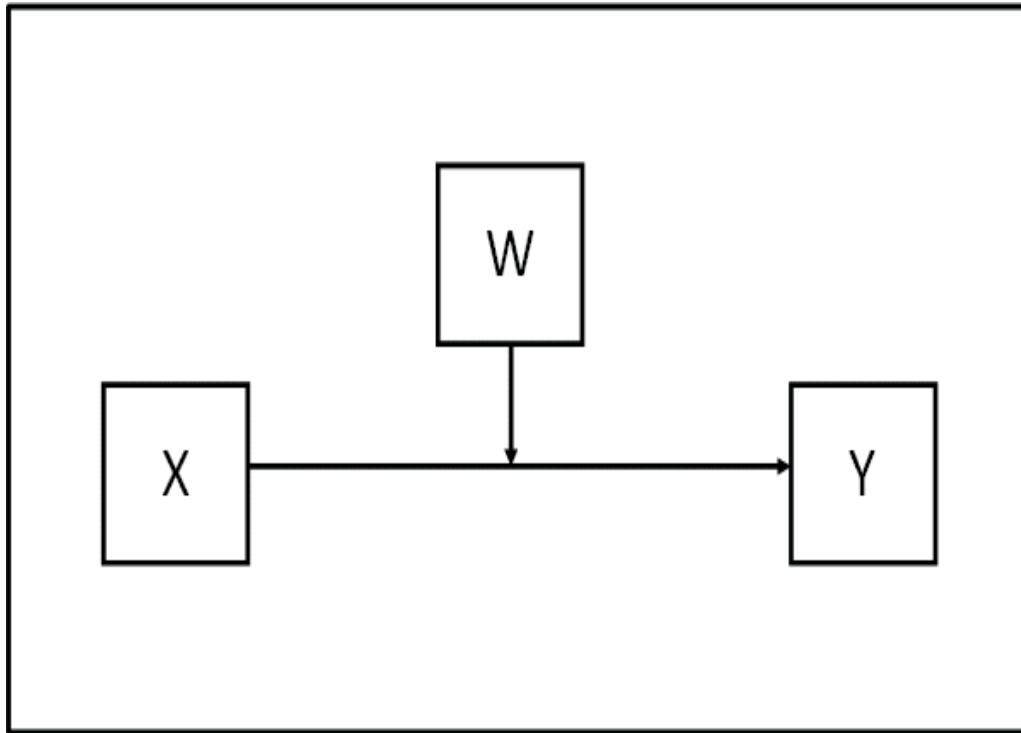


Figure 1. Simple moderation-conceptual (Hayes, 2013)

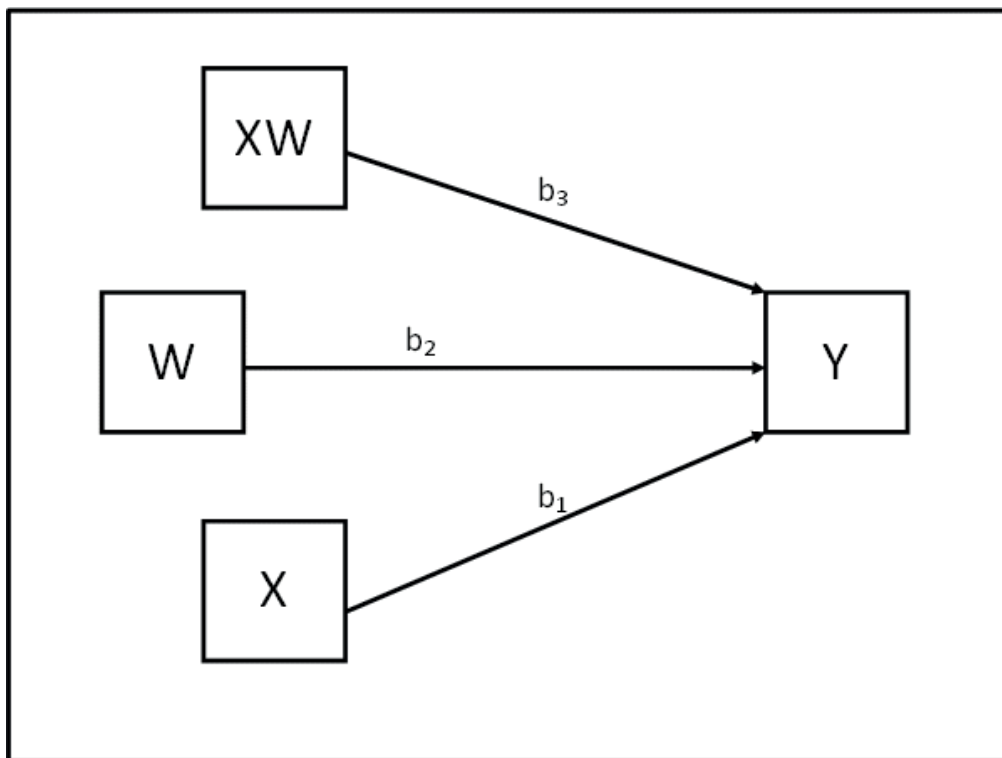


Figure 1a. Simple moderation-statistical (Hayes, 2013)

This simple moderation model allows the effect of workplace bullying (X) on burnout (Y) to depend on perceived social support (W). In the form of an equation, this model is: $Y = i_Y + b_1X + b_2W + b_3XW + e_Y$, where the focal antecedent is a continuous variable, workplace bullying (X), and the moderator is also a continuous variable, perceived social support (W). The regression coefficient for XW is b_3 and is expected to be statistically different from zero, with a p-value of less than 0.05. The effect of interest would therefore reveal that workplace bullying's effect on burnout depends on perceived social support.

Hypothesis 2 Statistical Methodology

The second hypothesis states that justice climate (Z) will lead to a change in the moderating effect of perceived social support (W) on workplace bullying's (X) effect on, burnout (Y). The following conceptual and statistical models demonstrate this multiple moderation analysis also referred to as moderated moderation:

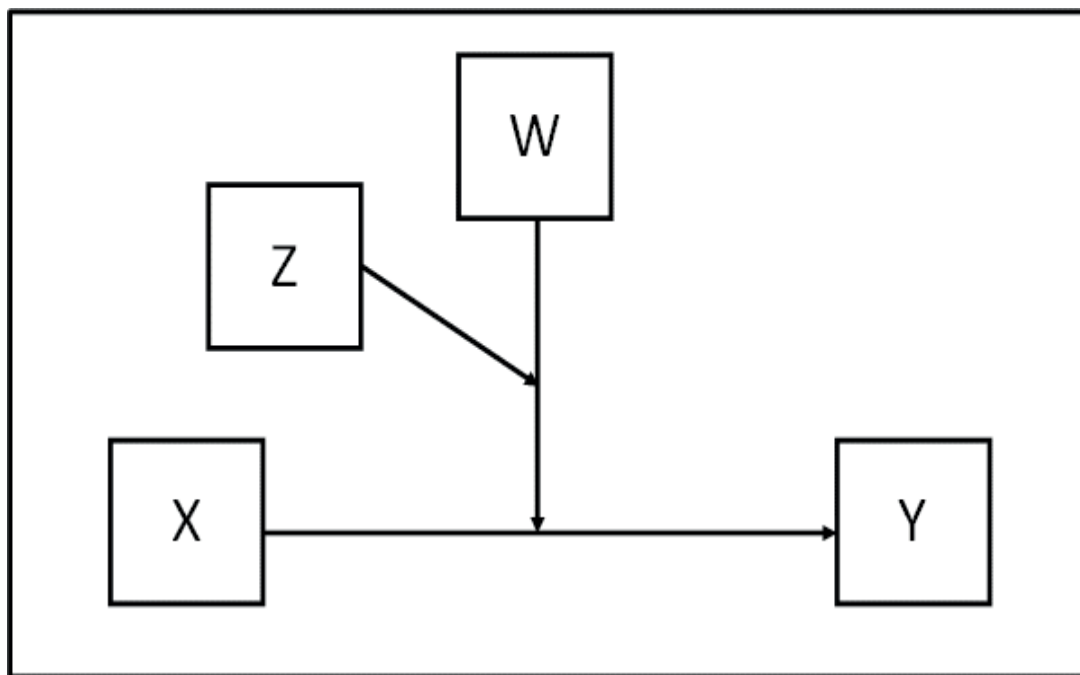


Figure 2. Moderated moderation-conceptual (Hayes, 2013)

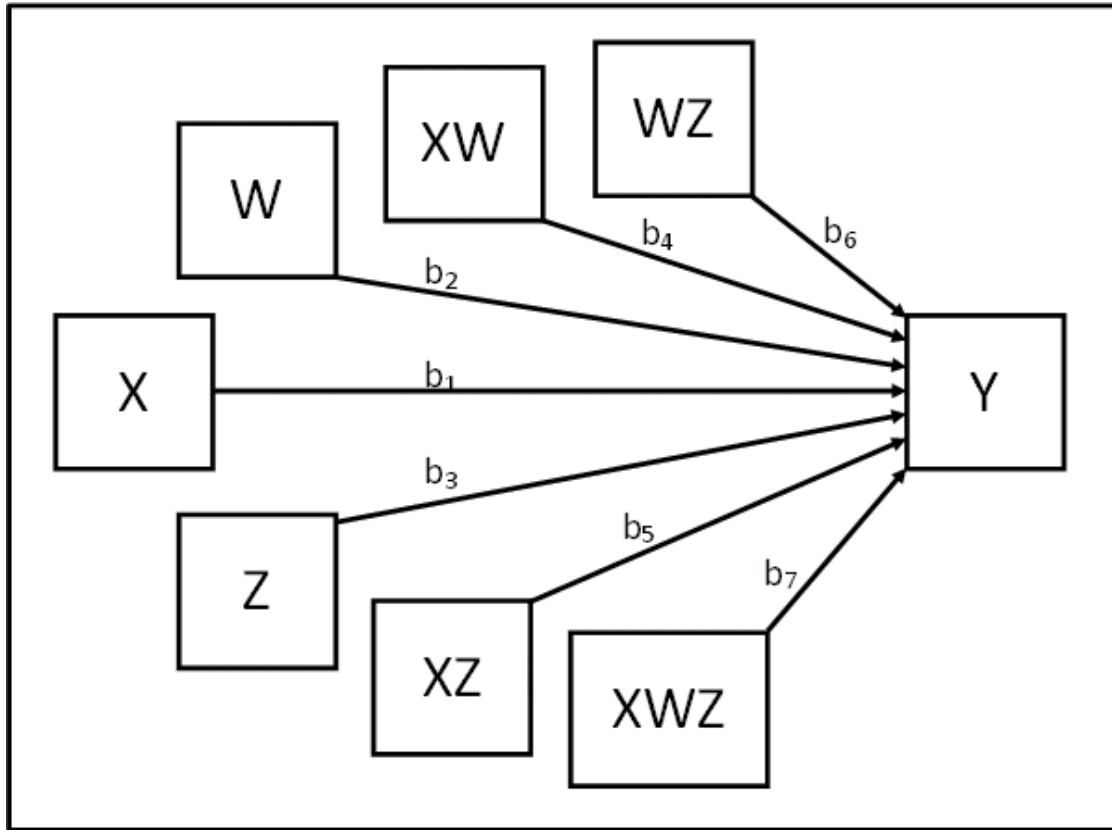


Figure 2a. Moderated moderation-statistical (Hayes, 2013)

This moderated moderation depicts workplace bullying's effect on burnout using two components. The primary moderator is perceived social support (W) and the secondary moderator is justice climate (Z). In the form of an equation, this model is:

$Y = i_Y + b_1X + b_2W + b_3Z + b_4XW + b_5XZ + b_6WZ + b_7XWZ + e_Y$, where XWZ describes the cross product of X, W, and Z. This cross product allows the moderation of X's effect on Y by W to depend on Z. More specifically, the moderating effect of perceived social support on workplace bullying's effect on burnout is moderated by justice climate. Therefore, moderated moderation is also referred to as a three-way interaction, where X, W, and Z interact. The regression coefficient for XWZ is b_7 and is expected to be statistically different from zero, with a p-value of less than 0.05. The overall effects of interest for this study will reveal that perceived social support moderates

workplace bullying's effect on burnout and that justice climate will lead to a change in the moderating effect of perceived support on workplace bullying's effect on burnout.

Basic Correlational Analyses

Although no formal hypotheses relating to correlations between any of the variables were expressed, the primary researcher also ran basic analysis tests to observe across-scale and inter-item correlations. Additionally, analyses observed the Cronbach's alpha, means, and standard deviations of the variables used in this study.

Operationalized Variables

While participants were only provided with the definition of workplace bullying, the following definitions of variables were used to guide this study:

Workplace Bullying

Workplace bullying is defined as harassing, offending, or socially excluding behaviors that negatively affect someone's work behavior, and occurs repeatedly and regularly (Einarsen et al., 2011; Salin, 2015; Bernotaite & Malinauskiene, 2017).

Occupational Burnout

Occupational burnout is also referred to as burnout in this study. Burnout is defined as a widespread health-related problem in the current working life and develops as a response to chronic emotional and interpersonal stressors that repeatedly occur in the workplace (Helkavaara et al., 2011). More specifically, burnout is defined in 3 dimensions--emotional exhaustion, depersonalization and reduced professional efficacy (Martinez et al., 2015; Bernotaite & Malinauskiene, 2017).

Perceived Social Support

Perceived social support is defined as a “reassurance of worth, social integration, intimacy, and opportunity for nurturance” (Barr, 2017, p. 214). More specifically, perceived social support is described as having someone to rely on when the work environment is stressful, someone who listens to work problems, and someone who provides assistance to get the work done (Barr, 2017).

Perceived Autonomy Support

Perceived autonomy support is defined as behaviors such as checking in and addressing others’ thoughts and feelings, providing meaningful explanations for requests, and increasing others’ sense of choice and initiative (Moreau & Mageau, 2012, Deci et al. 1994; Grolnick, 2003; Koestner et al., 1984; Ryan, 2005).

Organizational Justice Climate

Organizational justice climate was also referred to as justice climate in this study. As previously mentioned, justice climate is described as a four-dimensional construct consisting of the following categories: procedural justice, distributive justice, interpersonal justice, and informational justice (Colquitt, 2001). Procedural justice is defined as the fairness of making and applying decisions that result in specific outcomes within the workplace (Colquitt, 2001; Folger & Cropanzano, 1998). Distributive justice is defined as an individual’s perception of the degree to which the outcomes obtained are fair or just (Byrne & Cropanzano, 2001; Folger & Cropanzano, 1998). Informational justice is defined as offering precise information in timely and communicative manner, being clear in communication, and offering reasonable justifications for tasks at work. Interpersonal justice is defined by perceptions of being treated respectfully and amicably by those in positions of authority (Colquitt et al., 2005; Moon, 2017).

CHAPTER 2

METHOD

Participants

The participants of this study consisted of faculty and staff members within higher education settings across the United States. Recruitment was conducted via direct emails and social media posts from the primary researcher, as well as email forwarding and social media sharing. Each email or social media post contained a description of the study and a link to the Qualtrics survey. Eligible participants consisted of currently employed U.S. faculty (those in some type of teaching position) and staff (librarians and other administrators), who were at least 18 years or older. There was no restriction on the maximum age to participate. This study was open to anyone who met the workplace setting and age criteria, and there were no eligibility requirements with regard to relationship status, duration/type of employment, and/or financial status, etc. However, some of this information was collected to contribute to demographic observations which are discussed in the results section below. A minimum of two universities per state, totaling to approximately 125 universities, in the United States were directly contacted by the primary researcher. Thus, in addition to those who received the survey via email forwarding or social media sharing, approximately 4,741 individuals were directly contacted via email by the primary researcher. A total of 395 participants participated in the survey, out of which 240 were used in the final data analyses.

Instruments

The following measurement scales were implemented in this study:

- 1). ***The Negative Acts Questionnaire-Revised***: The Negative Acts Questionnaire-Revised (NAQ-R, see Appendix A) is a 22-item, 5-point Likert instrument used to assess exposure to

workplace bullying and is based on the previous NAQ (Einarsen et al., 1991, 1997; Mikkelsen et al., 2001). The NAQ-R consists of three subscales: Work-Related Bullying, Person-Related Bullying, and Physically Intimidating Bullying. The original NAQ scale consisted of 23 items depicting negative acts related to bullying within one's personal and work-related life. Although the original scale displayed high internal consistency, comprising of items with good face validity and good construct validity, the scale also had some significant deficiencies. More specifically, the original NAQ's items were excessively influenced by the perceptions of severely affected victims and were constructed during a time when most bullying research was restricted to the Nordic countries. As such, its validity was only examined within a limited Scandinavian cultural setting. When the NAQ was translated into English, the face validity of some items was called into question, with other items suggesting a cultural bias (Einarsen et al., 2009).

To address the shortcomings of the original NAQ, the Bergen Bullying Group developed the NAQ-R. This revised scale is valid, reliable, and comprehensive. It is also suitable for use in a variety of occupations, and is especially tailored to Anglo-American cultures. More specifically, the NAQ-R is a self-report scale consisting of 22 items designed to measure direct and indirect aspects of bullying. This questionnaire contains three sub-factors that are categorized as work-related bullying, person-related bullying, or physical intimidation (Einarsen et al., 2009). The NAQ-R offers prevalence data for each of the 22 items as well as an overall score. The overall NAQ-R score can range from 22 (which means that the respondent never experienced any of the 22 negative behaviors) to a maximum of 110 (which means that the respondent experienced all of the 22 negative behaviors on a daily basis) (Illing et al., 2016). A score lower than 33 identifies employees that are not bullied, a score between 33 and 44

identifies those in a preliminary stage of bullying, and a score of 45 and higher identifies employees that are victims of workplace bullying (Notelaers & Einarsen, 2013). As per the suggestions of Arvey and Cavanaugh (1995), all items are written in behavioral terms with no mention of the words “bullying” or “harassment.” Although the NAQ-R is based on self-report, this approach to identifying bullying in behavioral terms is considered a more objective estimate of exposure to bullying as opposed to self-labeling approaches (Einarsen et al., 2009). Moreover, the data received from the NAQ-R may be used in multiple ways: 1) researchers can choose a cutoff criterion for bullying (e.g. at least two negative acts on a weekly basis over six months (Mikkelsen et al., 2001) or develop a cut-off score using statistical procedures, 2) use the total score for statistical analysis (e.g. correlation, regression), and 3) distinguish between respondents with different levels of exposure to bullying using Latent Class Cluster analysis (LCC) (Illing et al., 2016).

Additionally, Einarsen et al., (2009) noted that the NAQ-R correlated unsurprisingly with measures of psychosocial work environment, mental health, and leadership, suggesting a good construct validity of the instrument. Cronbach’s alpha for the 22 items in the NAQ-R was .90, demonstrating excellent internal consistency, while also suggesting that it may be a reliable scale with an even fewer number of items. Criterion validity was examined by relating the scores on the NAQ-R to a single-item measure of perceived victimization from bullying, revealing high correlations with both the total NAQ-R and scores on the three sub-factors. Specifically, the strongest correlations are found for work-related bullying (NAQ-R-Work), with the weakest correlations found for physical intimidation (NAQ-R-Physical Intimidation). Additionally, analysis of variance using one-way ANOVA suggested that self-reported victims of bullying scored significantly higher than non-victims on all 22 items ($p < .001$). Although the NAQ-R is

the most commonly used behavioral scale in the field of bullying research, the scale is somewhat time-consuming to complete compared to other behavioral scales (Illing et al., 2016). Overall, the 22-item NAQ-R is a reliable and valid measure of exposure to workplace bullying, consisting of three inter-related factors associated with person-related bullying, work-related bullying, and physically intimidating bullying. Lastly, it is important to note the NAQ-R may also be used as a one-factor or even as a two-factor scale of work-related and person-related bullying (Einarsen et al., 2009).

2). ***Social Provisions Scale:*** The Social Provisions Scale (SPS, see Appendix B), originally developed by Weiss (1974) and later modified by Cutrona and Russell (1987), is a 24-item, 4-point Likert instrument designed to measure the degree to which individuals' social relationships provide various dimensions of social support. More specifically, this instrument examines individual differences in the perception of the six social provisions proposed by Weiss (1974). The six Social Provisions subscales include: Attachment, Social Integration, Guidance, Reliable Alliance, Reassurance of Worth, and Opportunity for Nurturance (Perera, 2016). As described by Cutrona and Russell (1987), half of the items describe the presence of a form of support and the other half describes the absence of a form of support. Responses range from 1 (strongly disagree) to 4 (strongly agree). Once there is a reversal of negatively worded items (indicated by an “R” below) a total score may be calculated by summing all items (score range 24-96). Subscale scores may be calculated in the following ways, as stated in the Social Provisions Scale (Cutrona & Russell, 1987):

1. Attachment: Items 2R, 11, 17, and 21R
2. Social Integration: Items 5, 8, 14R, and 22R
3. Reassurance of Worth Items: 6R, 9R, 13, and 20

4. Reliable Alliance: Items 1, 10R, 18R, and 23
5. Guidance: Items 3R, 12, 16, and 19R
6. Opportunity for Nurturance Items: 4, 7, 15R, and 24R

With regard to score interpretation, a high score indicates a greater extent of perceived social support. The total time to complete this instrument is approximately five minutes. The internal consistency of the Social Provisions scale is adequate. One study using this scale revealed internal consistency, via Cronbach's alpha, across all items to be above .70 (Cutrona, Russell, & Rose, 1984). These researchers also reported test-retest reliability coefficients as high .66. Similarly, another study by Russell, Altwater, and Van Velzen (1984) found that internal consistency estimates were all above .60. With regard to the subscale items, a study of new mothers found that reliable alliance, reassurance of worth, social integration, and guidance were predictive of postpartum depression. First-time mothers without the aforementioned social support were more likely to become depressed post-pregnancy (Cutrona, 1984). Additionally, Chiu, Motl, and Ditchman (2016) reported a Cronbach's alpha of .89 for the global score of the Social Provisions Scale and a Cronbach's alpha between .66 and .81 for the six subscales. These findings indicate that the subscale items of the Social Provisions Scale are reliable and valid in depicting the significance of perceived social support (Cutrona, & Russell, 1987).

3). ***The Maslach Burnout Inventory–Educators Survey:*** The Maslach Burnout Inventory–Educators Survey (MBI-ES, see Appendix C), is the leading valid and reliable instrument used to assess burnout in educators, administrators, and other staff working in educational settings (Maslach, Jackson, & Schwab, 1986). The MBI-ES is a 22-item, 7-level frequency scale that describes feelings people might experience due to being burned out (Croom, 2003). Additionally, this scale is divided into the three subscales: Emotional Exhaustion (e.g. “I feel emotionally

drained from my work”); Depersonalization (e.g. “I feel that I treat some students as if they were impersonal objects”); and Personal Accomplishment (e.g. “I have accomplished many worthwhile things with this job”) (Gomes, Faria, & Gonçalves, 2013).

The MBI-ES has been translated into numerous languages and has exhibited good construct validity in several countries (e.g. Kantas & Vassilaki, 1997; Kokkinos, 2000; Schaufeli, Daamen, & van Mierlo, 1994). Kokkinos (2006) noted that the Cronbach’s alpha for the entire MBI-ES scale (translated in Greek) is equal to 0.74. Additionally, the three subscales of the MBI-ES have been validated by a measure of internal consistency, which revealed a Cronbach’s alpha of .90 for Emotional Exhaustion, .76 for Depersonalization, and .76 for Personal Accomplishment (Iwanicki & Schwab, 1981). Similarly, Gold’s (1984) measure of internal consistency yielded a Cronbach’s alpha of .90 for Emotional Exhaustion, .74 for Depersonalization, and .72 for Personal Accomplishment. Furthermore, Croom’s (2003) assessment of internal consistency also revealed a Cronbach’s alpha of .90 for Emotional Exhaustion, .75 for Depersonalization, and .77 for Personal Accomplishment (Croom, 2003).

The MBI-ES does not provide a single burnout score and is therefore scored based on the total scores of each subscale. Respondents are asked to specify how often they experience the feelings presented in each item by choosing from a 7-level frequency range usually where 0=never and 6=everyday. The response scale for Personal Achievement can be reverse scored (Croom, 2003). However, in this study Personal Achievement scores are not reversed. Thus, high Personal Achievement scores are indicative of low burnout. Conversely, high scores on Emotional Exhaustion and Depersonalization are indicative of high burnout (Gomes et al., 2013). Additionally, for the purpose of this study the MBI-ES was scored on a 1-7 frequency scale,

where 1=0 and 7=everyday. As such the following adjusted (1-7) scoring key applies to the MBI-ES implemented in this study:

Subscale	Low Burnout	Moderate Burnout	High Burnout
Emotional Exhaustion	9-25	26-35	36+
Depersonalization	5-11	12-7	18+
*Personal Achievement	45+	39-44	8-38

*Scale not reversed for Personal Achievement. High Personal Achievement scores are indicative of low burnout.

4). ***Organizational Justice Scale***: Colquitt (2001) developed a 20-item, 5-point Likert instrument that assesses fairness or justice within an organization. No official title is denoted for this measure and as such, Colquitt (2001) refers to it as a “new justice measure.” However, this study will refer to the instrument as the “Organizational Justice Scale” (OJS, see Appendix D). The Organizational Justice Scale is an indirect measure, in that it does not directly ask how fair something is; instead, it measures fairness criteria, such as lack of bias, consistency, adequate explanation, etc. Colquitt (2011) developed an indirect measure for two specific reasons. First, indirect measures offer more information than direct measures, given that they describe exactly what fairness criteria are favorable versus unfavorable (Colquitt, 2001). Second, a meta-analysis of the research on organizational justice suggested that indirect measures are more strongly correlated with outcomes than direct measures (Colquitt, Conlon, Wesson, Porter, & Ng, 2001).

The Organizational Justice Scale is a four-dimensional instrument with items separated into the following subscales: Procedural Justice, Distributive Justice, Interpersonal Justice, and Informational Justice (Colquitt, 2001). All items within each subscale are rated on a 5-point Likert scale, where 1= to a small extent, and 5= to a large extent. Additionally, all items in each

subscale can be customized by modifying the parenthetical parts of the measure that state “outcome” to something applicable to a higher education setting. While this scale does not specify averaging individual items versus summing total items for scoring, higher scores on all subscales indicate higher perceptions of justice (Colquitt, 2001).

Colquitt’s (2001) statistical analyses revealed that the best fitting model is the four-factor model, as opposed to the one, two, or three models. Given that results revealed the four-factor model fit the data best, Colquitt (2001) was able to test the total model as well. The full Organizational Justice Scale also offered a good fit to the data, with a comparative fit index (CFI) of .90. Judge and Colquitt (2004) also examined the validity and reliability of the OJS through a confirmatory factor analysis, which revealed a CFI of .95, further suggesting an acceptable fit for a four-factor solution. Additionally, results revealed the following reliability data for each of the four sub-scales: distributive justice (.84), procedural justice (.84), interpersonal justice (.96), and interactional dimensions (.90). These findings provide support for the four subscales of the Organizational Justice Scale (Judge & Colquitt, 2004).

5). *Perceived Autonomy Support-Work Climate Questionnaire*: The Perceived Autonomy Support-Work Climate Questionnaire (PAS-WC, see Appendix E) is a 6-item, 7-point Likert instrument that examines participants’ perspectives of the degree of autonomy support they receive from their managers. This scale originated from two similar scales: one which examined patients’ perceptions of autonomy support from their health care providers (Williams & Deci, 1996; Cronbach’s alpha =.92), and another which examined students’ perceptions of autonomy support from their instructors (Williams & Deci, 1996; Cronbach’s alpha =.96). The sole difference among these scales is the target person (healthcare provider, instructor, and manager) (Baard, Deci, & Ryan, 2004). The PAS-WC does not have any subscales. Responses can range

from 1=not at all true to 7=very true. Total scores are calculated by averaging individual item scores, and not by averaging sum scores. Higher average scores indicate a higher level of perceived autonomy support (Ryan, & Deci, n.d.).

6). ***Demographic Questionnaire:*** A questionnaire (see Appendix F) was designed to observe participants' demographic factors. Specifically, this questionnaire included questions regarding participants' age, gender, race/ethnicity, highest level of education, number of years employed in the current position, number of years employed in current institution (irrespective of current position), and relationship status.

Procedure

The primary researcher submitted the general checklist and proposal form to the Institutional Review Board (IRB) at Pace University. After receiving approval to conduct the study, the researcher conducted a pilot test to assure that all measures were appropriate, understandable, and without errors. This pilot test was conducted using a small sample of higher education employees. As previously mentioned, after successful completion of the pilot test the researcher constructed an email, which was distributed to faculty and staff from various universities across the United States. This email included an introduction of the primary researcher, a brief rationale for the study, the IRB approval for conducting the study, informed consent, a Qualtrics link that provided participants access to all the questionnaires, and an approximate total time to complete the questionnaires. Most importantly, the email and consent form assured participants of the confidentiality that will be maintained in protecting their individual identities and the identities of the universities in which they are employed, as well as any minimal emotional risks associated with partaking in the study. Although this study did not use procedures designed to induce humiliation, embarrassment, lowered self-esteem, guilt, anger,

conflict, discouragement, or other negative emotional reactions, such emotional risks might have occurred given the nature of some questions in the measurement scales.

CHAPTER THREE

RESULTS

Demographic and General Findings

A total of 395 total responses were recorded, out of which 258 displayed true survey responses, meaning 258 participants went through the survey from start to finish. Furthermore, of the 258 participants, 240 had completed every single question that was included in the final analyses of this study. From the final 240 participants, 83 identified as male, 155 as female, and 2 as other. Among the 240 participants, 30% qualified as being either in the preliminary stages of workplace bullying or as a victim of workplace bullying. The means and standard deviations of each variable were also observed (See Table 1). Total scores were only applicable for the NAQ-R ($\bar{X} = 30.91$), SPS ($\bar{X} = 81.42$), PAS-WC ($\bar{X} = 5.58$), and OJS ($\bar{X} = 76.38$). As previously mentioned, the MBI-ES did not have a total score, and thus mean scores were calculated for each subscale: Emotional Exhaustion ($\bar{X} = 30.68$), Depersonalization ($\bar{X} = 9.95$), and Personal Achievement ($\bar{X} = 44.09$).

Additionally Cronbach's Alpha was assessed for each of the scales:

Cronbach's Alpha for each of the Negative Acts Questionnaire-Revised (NAQ-R) subscales:

Work-Related Bullying: Cronbach's Alpha is .787, suggesting acceptable internal consistency

Person-Related Bullying: Cronbach's Alpha is .885 suggesting good internal consistency

Physically Intimidating Bullying: Cronbach's Alpha is .521 suggesting poor internal consistency.

Cronbach's Alpha for each of the Social Provisions Scale (SPS) subscales:

Attachment: Cronbach's Alpha is .781 suggesting acceptable internal consistency

Social Integration: Cronbach's Alpha is .792 suggesting acceptable internal consistency

Reassurance of Worth: Cronbach's Alpha is .710 suggesting acceptable internal consistency

Reliable Alliance: Cronbach's Alpha is .851 suggesting good internal consistency

Guidance: Cronbach's Alpha is .855 suggesting good internal consistency

Opportunity for Nurturance: Cronbach's Alpha is .785 suggesting acceptable internal consistency.

Cronbach's Alpha for Perceived Autonomy Support-Work Climate Questionnaire (PAS-WC):

.953, suggesting excellent internal consistency.

Cronbach's Alpha for each of the Organizational Justice Climate (OJS) subscales:

Procedural Justice: Cronbach's Alpha is .943 suggesting excellent internal consistency

Distributive Justice: Cronbach's Alpha is .960 suggesting excellent internal consistency

Interpersonal Justice: Cronbach's Alpha is .961 suggesting excellent internal consistency

Informational Justice: Cronbach's Alpha is .960 suggesting excellent internal consistency.

Cronbach's Alpha for each of the Maslach Burnout Inventory-Educators Survey (MBI-ES) subscales:

Emotional Exhaustion: Cronbach's Alpha is .931 suggesting excellent internal consistency

Depersonalization: Cronbach's Alpha is .774 suggesting acceptable internal consistency

Personal Achievement: Cronbach's Alpha is .840 suggesting good internal consistency

Basic Correlational Analyses.

Basic correlational analyses were examined across scales. A summary of these correlations was created, displaying those that were statistically significant at the 0.01 and 0.05 levels (See Table 1a).

Work-Related Bullying was significantly and positively correlated with Person-Related Bullying, Physically Intimidating Bullying, Emotional Exhaustion and Depersonalization. Work-Related Bullying was significantly and negatively correlated with Attachment, Social Integration, Reassurance of Worth, Reliable Alliance, Guidance, all Organizational Justice Climate subscales and Perceived Autonomy Support-Work Climate.

Person-Related Bullying was significantly and positively correlated with Work-Related Bullying, Physically Intimidating Bullying, Emotional Exhaustion, and Depersonalization. Person-Related bullying was significantly and negatively correlated with Attachment, Social Integration, Reassurance of Worth, Reliable Alliance, Guidance, all Organizational Justice Climate subscales, Personal Achievement, and Perceived Autonomy Support-Work Climate.

Physically Intimidating Bullying was significantly and positively correlated with Work-Related Bullying, Person-Related Bullying, Emotional Exhaustion, and Depersonalization. Physically Intimidating Bullying was significantly and negatively correlated with all Organizational Justice Climate subscales.

Attachment was significantly and positively correlated with all Perceived Social Support subscales, all Organizational Justice Climate subscales, Personal Achievement, and Perceived Autonomy Support-Work Climate. Attachment was significantly and negatively correlated with Work-Related Bullying, Person-Related Bullying, and Depersonalization.

Social Integration was significantly and positively correlated with all Perceived Social Support subscales, all Organizational Justice Climate subscales, Personal Achievement, and Perceived Autonomy Support-Work Climate. Social Integration was significantly and negatively correlated with Work-Related Bullying, Person-Related Bullying, Emotional Exhaustion, and Depersonalization.

Reassurance of Worth was significantly and positively correlated with all Perceived Social Support subscales, all Organizational Justice Climate subscales, Personal Achievement, and Perceived Autonomy Support-Work Climate. Reassurance of Worth was significantly and negatively correlated with Work-Related Bullying, Person-Related Bullying, Emotional Exhaustion, and Depersonalization.

Reliable Alliance was significantly correlated with significantly and positively correlated with all Perceived Social Support subscales, all Organizational Justice Climate subscales, Personal Achievement, and Perceived Autonomy Support-Work Climate. Reliable Alliance was significantly and negatively correlated with Work-Related Bullying, Person-Related Bullying, Emotional Exhaustion, and Depersonalization.

Guidance was significantly and positively correlated with all Perceived Social Support subscales, all Organizational Justice Climate subscales, Personal Achievement, and Perceived Autonomy Support-Work Climate. Guidance was significantly and negatively correlated with Work-Related Bullying, Person-Related Bullying, Emotional Exhaustion, and Depersonalization.

Opportunity for Nurturance was significantly and positively correlated with all Perceived Social Support subscales and Personal Achievement.

Procedural Justice was significantly and positively correlated with all Perceived Social Support subscales, all Organizational Justice Climate subscales, Personal Achievement, and Perceived Autonomy Support-Work Climate. Procedural Justice was significantly and negatively correlated with all Workplace Bullying subscales, Emotional Exhaustion, and Depersonalization.

Distributive Justice was significantly and positively correlated with all Perceived Social Support subscales, all Organizational Justice Climate subscales, Personal Achievement, and Perceived Autonomy Support-Work Climate. Distributive Justice was significantly and

negatively correlated with all Workplace Bullying subscales, Emotional Exhaustion, and Depersonalization.

Interpersonal Justice was significantly and positively correlated with was significantly and positively correlated with all Perceived Social Support subscales, all Organizational Justice Climate subscales, and Perceived Autonomy Support-Work Climate. Interpersonal Justice was significantly and negatively correlated with all Workplace Bullying subscales, Emotional Exhaustion, and Depersonalization.

Informational Justice was significantly and positively correlated with with all Perceived Social Support subscales, all Organizational Justice Climate subscales, Personal Achievement, and Perceived Autonomy Support-Work Climate. Informational Justice was significantly and negatively correlated with all Workplace Bullying subscales, Emotional Exhaustion, and Depersonalization.

Emotional Exhaustion was significantly and positively correlated with all Workplace Bullying subscales and Depersonalization. Emotional Exhaustion was significantly and negatively correlated with Attachment, Social Integration, Reassurance of Worth, Reliable Alliance, Guidance, all Organizational Justice Climate subscales, and Perceived Autonomy Support-Work Climate.

Depersonalization was significantly and positively correlated with all Workplace Bullying subscales and Emotional Exhaustion. Depersonalization was significantly and negatively correlated with Attachment, Social Integration, Reassurance of Worth, Reliable Alliance, Guidance, all Organizational Justice Climate subscales, Personal Achievement, and Perceived Autonomy Support-Work Climate.

Personal Achievement was significantly and positively correlated with all Perceived Social Support subscales, Procedural Justice, Distributive Justice, Informational Justice, and Perceived Autonomy Support-Work Climate. Personal Achievement was significantly and negatively correlated with Person-Related Bullying and Depersonalization.

Perceived Autonomy Support-Work Climate was significantly and positively correlated with Attachment, Social Integration, Reassurance of Worth, Reliable Alliance, Guidance, all Organizational Justice Climate subscales, and Personal Achievement. Perceived Autonomy Support-Work Climate was significantly and negatively correlated with all Workplace Bullying subscales, Emotional Exhaustion, and Depersonalization.

*Table 1**Means and Standard Deviations of Variables*

<i>Variables</i>	<i>M</i>	<i>SD</i>
1. Workplace Bullying (Tot_WB)	30.91	9.15
2. Work-Related Bullying (WRB)	11.64	4.27
3. Person-Related Bullying (PRB)	15.94	5.18
4. Physically Intimidating Bullying (PIB)	3.33	0.78
4. Perceived Social Support (Tot_Soci)	81.42	10.14
5. Attachment (attach)	13.60	2.24
6. Social Integration (s_integr)	13.12	1.99
7. Reassurance of Worth (row)	13.59	2.05
8. Reliable Alliance (r_allian)	14.30	2.01
9. Guidance	14.08	2.06
10. Opportunity for Nurturance (ofn)	12.74	2.53
11. Perceived Autonomy Support-Work Climate (WClimate)	5.58	1.43
12. Organizational Justice Climate (Tot_Just)	76.38	20.37
13. Procedural Justice (procedur)	25.12	7.67
14. Distributive Justice (distribu)	14.88	4.77
15. Interpersonal Justice (interp)	17.21	4.18
16. Informational Justice (informat)	19.16	6.07
17. Emotional Exhaustion (e_exhaus)	30.68	12.26
18. Depersonalization (deperson)	9.95	5.13
19. Personal Achievement (p_achiev)	44.09	7.69

Table 1a

Across-Scale Correlations

Correlations	Work-Related Bullying	Person-Related Bullying	Physically Intimidating Bullying	Attachment	Social Integration	Reassurance of Worth	Reliable Alliance	Guidance	Opportunity for Nurturance	Procedural Justice	Distributive Justice	Interpersonal Justice	Informational Justice	Emotional Exhaustion	Depersonalization	Personal Achievement
Person-Related Bullying	.723**															
Physically Intimidating Bullying	.314**	.501**														
Attachment	-.151*	-.201**	0.015													
Social Integration	-.264**	-.334**	-0.088	.709**												
Reassurance of Worth	-.374**	-.414**	-0.06	.551**	.577**											
Reliable Alliance	-.355**	-.352**	-0.098	.680**	.676**	.614**										
Guidance	-.230**	-.244**	0.02	.831**	.690**	.536**	.770**									
Opportunity for Nurturance	0.033	0	0.102	.404**	.364**	.271**	.302**	.376**								
Procedural Justice	-.579**	-.592**	-.236**	.273**	.381**	.344**	.380**	.337**	0.045	.769**						
Distributive Justice	-.580**	-.578**	-.251**	.187**	.305**	.377**	.348**	.260**	-0.01	.708**	.611**					
Interpersonal Justice	-.463**	-.644**	-.373**	.220**	.329**	.250**	.358**	.283**	0.036	.781**	.689**	.779**				
Informational Justice	-.509**	-.570**	-.269**	.178**	.251**	.217**	.299**	.259**	0.013	-.358**	-.382**	-.316**	-.281**			
Emotional Exhaustion	.542**	.471**	.227**	-0.115	-.228**	-.334**	-.243**	-.175**	0.119	-.322**	-.304**	-.253**	-.281**	.534**		
Depersonalization	.428**	.432**	.201**	-.233**	-.242**	-.367**	-.218**	-.196**	0.022	.250**	.213**	0.126	.178**	-0.117	-.133*	
Personal Achievement	-0.117	-.173**	-0.051	.291**	.261**	.288**	.270**	.257**	.184**	.707**	.615**	.632**	.681**	-.369**	-.322**	.229**
Work Climate	-.542**	-.525**	-.237**	.313**	.371**	.383**	.439**	.377**	0.062							

Note: **p < 0.01, *p < 0.05

Note: Given the poor Cronbach's alpha (.521) and lack of scores indicative of physically intimidating bullying, the primary researcher excluded this 3-item subscale of the NAQ-R from the final analyses.

Hypothesis 1.

Hypothesis 1 states that Perceived Social Support (SPS) will moderate the relationship between Workplace Bullying (NAQ-R) on Burnout (MBI-ES). Specifically, higher Perceived Social Support scores should on average result in a weaker effect of Workplace Bullying on Burnout. Conversely, lower Perceived Social Support scores should on average result in a stronger effect of Workplace Bullying on Burnout.

Perceived Social Support was examined as a moderator of the relationship between Workplace Bullying and the Emotional Exhaustion facet of Burnout. Specifically, Emotional Exhaustion was regressed on Workplace Bullying (Tot_WB), Perceived Social Support (Tot_Soci), and the interaction (Workplace Bullying X Perceived Social Support cross product). The results of that three-predictor multiple regression analysis are presented in Table 2. The interaction term did not explain a statistically significant increase in variance in Emotional Exhaustion ($\Delta R^2 = 0.003$, $F(1, 236) = 1.08$, $p = 0.3$). Thus, Perceived Social Support was not a significant moderator of the relationship between Workplace Bullying and Emotional Exhaustion. This finding did not support Hypothesis 1.

Table 2

Moderating Effect of Perceived Social Support on the Relationship between Workplace Bullying and Emotional Exhaustion

Emotional Exhaustion

<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	-0.65	0.75	-4.64	3.35
Tot_WB	0.14	0.02	0.02	0.25
Tot_Soci	0.02	0.41	-0.03	0.07
Tot_WB X Tot_Soci	-0.001	0.30	-0.002	0.001

Note: ΔR^2 change due to interaction effect = 0.003, $F(1, 236)=1.08$, $p=0.3$

Perceived Social Support was examined as a moderator of the relationship between Workplace Bullying and the Depersonalization facet of Burnout. Specifically, Depersonalization was regressed on Workplace Bullying (Tot_WB), Perceived Social Support (Tot_Soci), and the interaction (Workplace Bullying X Perceived Social Support cross product). The results of that three-predictor multiple regression analysis are presented in Table 3. The interaction term did not explain a statistically significant increase in variance in Depersonalization ($\Delta R^2 = 0$, $F(1, 236)=0$, $p=0.95$). Thus, Perceived Social Support was not a significant moderator of the relationship between Workplace Bullying and Depersonalization. This finding did not support Hypothesis 1.

Table 3

Moderating Effect of Perceived Social Support on the Relationship between Workplace Bullying and Depersonalization

Depersonalization

<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	1.44	0.37	-1.71	4.59
Tot_WB	0.05	0.28	-0.04	0.14
Tot_Soci	-0.01	0.58	-0.05	0.03
Tot_WB X Tot_Soci	0.00	0.95	-0.001	0.001

Note: ΔR^2 change due to interaction effect = 0, $F(1, 236)=0$, $p=0.95$

Perceived Social Support was examined as a moderator of the relationship between Workplace Bullying and the Personal Achievement facet of Burnout. Specifically, Personal Achievement was regressed on Workplace Bullying (Tot_WB), Perceived Social Support (Tot_Soci), and the interaction (Workplace Bullying X Perceived Social Support cross product). The results of that three-predictor multiple regression analysis are presented in Table 4. The interaction term did not explain a statistically significant increase in variance in Personal Achievement ($\Delta R^2=0.004$, $F(1, 236)=1.04$, $p=0.31$). Thus, Perceived Social Support was not a significant moderator of the relationship between Workplace Bullying and Personal Achievement. This finding did not support Hypothesis 1.

Table 4

Moderating Effect of Perceived Social Support on the Relationship between Workplace Bullying and Personal Achievement

Personal Achievement

<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	1.84	0.25	-1.32	5.01
Tot_WB	0.04	0.39	-0.05	0.13
Tot_Soci	0.05	0.02	0.01	0.09
Tot_WB X Tot_Soci	-0.001	0.31	-0.002	0.001

Note: ΔR^2 change due to interaction effect = 0.004, $F(1, 236)=1.04$, $p=0.31$

The Attachment facet of Perceived Social Support was examined as a moderator of the relationship between the Work-Related Bullying facet of Workplace Bullying and the Emotional Exhaustion facet of Burnout. Specifically, Emotional Exhaustion was regressed on Work-Related Bullying (WRB), Attachment (attach), and the interaction (Work-Related Bullying X Attachment cross product). The results of that three-predictor multiple regression analysis are presented in Table 5. The interaction term did not explain a statistically significant increase in variance in emotional exhaustion ($\Delta R^2 = 0.01$, $F(1, 236) = 2.7$, $p = 0.1$). Thus, Attachment was not a significant moderator of the relationship between Work-Related Bullying and Emotional Exhaustion. This finding did not support Hypothesis 1.

Table 5

Moderating Effect of Attachment on the Relationship between Work-Related Bullying and Emotional Exhaustion

Emotional Exhaustion

<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	-0.39	0.78	-3.11	2.32
WRB	0.35	0.002	0.13	0.56
attach	0.14	0.18	-0.06	0.34
WRB X attach	-0.01	0.10	-0.03	0.003

Note: ΔR^2 change due to interaction effect = 0.01, $F(1, 236) = 2.7$, $p = 0.1$

The Social Integration facet of Perceived Social Support was examined as a moderator of the relationship between the Work-Related Bullying facet of Workplace Bullying and the Emotional Exhaustion facet of Burnout. Specifically, Emotional Exhaustion was regressed on Work-Related Bullying (WRB), Social Integration (s_integr), and the interaction (Work-Related Bullying X Social Integration cross product). The results of that three-predictor multiple regression analysis are presented in Table 6. The interaction term did not explain a statistically significant increase in variance in Emotional Exhaustion ($\Delta R^2 = 0.01$, $F(1, 236)=3.44$, $p=0.06$). Thus, Social Integration was not a significant moderator of the relationship between Work-Related Bullying and Emotional Exhaustion. This finding did not support Hypothesis 1.

Table 6

Moderating Effect of Social Integration on the Relationship between Work-Related Bullying and Emotional Exhaustion

Emotional Exhaustion

<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	0.01	0.99	-2.69	2.72
WRB	0.35	0.001	0.15	0.55
s_integr	0.12	0.26	-0.09	0.32
WRB X s_integr	-0.01	0.06	-0.03	0.001

Note: ΔR^2 change due to interaction effect = 0.01, $F(1, 236)=3.44$, $p=0.06$

The Reassurance of Worth facet of Perceived Social Support was examined as a moderator of the relationship between the Work-Related Bullying facet of Workplace Bullying and the Emotional Exhaustion facet of Burnout. Specifically, Emotional Exhaustion was regressed on Work-Related Bullying (WRB), Reassurance of Worth (row), and the interaction (Work-Related Bullying X Reassurance of Worth cross product). The results of that three-predictor multiple regression analysis are presented in Table 7. The interaction term did not explain a statistically significant increase in variance in Emotional Exhaustion ($\Delta R^2 = 0.003$, $F(1, 236)=0.94$, $p=0.33$). Thus, Reassurance of Worth was not a significant moderator of the relationship between Work-Related Bullying and Emotional Exhaustion. This finding did not support Hypothesis 1.

Table 7

Moderating Effect of Reassurance of Worth on the Relationship between Work-Related Bullying and Emotional Exhaustion

Emotional Exhaustion

<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	1.79	0.20	-0.95	4.53
WRB	0.25	0.01	0.06	0.43
row	-0.01	0.92	-0.21	0.19
WRB X row	-0.01	0.33	-0.02	0.01

Note: ΔR^2 change due to interaction effect = 0.003, $F(1, 236)=0.94$, $p=0.33$

The Reliable Alliance facet of Perceived Social support was examined as a moderator of the relationship between the Work-Related Bullying facet of Workplace Bullying and the Emotional Exhaustion facet of Burnout. Specifically, Emotional Exhaustion was regressed on Work-Related Bullying (WRB), Reliable Alliance (r_allian) and the interaction (Work-Related Bullying X Reliable Alliance cross product). The results of that three-predictor multiple regression analysis are presented in Table 8. The interaction term did not explain a statistically significant increase in variance in Emotional Exhaustion ($\Delta R^2 = 0.001$, $F(1, 236)=0.18$, $p=0.67$). Thus, Reliable Alliance was not a significant moderator of the relationship between Work-Related Bullying and Emotional Exhaustion. This finding did not support Hypothesis 1.

Table 8

Moderating Effect of Reliable Alliance on the Relationship between Work-Related Bullying and Emotional Exhaustion

Emotional Exhaustion

<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	1.49	0.30	-1.35	4.34
WRB	0.21	0.03	0.02	0.39
r_allian	0.001	1.00	-0.20	0.20
WRB X r_allian	-0.003	0.67	-0.02	0.01

Note: ΔR^2 change due to interaction effect = 0.001, $F(1, 236)=0.18$, $p=0.67$

The Guidance facet of Perceived Social Support was examined as a moderator of the relationship between the Work-Related Bullying facet of Workplace Bullying and the Emotional Exhaustion facet of Burnout. Specifically, Emotional Exhaustion was regressed on Work-Related Bullying (WRB), Guidance, and the interaction (Work-Related Bullying X Guidance cross product). The results of that three-predictor multiple regression analysis are presented in Table 9. The interaction term did not explain a statistically significant increase in variance in Emotional Exhaustion ($\Delta R^2 = 0.01$, $F(1, 236) = 2.26$, $p = 0.13$). Thus, Guidance was not a significant moderator of the relationship between Work-Related Bullying and Emotional Exhaustion. This finding did not support Hypothesis 1.

Table 9

Moderating Effect of Guidance on the Relationship between Work-Related Bullying and Emotional Exhaustion

Emotional Exhaustion

<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	-0.14	0.93	-3.11	2.84
WRB	0.34	0.003	0.11	0.56
guidance	0.12	0.28	-0.10	0.33
WRB X guidance	-0.01	0.13	-0.03	0.004

Note: ΔR^2 change due to interaction effect = 0.01, $F(1, 236) = 2.26$, $p = 0.13$

The Opportunity for Nurturance facet of Perceived Social Support (SPS) was examined as a moderator of the relationship between the Work-Related Bullying facet of the NAQ-R and the Emotional Exhaustion facet of Burnout (MBI-ES). Specifically, Emotional Exhaustion was regressed on Work-Related Bullying (WRB), Opportunity for Nurturance (ofn), and the interaction (Work-Related Bullying X Opportunity for Nurturance cross product). The results of that three-predictor multiple regression analysis are presented in Table 10. The interaction term explained a statistically significant increase in variance in Emotional Exhaustion ($\Delta R^2 = 0.02$, $F(1, 236)=6.3$, $p=0.01$). Thus, Opportunity for Nurturance was a significant moderator of the relationship between Work-Related Bullying and Emotional Exhaustion. This finding supported Hypothesis 1.

Table 10

Moderating Effect of Opportunity for Nurturance on the Relationship between Work-Related Bullying and Emotional Exhaustion

<i>Emotional Exhaustion</i>				
<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	-2.17	0.08	-4.58	0.24
WRB	0.43	< 0.001	0.23	0.64
ofn	0.28	0.003	0.09	0.47
WRB X ofn	-0.02	0.01	-0.04	-0.004

Note: ΔR^2 change due to interaction effect = 0.02, $F(1, 236)=6.3$, $p=0.01$

In order to evaluate the pattern of moderation Opportunity for Nurturance on the relationship between Work-Related Bullying and Emotional Exhaustion, conditional effects were examined at one 16th, 50th, and 84th percentiles of the moderator (See Table 10a). As Opportunity for Nurturance increased the value of *b* decreased, indicating a weakening of Work-Related Bullying's effect on the Emotional Exhaustion. This pattern of moderation is consistent with Hypothesis 1.

Table 10a

Conditional Effects of Work-Related Bullying on Emotional Exhaustion at Values of OFN

<i>ofn</i>	<i>b</i>	<i>p</i>	<i>LLCI</i>	<i>ULCI</i>
10	0.23	<0.001	0.17	0.28
13	0.17	<0.001	0.13	0.20
16	0.1	0.001	0.04	0.17

Note: LLCI, ULCI = Lower & upper limits of 95% CI.

*Values of moderator at the 16th, 50th, and 84th percentiles.

The Attachment facet of Perceived Social Support was examined as a moderator of the relationship between the Person-Related Bullying facet of Workplace Bullying and the Emotional Exhaustion facet of Burnout (MBI-ES). Specifically, Emotional Exhaustion was regressed on Person-Related Bullying (PRB), Attachment (attach), and the interaction (Person-Related Bullying X Attachment cross product). The results of that three-predictor multiple regression analysis are presented in Table 11. The interaction term did not explain a statistically significant increase in variance in emotional exhaustion ($\Delta R^2 = 0.001$, $F(1, 236) = 0.23$, $p = 0.63$). Thus, Attachment was not a significant moderator of the relationship between Work-Related Bullying and Emotional Exhaustion. This finding did not support Hypothesis 1.

Table 11

Moderating Effect of Attachment on the Relationship between Person-Related Bullying and Emotional Exhaustion

Emotional Exhaustion

<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	0.98	0.51	-1.95	3.90
PRB	0.16	0.06	-0.005	0.33
attach	0.04	0.74	-0.18	0.26
PRB X attach	-0.003	0.63	-0.02	0.01

Note: ΔR^2 change due to interaction effect = 0.001, $F(1, 236) = 0.23$, $p = 0.63$

The Social Integration facet of Perceived Social Support was examined as a moderator of the relationship between the Person-Related Bullying facet of Workplace Bullying and the Emotional Exhaustion facet of Burnout. Specifically, Emotional Exhaustion was regressed on Person-Related Bullying (PRB), Social Integration (s_integr), and the interaction (Person-Related Bullying X Social Integration cross product). The results of that three-predictor multiple regression analysis are presented in Table 12. The interaction term did not explain a statistically significant increase in variance in Emotional Exhaustion ($\Delta R^2 = 0.002$, $F(1, 236)=0.71$, $p=0.4$). Thus, Social Integration was not a significant moderator of the relationship between Person-Related Bullying and Emotional Exhaustion. This finding did not support Hypothesis 1.

Table 12

Moderating Effect of Social Integration on the Relationship between Person-Related Bullying and Emotional Exhaustion

Emotional Exhaustion

<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	0.98	0.56	-2.31	4.27
PRB	0.20	0.04	0.008	0.38
s_integr	0.05	0.70	-0.21	0.31
PRB X s_integr	-0.007	0.40	-0.02	0.01

Note: ΔR^2 change due to interaction effect = 0.002, $F(1, 236)=0.71$, $p=0.4$

The Reassurance of Worth facet of Perceived Social Support was examined as a moderator of the effect of the Person-Related Bullying facet of Workplace Bullying on the Emotional Exhaustion facet of Burnout. Specifically, Emotional Exhaustion was regressed on Person-Related Bullying (PRB), Reassurance of Worth (row), and the interaction (Person-Related Bullying X Reassurance of Worth cross product). The results of that three-predictor multiple regression analysis are presented in Table 13. The interaction term did not explain a statistically significant increase in variance in Emotional Exhaustion ($\Delta R^2 = 0$, $F(1, 236)=0.01$, $p=0.91$). Thus, Reassurance of Worth was not a significant moderator of the relationship between Person-Related Bullying and Emotional Exhaustion. This finding did not support Hypothesis 1.

Table 13

Moderating Effect of Reassurance of Worth on the Relationship between Person-Related Bullying and Emotional Exhaustion

Emotional Exhaustion

<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	3.09	0.04	0.19	5.98
PRB	0.11	0.13	-0.04	0.26
row	-0.10	0.37	-0.32	0.12
PRB X row	-0.001	0.91	-0.01	0.01

Note: ΔR^2 change due to interaction effect = 0, $F(1, 236)=0.01$, $p=0.91$

The Reliable Alliance facet of Perceived Social Support was examined as a moderator of the effect of the Person-Related Bullying facet of Workplace Bullying on the Emotional Exhaustion facet of Burnout. Specifically, Emotional Exhaustion was regressed on Person-Related Bullying (PRB), Reliable Alliance (r_allian), and the interaction (Person-Related Bullying X Reassurance of Worth cross product). The results of that three-predictor multiple regression analysis are presented in Table 14. The interaction term did not explain a statistically significant increase in variance in Emotional Exhaustion ($\Delta R^2 = 0.003$, $F(1, 236)=0.84$, $p=0.36$). Thus, Reliable Alliance was not a significant moderator of the relationship between Person-Related Bullying and Emotional Exhaustion. This finding did not support Hypothesis 1.

Table 14

Moderating Effect of Reliable Alliance on the Relationship between Person-Related Bullying and Emotional Exhaustion

Emotional Exhaustion

<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	0.91	0.62	-2.65	4.46
PRB	0.20	0.04	0.01	0.40
r_allian	0.05	0.68	-0.20	0.31
PRB X r_allian	-0.007	0.36	-0.02	0.01

Note: ΔR^2 change due to interaction effect = 0.003, $F(1, 236)=0.84$, $p=0.36$

The Guidance facet of Perceived Social Support was examined as a moderator of the effect of the Person-Related Bullying facet of Workplace Bullying on the Emotional Exhaustion facet of Burnout. Specifically, Emotional Exhaustion was regressed on Person-Related Bullying (PRB), Guidance, and the interaction (Person-Related Bullying X Reassurance of Worth cross product). The results of that three-predictor multiple regression analysis are presented in Table 15. The interaction term did not explain a statistically significant increase in variance in Emotional Exhaustion ($\Delta R^2 = 0.001$, $F(1, 236)=0.29$, $p=0.59$). Thus, Guidance was not a significant moderator of the relationship between Person-Related Bullying and Emotional Exhaustion. This finding did not support Hypothesis 1.

Table 15

Moderating Effect of Guidance on the Relationship between Person-Related Bullying and Emotional Exhaustion

Emotional Exhaustion

<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	1.26	0.46	-2.10	4.62
PRB	0.17	0.08	-0.02	0.36
guidance	0.02	0.86	-0.23	0.27
PRB X guidance	-0.004	0.59	-0.02	0.01

Note: ΔR^2 change due to interaction effect = 0.001, $F(1, 236)=0.29$, $p=0.59$

The Opportunity for Nurturance facet of Perceived Social Support was examined as a moderator of the effect of the Person-Related Bullying facet of Workplace Bullying on the Emotional Exhaustion facet of Burnout. Specifically, Emotional Exhaustion was regressed on Person-Related Bullying (PRB), Opportunity for Nurturance (OFN), and the interaction (Person-Related Bullying X Opportunity for Nurturance cross product). The results of that three-predictor multiple regression analysis are presented in Table 16. The interaction term did not explain a statistically significant increase in variance in Emotional Exhaustion ($\Delta R^2 = 0.001$, $F(1, 236) = 0.24$, $p = 0.63$). Thus, Guidance was not a significant moderator of the relationship between Person-Related Bullying and Emotional Exhaustion. This finding did not support Hypothesis 1.

Table 16

Moderating Effect of Opportunity for Nurturance on the Relationship between Person-Related Bullying and Emotional Exhaustion

Emotional Exhaustion

<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	1.25	0.36	-1.46	3.96
PRB	0.08	0.33	-0.09	0.25
ofn	0.01	0.91	-0.20	0.23
PRB X ofn	0.003	0.63	-0.01	0.02

Note: ΔR^2 change due to interaction effect = 0.001, $F(1, 236) = 0.24$, $p = 0.63$

The Attachment facet of Perceived Social Support was examined as a moderator of the relationship between the Work-Related Bullying facet of Workplace Bullying and the Depersonalization facet of Burnout. Specifically, Depersonalization was regressed on Work-Related Bullying (WRB), Attachment (attach), and the interaction (Work-Related Bullying X Attachment cross product). The results of that three-predictor multiple regression analysis are presented in Table 17. The interaction term did not explain a statistically significant increase in variance in Depersonalization ($\Delta R^2 = 0.0002$, $F(1, 236) = 0.06$, $p = 0.81$). Thus, Attachment was not a significant moderator of the relationship between Work-Related Bullying and Depersonalization. This finding did not support Hypothesis 1.

Table 17

Moderating Effect of Attachment on the Relationship between Work-Related Bullying and Depersonalization

Depersonalization

<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	1.69	0.13	-0.48	3.87
WRB	0.12	0.17	-0.05	0.29
attach	-0.06	0.46	-0.22	0.10
WRB X attach	-0.002	0.81	-0.01	0.01

Note: ΔR^2 change due to interaction effect = 0.0002, $F(1, 236) = 0.06$, $p = 0.81$

The Social Integration facet of Perceived Social Support was examined as a moderator of the relationship between the Work-Related Bullying facet of Workplace Bullying and the Depersonalization facet of Burnout. Specifically, Depersonalization was regressed on Work-Related Bullying (WRB), Social Integration (s_integr), and the interaction (Work-Related Bullying X Social Integration cross product). The results of that three-predictor multiple regression analysis are presented in Table 18. The interaction term did not explain a statistically significant increase in variance in Depersonalization ($\Delta R^2 = 0.0002$, $F(1, 236) = 0.05$, $p = 0.83$). Thus, Social Integration was not a significant moderator of the relationship between Work-Related Bullying and Depersonalization. This finding did not support Hypothesis 1.

Table 18

Moderating Effect of Social Integration on the Relationship between Work-Related Bullying and Depersonalization

<i>Depersonalization</i>				
<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	2.05	0.07	-0.14	4.24
WRB	0.08	0.35	-0.09	0.24
s_integr	-0.09	0.30	-0.26	0.08
WRB X s_integr	0.001	0.83	-0.01	0.01

Note: ΔR^2 change due to interaction effect = 0.0002, $F(1, 236) = 0.05$, $p = 0.83$

The Reassurance of Worth facet of Perceived Social Support was examined as a moderator of the relationship between the Work-Related Bullying facet of Workplace Bullying and the Depersonalization facet of Burnout. Specifically, Depersonalization was regressed on Work-Related Bullying (WRB), Reassurance of Worth (row), and the interaction (Work-Related Bullying X Reassurance of Worth cross product). The results of that three-predictor multiple regression analysis are presented in Table 19. The interaction term did not explain a statistically significant increase in variance in Depersonalization ($\Delta R^2 = 0.01$, $F(1, 236) = 1.55$, $p = 0.22$). Thus, Reassurance of Worth was not a significant moderator of the relationship between Work-Related Bullying and Depersonalization. This finding did not support Hypothesis 1.

Table 19

Moderating Effect of Reassurance of Worth on the Relationship between Work-Related Bullying and Depersonalization

<i>Depersonalization</i>				
<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	1.46	0.19	-0.72	3.64
WRB	0.17	0.02	0.02	0.32
row	-0.03	0.74	-0.19	0.13
WRB X row	-0.01	0.22	-0.02	0.004

Note: ΔR^2 change due to interaction effect = 0.01, $F(1, 236) = 1.55$, $p = 0.22$

The Reliable Alliance facet of Perceived Social Support was examined as a moderator of the relationship between the Work-Related Bullying facet of Workplace Bullying and the Depersonalization facet of Burnout. Specifically, Depersonalization was regressed on Work-Related Bullying (WRB), Reliable Alliance (r_allian), and the interaction (Work-Related Bullying X Reliable Alliance cross product). The results of that three-predictor multiple regression analysis are presented in Table 20. The interaction term did not explain a statistically significant increase in variance in Depersonalization ($\Delta R^2 = 0.01$, $F(1, 236) = 2.12$, $p = 0.15$). Thus, Reliable Alliance was not a significant moderator of the relationship between Work-Related Bullying and Depersonalization. This finding did not support Hypothesis 1.

Table 20

Moderating Effect of Reliable Alliance on the Relationship between Work-Related Bullying and Depersonalization

<i>Depersonalization</i>				
<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	2.92	0.01	0.63	5.21
WRB	-0.01	0.86	-0.17	0.14
r_allian	-0.15	0.07	-0.31	0.01
WRB X r_allian	0.01	0.15	-0.003	0.02

Note: ΔR^2 change due to interaction effect = 0.01, $F(1, 236) = 2.12$, $p = 0.15$

The Guidance facet of Perceived Social Support was examined as a moderator of the relationship between the Work-Related Bullying facet of Workplace Bullying and the Depersonalization facet of Burnout. Specifically, Depersonalization was regressed on Work-Related Bullying (WRB), Guidance, and the interaction (Work-Related Bullying X Guidance cross product). The results of that three-predictor multiple regression analysis are presented in Table 21. The interaction term did not explain a statistically significant increase in variance in Depersonalization ($\Delta R^2 = 0.012$, $F(1, 236)=3.45$, $p=0.06$). Thus, Guidance was not a significant moderator of the relationship between Work-Related Bullying and Depersonalization. This finding did not support Hypothesis 1.

Table 21

Moderating Effect of Guidance on the Relationship between Work-Related Bullying and Depersonalization

<i>Depersonalization</i>				
<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	3.66	0.003	1.26	6.05
WRB	-0.07	0.44	-0.25	0.11
guidance	-0.20	0.02	-0.37	-0.03
WRB X guidance	0.012	0.06	-0.001	0.03

Note: ΔR^2 change due to interaction effect = 0.012, $F(1, 236)=3.45$, $p=0.06$

The Opportunity for Nurturance facet of Perceived Social Support was examined as a moderator of the relationship between the Work-Related Bullying facet of Workplace Bullying and the Depersonalization facet of Burnout. Specifically, Depersonalization was regressed on Work-Related Bullying (WRB), Opportunity for Nurturance (ofn), and the interaction (Work-Related Bullying X Opportunity for Nurturance cross product). The results of that three-predictor multiple regression analysis are presented in Table 22. The interaction term did not explain a statistically significant increase in variance in Depersonalization ($\Delta R^2 = 0.001$, $F(1, 236) = 0.23$, $p = 0.63$). Thus, Opportunity for Nurturance was not a significant moderator of the relationship between Work-Related Bullying and Depersonalization. This finding did not support Hypothesis 1.

Table 22

Moderating Effect of Opportunity for Nurturance on the Relationship between Work-Related Bullying and Depersonalization

<i>Depersonalization</i>				
<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	0.30	0.77	-1.70	2.29
WRB	0.14	0.10	-0.03	0.32
ofn	0.04	0.62	-0.12	0.19
WRB X ofn	-0.003	0.63	-0.02	0.01

Note: ΔR^2 change due to interaction effect = 0.001, $F(1, 236) = 0.23$, $p = 0.63$

The Attachment facet of Perceived Social Support was examined as a moderator of the relationship between the Person-Related Bullying facet of Workplace Bullying and the Depersonalization facet of Burnout (MBI-ES). Specifically, Depersonalization was regressed on Person-Related Bullying (PRB), Attachment (attach), and the interaction (Person-Related Bullying X Attachment cross product). The results of that three-predictor multiple regression analysis are presented in Table 23. The interaction term did not explain a statistically significant increase in variance in Depersonalization ($\Delta R^2 = 0.004$, $F(1, 236) = 1.17$, $p = 0.28$). Thus, Attachment was not a significant moderator of the relationship between Work-Related Bullying and Depersonalization. This finding did not support Hypothesis 1.

Table 23

Moderating Effect of Attachment on the Relationship between Person-Related Bullying and Depersonalization

<i>Depersonalization</i>				
<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	0.56	0.62	-1.66	2.78
PRB	0.15	0.02	0.02	0.27
attach	0.02	0.83	-0.15	0.19
PRB X attach	-0.01	0.28	-0.02	0.005

Note: ΔR^2 change due to interaction effect = 0.004, $F(1, 236) = 1.17$, $p = 0.28$

The Social Integration facet of Perceived Social Support was examined as a moderator of the relationship between the Person-Related Bullying facet of Workplace Bullying and the Depersonalization facet of Burnout (MBI-ES). Specifically, Depersonalization was regressed on Person-Related Bullying (PRB), Social Integration (s_integr), and the interaction (Person-Related Bullying X Social Integration cross product). The results of that three-predictor multiple regression analysis are presented in Table 24. The interaction term did not explain a statistically significant increase in variance in Depersonalization ($\Delta R^2 = 0.001$, $F(1, 236) = 0.19$, $p = 0.66$). Thus, Social Integration was not a significant moderator of the relationship between Work-Related Bullying and Depersonalization. This finding did not support Hypothesis 1.

Table 24

Moderating Effect of Social Integration on the Relationship between Person-Related Bullying and Depersonalization

<i>Depersonalization</i>				
<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	0.97	0.45	-1.55	3.50
PRB	0.11	0.13	-0.03	0.25
s_integr	-0.01	0.89	-0.22	0.19
PRB X s_integr	-0.003	0.66	-0.01	0.01

Note: ΔR^2 change due to interaction effect = 0.001, $F(1, 236) = 0.19$, $p = 0.66$

The Reassurance of Worth facet of Perceived Social Support was examined as a moderator of the relationship between the Person-Related Bullying facet of Workplace Bullying and the Depersonalization facet of Burnout (MBI-ES). Specifically, Depersonalization was regressed on Person-Related Bullying (PRB), Reassurance of Worth (row), and the interaction (Person-Related Bullying X Reassurance of Worth cross product). The results of that three-predictor multiple regression analysis are presented in Table 25. The interaction term did not explain a statistically significant increase in variance in Depersonalization ($\Delta R^2 = 0.011$, $F(1, 236)=3.52$, $p=0.06$). Thus, Reassurance of Worth was not a significant moderator of the relationship between Work-Related Bullying and Depersonalization. This finding did not support Hypothesis 1.

Table 25

Moderating Effect of Reassurance of Worth on the Relationship between Person-Related Bullying and Depersonalization

<i>Depersonalization</i>				
<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	0.65	0.56	-1.54	2.83
PRB	0.17	0.003	0.06	0.28
row	0.03	0.70	-0.13	0.20
PRB X row	-0.01	0.06	-0.02	0.0004

Note: ΔR^2 change due to interaction effect = 0.011, $F(1, 236)=3.52$, $p=0.06$

The Reliable Alliance facet of Perceived Social Support was examined as a moderator of the relationship between the Person-Related Bullying facet of Workplace Bullying and the Depersonalization facet of Burnout (MBI-ES). Specifically, Depersonalization was regressed on Person-Related Bullying (PRB), Reliable Alliance (r_allian), and the interaction (Person-Related Bullying X Reliable Alliance cross product). The results of that three-predictor multiple regression analysis are presented in Table 26. The interaction term did not explain a statistically significant increase in variance in Depersonalization ($\Delta R^2 = 0.0001$, $F(1, 236) = 0.03$, $p = 0.86$). Thus, Reliable Alliance was not a significant moderator of the relationship between Work-Related Bullying and Depersonalization. This finding did not support Hypothesis 1.

Table 26

Moderating Effect of Reliable Alliance on the Relationship between Person-Related Bullying and Depersonalization

Depersonalization

<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	1.49	0.28	-1.25	4.24
PRB	0.07	0.38	-0.08	0.22
r_allian	-0.06	0.58	-0.26	0.14
PRB X r_allian	0.001	0.86	-0.01	0.01

Note: ΔR^2 change due to interaction effect = 0.0001, $F(1, 236) = 0.03$, $p = 0.86$

The Guidance facet of Perceived Social Support was examined as a moderator of the relationship between the Person-Related Bullying facet of Workplace Bullying and the Depersonalization facet of Burnout (MBI-ES). Specifically, Depersonalization was regressed on Person-Related Bullying (PRB), Guidance, and the interaction (Person-Related Bullying X Guidance cross product). The results of that three-predictor multiple regression analysis are presented in Table 27. The interaction term did not explain a statistically significant increase in variance in Depersonalization ($\Delta R^2 = 0.001$, $F(1, 236) = 0.24$, $p = 0.63$). Thus, Guidance was not a significant moderator of the relationship between Work-Related Bullying and Depersonalization. This finding did not support Hypothesis 1.

Table 27

Moderating Effect of Guidance on the Relationship between Person-Related Bullying and Depersonalization

<i>Depersonalization</i>				
<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	1.97	0.13	-0.61	4.55
PRB	0.05	0.55	-0.10	0.19
guidance	-0.09	0.34	-0.28	0.10
PRB X guidance	0.003	0.63	-0.01	0.01

Note: ΔR^2 change due to interaction effect = 0.001, $F(1, 236) = 0.24$, $p = 0.63$

The Opportunity of Nurturance facet of Perceived Social Support was examined as a moderator of the relationship between the Person-Related Bullying facet of Workplace Bullying and the Depersonalization facet of Burnout (MBI-ES). Specifically, Depersonalization was regressed on Person-Related Bullying (PRB), Opportunity of Nurturance (ofn), and the interaction (Person-Related Bullying X Opportunity of Nurturance cross product). The results of that three-predictor multiple regression analysis are presented in Table 28. The interaction term did not explain a statistically significant increase in variance in Depersonalization ($\Delta R^2 = 0.003$, $F(1, 236)=0.82$, $p=0.37$). Thus, Opportunity of Nurturance was not a significant moderator of the relationship between Work-Related Bullying and Depersonalization. This finding did not support Hypothesis 1.

Table 28

Moderating Effect of Opportunity of Nurturance on the Relationship between Person-Related Bullying and Depersonalization

<i>Depersonalization</i>				
<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	1.43	0.18	-0.68	3.53
PRB	0.03	0.69	-0.10	0.16
ofn	-0.07	0.44	-0.23	0.10
PRB X ofn	0.005	0.37	-0.01	0.02

Note: ΔR^2 change due to interaction effect = 0.003, $F(1, 236)=0.82$, $p=0.37$

The Attachment facet of Perceived Social Support was examined as a moderator of the relationship between the Work-Related Bullying facet of Workplace Bullying and the Personal Achievement facet of Burnout. Specifically, Personal Achievement was regressed on Work-Related Bullying (WRB), Attachment (attach), and the interaction (Work-Related Bullying X Attachment cross product). The results of that three-predictor multiple regression analysis are presented in Table 29. The interaction term did not explain a statistically significant increase in variance in Personal Achievement ($\Delta R^2 = 0.002$, $F(1, 236)=0.51$, $p=0.48$). Thus, Attachment was not a significant moderator of the relationship between Work-Related Bullying and Personal Achievement. This finding did not support Hypothesis 1.

Table 29

Moderating Effect of Attachment on the Relationship between Work-Related Bullying and Personal Achievement

Personal Achievement

<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	3.35	0.003	1.16	5.54
WRB	0.04	0.61	-0.13	0.21
attach	0.17	0.03	0.01	0.34
WRB X attach	-0.005	0.48	-0.02	0.01

Note: ΔR^2 change due to interaction effect = 0.002, $F(1, 236)=0.51$, $p=0.48$

The Social Integration facet of Perceived Social Support was examined as a moderator of the relationship between the Work-Related Bullying facet of Workplace Bullying and the Personal Achievement facet of Burnout. Specifically, Personal Achievement was regressed on Work-Related Bullying (WRB), Social Integration (s_integr), and the interaction (Work-Related Bullying X Social Integration cross product). The results of that three-predictor multiple regression analysis are presented in Table 30. The interaction term did not explain a statistically significant increase in variance in Personal Achievement ($\Delta R^2 = 0.001$, $F(1, 236) = 0.15$, $p = 0.7$). Thus, Social Integration was not a significant moderator of the relationship between Work-Related Bullying and Personal Achievement. This finding did not support Hypothesis 1.

Table 30

Moderating Effect of Social Integration on the Relationship between Work-Related Bullying and Personal Achievement

Personal Achievement

<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	3.69	0.001	1.47	5.91
WRB	0.02	0.81	-0.14	0.18
s_integr	0.15	0.08	-0.02	0.32
WRB X s_integr	-0.003	0.70	-0.02	0.01

Note: ΔR^2 change due to interaction effect = 0.001, $F(1, 236) = 0.15$, $p = 0.7$

The Reassurance of Worth facet of Perceived Social Support was examined as a moderator of the relationship between the Work-Related Bullying facet of Workplace Bullying and the Personal Achievement facet of Burnout. Specifically, Personal Achievement was regressed on Work-Related Bullying (WRB), Reassurance of Worth (row), and the interaction (Work-Related Bullying X Reassurance of Worth cross product). The results of that three-predictor multiple regression analysis are presented in Table 31. The interaction term did not explain a statistically significant increase in variance in Personal Achievement ($\Delta R^2 = 0.01$, $F(1, 236)=2.37$, $p=0.13$). Thus, Reassurance of Worth was not a significant moderator of the relationship between Work-Related Bullying and Personal Achievement This finding did not support Hypothesis 1.

Table 31

Moderating Effect of Reassurance of Worth on the Relationship between Work-Related Bullying and Personal Achievement

<i>Personal Achievement</i>				
<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	2.19	0.06	-0.05	4.42
WRB	0.11	0.14	-0.04	0.27
row	0.25	0.003	0.09	0.41
WRB X row	-0.01	0.13	-0.02	0.00

Note: ΔR^2 change due to interaction effect = 0.01, $F(1, 236)=2.37$, $p=0.13$

The Reliable Alliance facet of Perceived Social Support was examined as a moderator of the relationship between the Work-Related Bullying facet of Workplace Bullying and the Personal Achievement facet of Burnout. Specifically, Personal Achievement was regressed on Work-Related Bullying (WRB), Reliable Alliance (r_align), and the interaction (Work-Related Bullying X Reliable Alliance cross product). The results of that three-predictor multiple regression analysis are presented in Table 32. The interaction term did not explain a statistically significant increase in variance in Personal Achievement ($\Delta R^2 = 0.01$, $F(1, 236) = 3.6$, $p = 0.06$). Thus, Reliable Alliance was not a significant moderator of the relationship between Work-Related Bullying and Personal Achievement. This finding did not support Hypothesis 1.

Table 32

Moderating Effect of Reliable Alliance on the Relationship between Work-Related Bullying and Personal Achievement

Personal Achievement

<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	1.85	0.11	-0.44	4.14
WRB	0.14	0.08	-0.01	0.29
r_allian	0.27	0.001	0.11	0.43
WRB X r_allian	-0.01	0.06	-0.02	0.0004

Note: ΔR^2 change due to interaction effect = 0.01, $F(1, 236) = 3.6$, $p = 0.06$

The Guidance facet of Perceived Social Support was examined as a moderator of the relationship between the Work-Related Bullying facet of Workplace Bullying and the Personal Achievement facet of Burnout. Specifically, Personal Achievement was regressed on Work-Related Bullying (WRB), Guidance, and the interaction (Work-Related Bullying X Guidance cross product). The results of that three-predictor multiple regression analysis are presented in Table 33. The interaction term did not explain a statistically significant increase in variance in Personal Achievement ($\Delta R^2 = 0.004$, $F(1, 236) = 1.02$, $p = 0.31$). Thus, Guidance was not a significant moderator of the relationship between Work-Related Bullying and Personal Achievement. This finding did not support Hypothesis 1.

Table 33

Moderating Effect of Guidance on the Relationship between Work-Related Bullying and Personal Achievement

Personal Achievement

<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	2.94	0.02	0.52	5.36
WRB	0.08	0.40	-0.10	0.26
guidance	0.20	0.03	0.02	0.37
WRB X guidance	-0.01	0.31	-0.02	0.01

Note: ΔR^2 change due to interaction effect = 0.004, $F(1, 236) = 1.02$, $p = 0.31$

The Opportunity for Nurturance facet of Perceived Social Support was examined as a moderator of the relationship between the Work-Related Bullying facet of Workplace Bullying and the Personal Achievement facet of Burnout. Specifically, Personal Achievement was regressed on Work-Related Bullying (WRB), Opportunity for Nurturance (ofn), and the interaction (Work-Related Bullying X Opportunity for Nurturance cross product). The results of that three-predictor multiple regression analysis are presented in Table 34. The interaction term did not explain a statistically significant increase in variance in Personal Achievement ($\Delta R^2 = 0.0001$, $F(1, 236) = 0.03$, $p = 0.86$). Thus, Opportunity for Nurturance was not a significant moderator of the relationship between Work-Related Bullying and Personal Achievement. This finding did not support Hypothesis 1.

Table 34

Moderating Effect of Opportunity for Nurturance on the Relationship between Work-Related Bullying and Personal Achievement

<i>Personal Achievement</i>				
<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	4.76	<.001	2.74	6.77
WRB	-0.01	0.89	-0.19	0.16
ofn	0.09	0.29	-0.07	0.24
WRB X ofn	-0.001	0.86	-0.01	0.01

Note: ΔR^2 change due to interaction effect = 0.0001, $F(1, 236) = 0.03$, $p = 0.86$

The Attachment facet of Perceived Social Support was examined as a moderator of the relationship between the Person-Related Bullying facet of Workplace Bullying and the Personal Achievement facet of Burnout (MBI-ES). Specifically, Personal Achievement was regressed on Person-Related Bullying (PRB), Attachment (attach), and the interaction (Person-Related Bullying X Attachment cross product). The results of that three-predictor multiple regression analysis are presented in Table 35. The interaction term did not explain a statistically significant increase in variance in Personal Achievement ($\Delta R^2 = 0.001$, $F(1, 236)=0.32$, $p=0.57$). Thus, Attachment was not a significant moderator of the relationship between Work-Related Bullying and Personal Achievement. This finding did not support Hypothesis 1.

Table 35

Moderating Effect of Attachment on the Relationship between Person-Related Bullying and Personal Achievement

<i>Personal Achievement</i>				
<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	3.72	0.001	1.50	5.95
PRB	0.01	0.83	-0.11	0.14
attach	0.16	0.06	-0.01	0.33
PRB X attach	-0.003	0.57	-0.01	0.01

Note: ΔR^2 change due to interaction effect = 0.001, $F(1, 236)=0.32$, $p=0.57$

The Social Integration facet of Perceived Social Support was examined as a moderator of the relationship between the Person-Related Bullying facet of Workplace Bullying and the Personal Achievement facet of Burnout (MBI-ES). Specifically, Personal Achievement was regressed on Person-Related Bullying (PRB), Social Integration (s_integr), and the interaction (Person-Related Bullying X Social Integration cross product). The results of that three-predictor multiple regression analysis are presented in Table 36. The interaction term did not explain a statistically significant increase in variance in Personal Achievement ($\Delta R^2 = 0.0001$, $F(1, 236) = 0.02$, $p = 0.88$). Thus, Social Integration was not a significant moderator of the relationship between Work-Related Bullying and Personal Achievement. This finding did not support Hypothesis 1.

Table 36

Moderating Effect of Social Integration on the Relationship between Person-Related Bullying and Personal Achievement

Personal Achievement

<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	4.17	0.001	1.63	6.72
PRB	-0.01	0.92	-0.15	0.14
s_integr	0.12	0.22	-0.08	0.33
PRB X s_integr	-0.001	0.88	-0.01	0.01

Note: ΔR^2 change due to interaction effect = 0.0001, $F(1, 236) = 0.02$, $p = 0.88$

The Reassurance of Worth facet of Perceived Social Support was examined as a moderator of the relationship between the Person-Related Bullying facet of Workplace Bullying and the Personal Achievement facet of Burnout (MBI-ES). Specifically, Personal Achievement was regressed on Person-Related Bullying (PRB), Reassurance of Worth (row), and the interaction (Person-Related Bullying X Reassurance of Worth cross product). The results of that three-predictor multiple regression analysis are presented in Table 37. The interaction term did not explain a statistically significant increase in variance in Personal Achievement ($\Delta R^2 = 0.003$, $F(1, 236) = 0.68$, $p = 0.41$). Thus, Reassurance of Worth was not a significant moderator of the relationship between Work-Related Bullying and Personal Achievement. This finding did not support Hypothesis 1.

Table 37

Moderating Effect of Reassurance of Worth on the Relationship between Person-Related Bullying and Personal Achievement

<i>Personal Achievement</i>				
<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	3.22	0.01	0.97	5.47
PRB	0.04	0.55	-0.08	0.15
row	0.19	0.03	0.02	0.36
PRB X row	-0.004	0.41	-0.01	0.01

Note: ΔR^2 change due to interaction effect = 0.003, $F(1, 236) = 0.68$, $p = 0.41$

The Reliable Alliance facet of Perceived Social Support was examined as a moderator of the relationship between the Person-Related Bullying facet of Workplace Bullying and the Personal Achievement facet of Burnout (MBI-ES). Specifically, Personal Achievement was regressed on Person-Related Bullying (PRB), Reliable Alliance (r_allian), and the interaction (Person-Related Bullying X Reliable Alliance cross product). The results of that three-predictor multiple regression analysis are presented in Table 38. The interaction term did not explain a statistically significant increase in variance in Personal Achievement ($\Delta R^2 = 0.01$, $F(1, 236) = 2.02$, $p = 0.16$). Thus, Reliable Alliance was not a significant moderator of the relationship between Work-Related Bullying and Personal Achievement. This finding did not support Hypothesis 1.

Table 38

Moderating Effect of Reliable Alliance on the Relationship between Person-Related Bullying and Personal Achievement

Personal Achievement

<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	2.34	0.09	-0.40	5.07
PRB	0.09	0.24	-0.06	0.24
r_allian	0.25	0.01	0.05	0.45
PRB X r_allian	-0.01	0.16	-0.02	0.003

Note: ΔR^2 change due to interaction effect = 0.01, $F(1, 236) = 2.02$, $p = 0.16$

The Guidance facet of Perceived Social Support was examined as a moderator of the relationship between the Person-Related Bullying facet of Workplace Bullying and the Personal Achievement facet of Burnout (MBI-ES). Specifically, Personal Achievement was regressed on Person-Related Bullying (PRB), Guidance, and the interaction (Person-Related Bullying X Guidance cross product). The results of that three-predictor multiple regression analysis are presented in Table 39. The interaction term did not explain a statistically significant increase in variance in Personal Achievement ($\Delta R^2 = 0.004$, $F(1, 236) = 0.89$, $p = 0.35$). Thus, Guidance was not a significant moderator of the relationship between Work-Related Bullying and Personal Achievement. This finding did not support Hypothesis 1.

Table 39

Moderating Effect of Guidance on the Relationship between Person-Related Bullying and Personal Achievement

Personal Achievement

<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	3.21	0.02	0.63	5.80
PRB	0.05	0.52	-0.10	0.20
guidance	0.19	0.05	0.003	0.39
PRB X guidance	-0.01	0.35	-0.02	0.01

Note: ΔR^2 change due to interaction effect = 0.004, $F(1, 236) = 0.89$, $p = 0.35$

The Opportunity for Nurturance facet of Perceived Social Support was examined as a moderator of the relationship between the Person-Related Bullying facet of Workplace Bullying and the Personal Achievement facet of Burnout (MBI-ES). Specifically, Personal Achievement was regressed on Person-Related Bullying (PRB), Opportunity for Nurturance (ofn), and the interaction (Person-Related Bullying X Opportunity for Nurturance cross product). The results of that three-predictor multiple regression analysis are presented in Table 40. The interaction term did not explain a statistically significant increase in variance in Personal Achievement ($\Delta R^2 = 0.001$, $F(1, 236) = 0.12$, $p = 0.73$). Thus, Opportunity for Nurturance was not a significant moderator of the relationship between Work-Related Bullying and Personal Achievement. This finding did not support Hypothesis 1.

Table 40

Moderating Effect of Guidance on the Relationship between Person-Related Bullying and Personal Achievement

Personal Achievement

<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	4.78	<.001	2.66	6.90
PRB	-0.01	0.89	-0.14	0.12
ofn	0.10	0.25	-0.07	0.27
PRB X ofn	-0.002	0.73	-0.01	0.01

Note: ΔR^2 change due to interaction effect = 0.001, $F(1, 236) = 0.12$, $p = 0.73$

Summary Hypothesis 1

The general interaction between Workplace Bullying and Perceived Social Support fell short of statistical significance. Results revealed a weak, yet consistent, pattern of moderation. This pattern of moderation displayed an attenuating effect. Although Opportunity for Nurturance was a statistically significant moderator that attenuated the relationship between Work-Related Bullying and Emotional Exhaustion, this single regression was not a robust finding in that it did

not suggest an overall significant interaction between Workplace Bullying and Perceived Social Support. Given these findings, hypothesis 1 was not supported.

Hypothesis 2.

Organizational Justice Climate (OJS) will moderate the moderating effect of Perceived Social Support (SPS) on the relationship between Workplace Bullying (NAQ-R) and Burnout (MBI-ES). Specifically, higher Organizational Justice Climate scores will result in a stronger moderating effect of Perceived Social Support on the relationship between Workplace Bullying and Burnout. As such, higher Organizational Justice Climate scores should on average result in a weaker effect of Workplace Bullying on Burnout. Conversely, lower Organizational Justice Climate scores will result in a weaker moderating effect of Perceived Social Support on the relationship between Workplace Bullying and Burnout. As such, lower Organizational Justice Climate scores should on average result in a stronger effect of Workplace Bullying on Burnout.

Organizational Justice Climate was examined as a secondary moderator and Perceived Social Support was examined as a primary moderator of the relationship between Workplace Bullying and the Emotional Exhaustion facet of Burnout. Specifically, Emotional Exhaustion was regressed on Workplace Bullying (Tot_WB), Perceived Social Support (Tot_Soci), Organizational Justice Climate (Tot_Just) and the interaction (Workplace Bullying X Perceived Social Support X Organizational Justice Climate cross product). The results of that three-predictor multiple regression analysis are presented in Table 41. The interaction term did not explain a statistically significant increase in variance in Emotional Exhaustion ($\Delta R^2 = 0.01$, $F(1, 232) = 2.34$, $p = 0.13$). Thus, Organizational Justice Climate was not a significant secondary moderator of the relationship between Workplace Bullying and Emotional Exhaustion.

Table 41

Moderated Moderating Effect of Organizational Justice Climate on the Relationship between Workplace Bullying and Emotional Exhaustion

<i>Emotional Exhaustion</i>				
<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	14.39	0.02	2.68	26.10
Tot_WB	-0.16	0.27	-0.46	0.13
Tot_Soci	-0.15	0.05	-0.30	-0.0001
Tot_WB X Tot_Soci	0.003	0.19	-0.001	0.01
Tot_Just	-0.22	0.01	-0.39	-0.05
Tot_WB X Tot_Just	0.005	0.08	-0.001	0.01
Tot_Soci X Tot_Just	0.003	0.02	0.0004	0.005
Tot_WB X Tot_Soci X Tot_Just	-0.0001	0.13	-0.0001	0

Note: ΔR^2 change due to interaction effect = 0.01, $F(1, 232)=2.34$, $p=0.13$

Organizational Justice Climate was examined as a secondary moderator and Perceived Social Support was examined as a primary moderator of the relationship between Workplace Bullying and the Depersonalization facet of Burnout. Specifically, Depersonalization was regressed on Workplace Bullying (Tot_WB), Perceived Social Support (Tot_Soci), Organizational Justice Climate (Tot_Just) and the interaction (Workplace Bullying X Perceived Social Support X Organizational Justice Climate cross product). The results of that three-predictor multiple regression analysis are presented in Table 42. The interaction term did not explain a statistically significant increase in variance in Depersonalization ($\Delta R^2 = 0$, $F(1, 232)=0.11$, $p=0.74$). Thus, Organizational Justice Climate was not a significant secondary moderator of the relationship between Workplace Bullying and Depersonalization.

Table 42

Moderated Moderating Effect of Organizational Justice Climate on the Relationship between Workplace Bullying and Depersonalization

<i>Depersonalization</i>				
<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	4.22	0.37	-5.11	13.55
Tot_WB	0.001	0.99	-0.23	0.24
Tot_Soci	-0.03	0.64	-0.15	0.09
Tot_WB X Tot_Soci	0.0001	0.97	-0.003	0.003
Tot_Just	-0.06	0.38	-0.20	0.08
Tot_WB X Tot_Just	0.001	0.50	-0.003	0.01
Tot_Soci X Tot_Just	0.001	0.58	-0.001	0.002
Tot_WB X Tot_Soci X Tot_Just	0	0.74	-0.0001	0

Note: ΔR^2 change due to interaction effect = 0, $F(1, 232)=0.11$, $p=0.74$

Organizational Justice Climate was examined as a secondary moderator and Perceived Social Support was examined as a primary moderator of the relationship between Workplace Bullying and the Personal Achievement facet of Burnout. Specifically, Personal Achievement was regressed on Workplace Bullying (Tot_WB), Perceived Social Support (Tot_Soci), Organizational Justice Climate (Tot_Just) and the interaction (Workplace Bullying X Perceived Social Support X Organizational Justice Climate cross product). The results of that three-predictor multiple regression analysis are presented in Table 43. The interaction term did not explain a statistically significant increase in variance in Personal Achievement ($\Delta R^2 = 0.001$, $F(1, 232)=0.25$, $p=0.62$). Thus, Organizational Justice Climate was not a significant secondary moderator of the relationship between Workplace Bullying and Personal Achievement.

Table 43

Moderated Moderating Effect of Organizational Justice Climate on the Relationship between Workplace Bullying and Personal Achievement

Personal Achievement

<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	11.70	0.01	2.46	20.93
Tot_WB	-0.13	0.29	-0.36	0.11
Tot_Soci	-0.10	0.12	-0.22	0.02
Tot_WB X Tot_Soci	0.002	0.21	-0.001	0.01
Tot_Just	-0.08	0.24	-0.22	0.05
Tot_WB X Tot_Just	0.001	0.79	-0.004	0.005
Tot_Soci X Tot_Just	0.001	0.14	-0.0004	0.003
Tot_WB X Tot_Soci X Tot_Just	0	0.62	-0.0001	0

Note: ΔR^2 change due to interaction effect = 0.001, $F(1, 232)=0.25$, $p=0.62$

Summary Hypothesis 2

The interaction between Workplace Bullying, Organizational Justice Climate, and Perceived Social Support fell short of statistical significance. Results did not reveal a consistent pattern of moderation. Given these findings, hypothesis 2 was not supported.

Secondary Analyses.

Secondary analyses were conducted in order to examine the moderating effects of Organizational Justice Climate (OJS) and Perceived Autonomy Support-Work Climate (PAS-WC) respectively on the relationship between Workplace Bullying (NAQ-R) and Burnout (MBI-ES).

Perceived Autonomy Support-Work Climate was examined as a moderator of the relationship between Workplace Bullying and the Emotional Exhaustion facet Burnout. Specifically, Emotional Exhaustion was regressed on Workplace Bullying (Tot_WB), Perceived Autonomy Support-Work Climate (WClimate), and the interaction (Workplace Bullying X Perceived Autonomy Support-Work Climate cross product). The results of that three-predictor multiple regression analysis are presented in Table 44. The interaction term did not explain a statistically significant increase in variance in Emotional Exhaustion ($\Delta R^2 = 0.003$, $F(1, 236) = 0.94$, $p = 0.33$). Thus Perceived Autonomy Support-Work Climate was not a significant moderator of the relationship between Workplace Bullying and Emotional Exhaustion.

Table 44

Moderating Effect of Perceived Autonomy Support-Work Climate on the Relationship between Workplace Bullying and Emotional Exhaustion

Emotional Exhaustion

<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	2.33	0.01	0.54	4.12
Tot_WB	0.05	0.01	0.01	0.10
WClimate	-0.04	0.15	-0.09	0.01
Tot_WB X WClimate	0.001	0.33	-0.001	0.002

Note: ΔR^2 change due to interaction effect = 0.003, $F(1, 236) = 0.94$, $p = 0.33$

Perceived Autonomy Support-Work Climate was examined as a moderator of the relationship between Workplace Bullying and the Depersonalization facet of Burnout. Specifically, Depersonalization was regressed on Workplace Bullying (Tot_WB), Perceived Autonomy Support-Work Climate (WClimate), and the interaction (Workplace Bullying X Perceived Autonomy Support-Work Climate cross product). The results of that three-predictor multiple regression analysis are presented in Table 45. The interaction term explained a statistically significant proportion of the variance in Depersonalization ($\Delta R^2 = 0.02$, $F(1, 236) = 5.12$, $p = 0.02$). Thus Perceived Autonomy Support-Work Climate was a significant moderator of workplace bullying's (NAQ-R) effect on the depersonalization facet of the burnout scale (MBI-ES).

Table 45

Moderating Effect of Perceived Autonomy Support-Work Climate on the Relationship between Workplace Bullying and Depersonalization

<i>Depersonalization</i>				
<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	2.15	0.003	0.74	3.56
Tot_WB	0.01	0.50	-0.02	0.05
WClimate	-0.05	0.01	-0.10	-0.01
Tot_WB X WClimate	0.001	0.02	0.0002	0.002

Note: ΔR^2 change due to interaction effect = 0.02, $F(1, 236) = 5.12$, $p = 0.02$

In order to evaluate the pattern of moderation of Perceived Autonomy Support-Work Climate on the relationship between Workplace Bullying and Depersonalization, conditional effects were examined at the 16th, 50th, and 84th percentiles of the moderator (See Table 45a). As Perceived Autonomy Support-Work Climate increased the value of *b* increased, indicating a strengthening of the relationship between Workplace Bullying and Depersonalization. Although results revealed statistically significant moderating effects, the pattern of moderation was not expected.

Table 45a

<i>Conditional Effects of Workplace Bullying on Depersonalization at Values of WClimate</i>				
<i>Wclimate*</i>	<i>b</i>	<i>p</i>	<i>LLCI</i>	<i>ULCI</i>
24	0.04	<0.001	0.03	0.06
36	0.06	<0.001	0.04	0.08
42	0.07	<0.001	0.04	0.09

Note: LLCI, ULCI = Lower & upper limits of 95% CI.

*Values of moderator at the 16th, 50th, and 84th percentiles.

Perceived Autonomy Support-Work Climate was examined as a moderator of the relationship between Workplace Bullying and the Personal Achievement facet of Burnout. Specifically, Personal Achievement was regressed on Workplace Bullying (Tot_WB), Perceived Autonomy Support-Work Climate (WClimate), interaction (Workplace Bullying X Perceived Autonomy Support-Work Climate cross product). The results of that three-predictor multiple regression analysis are presented in Table 46. The interaction term explained a statistically significant increase in variance in Personal Achievement ($\Delta R^2 = 0.02$, $F(1, 236) = 5.16$, $p = 0.02$). Thus Perceived Autonomy Support-Work Climate was a significant moderator of the relationship between Workplace Bullying and Personal Achievement.

Table 46

Moderating Effect of Perceived Autonomy Support-Work Climate on the Relationship between Workplace Bullying and Personal Achievement

Personal Achievement

<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	3.58	<.001	2.13	5.04
Tot_WB	0.03	0.07	-0.003	0.07
WClimate	0.07	0.002	0.03	0.11
Tot_WB X WClimate	-0.001	0.02	-0.003	-0.0002

Note: ΔR^2 change due to interaction effect = 0.02, $F(1, 236) = 5.16$, $p = 0.02$

In order to evaluate the pattern of moderation of Perceived Autonomy Support-Work Climate on the relationship between Workplace Bullying and Personal Achievement, conditional effects were examined at the 16th, 50th, and 84th percentiles of the moderator (See Table 46a). As Perceived Autonomy Support-Work Climate increased the value of *b* increased, indicating a strengthening of the relationship between Workplace Bullying and Personal Achievement. Although results revealed statistically significant moderating effects, the pattern of moderation was not expected.

Table 46a

Conditional Effects of Workplace Bullying on Personal Achievement at Values of WClimate

<i>Wclimate*</i>	<i>b</i>	<i>p</i>	<i>LLCI</i>	<i>ULCI</i>
24	0	0.93	-0.02	0.02
36	-0.02	0.09	-0.04	0.002
42	-0.03	0.04	-0.05	-0.001

Note: LLCI, ULCI = Lower & upper limits of 95% CI.

*Values of moderator at the 16th, 50th, and 84th percentiles.

Perceived Autonomy Support-Work Climate was examined as a moderator of the relationship between the Work-Related Bullying facet of Workplace Bullying and the Emotional Exhaustion facet of Burnout. Specifically, Emotional Exhaustion was regressed on Work-Related Bullying (WRB), Perceived Autonomy Support-Work Climate (WClimate), and the interaction (Work-Related Bullying X Perceived Autonomy Support-Work Climate cross product). The results of that three-predictor multiple regression analysis are presented in Table 47. The interaction term did not explain a statistically significant increase in variance in emotional exhaustion ($\Delta R^2 = 0.001$, $F(1, 236)=0.3$, $p=0.59$). Thus Perceived Autonomy Support-Work Climate was not a significant moderator of the relationship between Work-Related Bullying and Emotional Exhaustion.

Table 47

Moderating Effect of Perceived Autonomy Support-Work Climate on the Relationship between Work-Related Bullying and Emotional Exhaustion

Emotional Exhaustion

<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	2.54	0.003	0.87	4.22
WRB	0.13	0.02	0.02	0.23
WClimate	-0.03	0.24	-0.08	0.02
WRB X WClimate	0.001	0.59	-0.003	0.004

Note: ΔR^2 change due to interaction effect = 0.001, $F(1, 236)=0.3$, $p=0.59$

Perceived Autonomy Support-Work Climate was examined as a moderator of the relationship between the Person-Related Bullying facet of Workplace Bullying and the Emotional Exhaustion facet of Burnout. Specifically, Emotional Exhaustion was regressed on Person-Related Bullying (PRB), Perceived Autonomy Support-Work Climate (WClimate), and the interaction (Person-Related Bullying X Perceived Autonomy Support-Work Climate cross product). The results of that three-predictor multiple regression analysis are presented in Table 48. The interaction term did not explain a statistically significant increase in variance in Emotional Exhaustion ($\Delta R^2 = 0.0003$, $F(1, 236)=0.1$, $p=0.75$). Thus Perceived Autonomy Support-Work Climate (PAS-WC) was not a significant moderator of the relationship between Person-Related Bullying and Emotional Exhaustion.

Table 48

Moderating Effect of Perceived Autonomy Support-Work Climate on the Relationship between Person-Related Bullying and Emotional Exhaustion

Emotional Exhaustion

<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	2.90	<.001	1.23	4.56
PRB	0.09	0.02	0.01	0.17
WClimate	-0.03	0.18	-0.08	0.02
PRB X WClimate	0.0004	0.75	-0.002	0.003

Note: ΔR^2 change due to interaction effect = 0.0003, $F(1, 236)=0.1$, $p=0.75$

Perceived Autonomy Support-Work Climate was examined as a moderator of the relationship between the Work-Related Bullying facet of Workplace Bullying and the Depersonalization facet of Burnout. Specifically, Depersonalization was regressed on Work-Related Bullying (WRB), Perceived Autonomy Support-Work Climate (WClimate), and the interaction (Work-Related Bullying X Perceived Autonomy Support-Work Climate cross product). The results of that three-predictor multiple regression analysis are presented in Table 49. The interaction term explained a statistically significant increase in variance in Depersonalization ($\Delta R^2 = 0.014$, $F(1, 236) = 4.23$, $p = 0.04$). Thus, Perceived Autonomy Support-Work Climate was a significant moderator of the relationship between Work-Related Bullying and Depersonalization.

Table 49

Moderating Effect of Perceived Autonomy Support-Work Climate on the Relationship between Work-Related Bullying and Depersonalization

Depersonalization

<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	2.61	<.001	1.26	3.95
WRB	0.01	0.89	-0.08	0.09
WClimate	-0.05	0.01	-0.09	-0.01
WRB X WClimate	0.003	0.04	0.0001	0.01

Note: ΔR^2 change due to interaction effect = 0.014, $F(1, 236) = 4.23$, $p = 0.04$

In order to evaluate the pattern of moderation of Perceived Autonomy Support-Work Climate on the relationship between Work-Related Bullying and Depersonalization, conditional effects were examined at the 16th, 50th, and 84th percentiles of the moderator (See Table 49a). As Perceived Autonomy Support-Work Climate increased the value of *b* increased, indicating a strengthening of the relationship between Work-Related Bullying and Depersonalization. Although results revealed statistically significant moderating effects, the pattern of moderation was not expected.

Table 49a

<i>Conditional Effects of Work-Related Bullying on Depersonalization at Values of WClimate</i>				
<i>WClimate*</i>	<i>b</i>	<i>p</i>	<i>LLCI</i>	<i>ULCI</i>
24	0.07	<0.001	0.04	0.11
36	0.11	<0.001	0.07	0.15
42	0.13	<0.001	0.08	0.18

Note: LLCI, ULCI = Lower & upper limits of 95% CI.

*Values of moderator at the 16th, 50th, and 84th percentiles.

Perceived Autonomy Support-Work Climate was examined as a moderator of the relationship between the Person-Related Bullying facet of Workplace Bullying and the Depersonalization facet of Burnout. Specifically, Depersonalization was regressed on Person-Related Bullying (PRB), Perceived Autonomy Support-Work Climate (WClimate), and the interaction (Person-Related Bullying X Perceived Autonomy Support-Work Climate cross product). The results of that three-predictor multiple regression analysis are presented in Table 50. The interaction term did not explain a statistically significant increase in variance in Depersonalization ($\Delta R^2 = 0.009$, $F(1, 236) = 2.71$, $p = 0.1$). Thus, Perceived Autonomy Support-Work Climate was not a significant moderator of the relationship between Person-Related Bullying and Depersonalization.

Table 50

Moderating Effect of Perceived Autonomy Support-Work Climate on the Relationship between Person-Related Bullying and Depersonalization

Depersonalization

<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	2.17	0.001	0.89	3.46
PRB	0.03	0.33	-0.03	0.09
WClimate	-0.04	0.02	-0.08	-0.01
PRB X WClimate	0.002	0.10	-0.0003	0.004

Note: ΔR^2 change due to interaction effect = 0.009, $F(1, 236) = 2.71$, $p = 0.1$

Perceived Autonomy Support-Work Climate was examined as a moderator of the relationship between the Work-Related Bullying facet of Workplace Bullying and the Personal Achievement facet of Burnout. Specifically, Personal Achievement was regressed on Work-Related Bullying (WRB), Perceived Autonomy Support-Work Climate (WClimate), and the interaction (Work-Related Bullying X Perceived Autonomy Support-Work Climate (PAS-WC) cross product). The results of that three-predictor multiple regression analysis are presented in Table 51. The interaction term explained a statistically significant increase in variance in Personal Achievement ($\Delta R^2 = 0.032$, $F(1, 236)=8.33$, $p=0$). Thus Perceived Autonomy Support-Work Climate was a significant moderator of the relationship between Work-Related Bullying and Personal Achievement.

Table 51

Moderating Effect of Perceived Autonomy Support-Work Climate on the Relationship between Work-Related Bullying and Personal Achievement

Personal Achievement

<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	3.04	<.001	1.68	4.39
WRB	0.12	0.01	0.03	0.20
WClimate	0.08	<.001	0.04	0.12
WRB X WClimate	-0.004	0.004	-0.01	-0.001

Note: ΔR^2 change due to interaction effect = 0.032, $F(1, 236)=8.33$, $p=0$

In order to evaluate the pattern of moderation of Perceived Autonomy Support-Work Climate on the relationship between Work-Related Bullying and Personal Achievement, conditional effects were examined at the 16th, 50th, and 84th percentiles of the moderator (See Table 51a). As Perceived Autonomy Support-Work Climate increased the value of *b* increased, indicating a strengthening of the relationship between Work-Related Bullying and Personal Achievement.

Although results revealed statistically significant moderating effects, the pattern of moderation was not expected.

Table 51a

<i>Conditional Effects of Work-Related Bullying on Personal Achievement at Values of WClimate</i>				
<i>WClimate*</i>	<i>b</i>	<i>p</i>	<i>LLCI</i>	<i>ULCI</i>
24	0.02	0.28	-0.02	0.05
36	-0.03	0.14	-0.07	0.01
42	-0.05	0.04	-0.10	-0.003

Note: LLCI, ULCI = Lower & upper limits of 95% CI.

*Values of moderator at the 16th, 50th, and 84th percentiles.

Perceived Autonomy Support-Work Climate was examined as a moderator of the relationship between the Person-Related Bullying facet of Workplace Bullying and the Personal Achievement facet of Burnout. Specifically, Personal Achievement was regressed on Person-Related Bullying (PRB), Perceived Autonomy Support-Work Climate (WClimate), and the interaction (Person-Related Bullying X Perceived Autonomy Support-Work Climate cross product). The results of that three-predictor multiple regression analysis are presented in Table 52. The interaction term explained a statistically significant increase in variance in Personal Achievement ($\Delta R^2 = 0.017$, $F(1, 236) = 4.22$, $p = 0.04$). Thus Perceived Autonomy Support-Work Climate was a significant moderator of the relationship between Person-Related Bullying and Personal Achievement.

Table 52

Moderating Effect of Perceived Autonomy Support-Work Climate on the Relationship between Person-Related Bullying and Personal Achievement

Personal Achievement

<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	3.99	<.001	2.69	5.29
PRB	0.04	0.17	-0.02	0.10
WClimate	0.06	0.003	0.02	0.10
PRB X WClimate	-0.002	0.04	-0.004	0.000

Note: ΔR^2 change due to interaction effect = 0.017, $F(1, 236) = 4.22$, $p = 0.04$

In order to evaluate the pattern of moderation of Perceived Autonomy Support-Work Climate on the relationship between Person-Related Bullying and Personal Achievement, conditional effects were examined at the 16th, 50th, and 84th percentiles of the moderator (See Table 52a). As Perceived Autonomy Support-Work Climate increased the value of *b* increased, indicating a strengthening of the relationship between Person-Related Bullying and Personal Achievement.

Although results revealed statistically significant moderating effects, the pattern of moderation was not expected.

Table 52a

<i>Conditional Effects of Person-Related Bullying on Personal Achievement at Values of WClimate</i>				
<i>WClimate*</i>	<i>b</i>	<i>p</i>	<i>LLCI</i>	<i>ULCI</i>
24	-0.01	0.53	-0.04	0.02
36	-0.03	0.05	-0.07	-0.001
42	-0.05	0.03	-0.09	-0.005

Note: LLCI, ULCI = Lower & upper limits of 95% CI.

*Values of moderator at the 16th, 50th, and 84th percentiles.

Organizational Justice Climate was examined as a moderator of the relationship between Workplace Bullying and the Emotional Exhaustion facet of Burnout. Specifically, Emotional Exhaustion was regressed on Workplace Bullying (Tot_WB), Organizational Justice Climate (Tot_Just), and the interaction (Workplace Bullying X Organizational Justice Climate cross product). The results of that three-predictor multiple regression analysis are presented in Table 53. The interaction term did not explain a statistically significant increase in variance in Emotional Exhaustion ($\Delta R^2 = 0.003$, $F(1, 236) = 1.07$, $p = 0.3$). Thus, Organizational Justice Climate was not a significant moderator of the relationship between Workplace Bullying and Emotional Exhaustion.

Table 53

Moderating Effect of Organizational Justice Climate on the Relationship between Workplace Bullying and Emotional Exhaustion

Emotional Exhaustion

<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	1.69	0.07	-0.12	3.50
Tot_WB	0.06	0.01	0.01	0.10
Tot_Just	-0.01	0.31	-0.04	0.01
Tot_WB X Tot_Just	0.0004	0.30	-0.0003	0.001

Note: ΔR^2 change due to interaction effect = 0.003, $F(1, 236) = 1.07$, $p = 0.3$

Organizational Justice Climate was examined as a moderator of the relationship between Workplace Bullying and the Depersonalization facet of Burnout. Specifically, Depersonalization was regressed on Workplace Bullying (Tot_WB), Organizational Justice Climate (Tot_Just), and the interaction (Workplace Bullying X Organizational Justice Climate cross product). The results of that three-predictor multiple regression analysis are presented in Table 54. The interaction term did not explain a statistically significant increase in variance in Depersonalization ($\Delta R^2 = 0.01$, $F(1, 236) = 4.13$, $p = 0.04$). Thus, Organizational Justice Climate was a significant moderator of the relationship between Workplace Bullying and Depersonalization

Table 54

Moderating Effect of Organizational Justice Climate on the Relationship between Workplace Bullying and Depersonalization

Depersonalization				
Predictor	<i>b</i>	<i>p</i>	95% CI	
Intercept	1.57	0.03	0.15	3.00
Tot_WB	0.02	0.31	-0.02	0.05
Tot_Just	-0.02	0.05	-0.04	-0.0002
Tot_WB X Tot_Just	0.001	0.04	0	0.001

Note: ΔR^2 change due to interaction effect = 0.01, $F(1, 236) = 4.13$, $p = 0.04$

In order to evaluate the pattern of moderation of Organizational Justice Climate on the relationship between Workplace Bullying and Depersonalization, conditional effects were examined at the 16th, 50th, and 84th percentiles of the moderator (See Table 54a). As Organizational Justice Climate increased the value of *b* increased, indicating a strengthening of the relationship between Workplace Bullying and Depersonalization. Although results revealed statistically significant moderating effects, the pattern of moderation was not expected.

Table 54a

<i>Conditional Effects of Workplace Bullying on Depersonalization at Values of Tot_Just</i>				
<i>Tot_Just*</i>	<i>b</i>	<i>p</i>	<i>LLCI</i>	<i>ULCI</i>
52	0.05	<0.001	0.03	0.07
83	0.07	<0.001	0.04	0.09
96	0.07	<0.001	0.04	0.10

Note: LLCI, ULCI = Lower & upper limits of 95% CI.

*Values of moderator at the 16th, 50th, and 84th percentiles.

Organizational Justice Climate was examined as a moderator of the relationship between Workplace Bullying and the Personal Achievement facet of Burnout. Specifically, Personal Achievement was regressed on Workplace Bullying (Tot_WB), Organizational Justice Climate (Tot_Just), and the interaction (Workplace Bullying X Organizational Justice Climate cross product). The results of that three-predictor multiple regression analysis are presented in Table 55. The interaction term did not explain a statistically significant increase in variance in Personal Achievement ($\Delta R^2 = 0.011$, $F(1, 236)=2.77$, $p=0.1$). Thus, Organizational Justice Climate was not a significant moderator of the relationship between Workplace Bullying and Personal Achievement.

Table 55

Moderating Effect of Organizational Justice Climate on the Relationship between Workplace Bullying and Personal Achievement

Personal Achievement				
Predictor	<i>b</i>	<i>p</i>	95% CI	
Intercept	3.91	<0.001	2.43	5.38
Tot_WB	0.03	0.16	-0.01	0.06
Tot_Just	0.03	0.01	0.01	0.04
Tot_WB X Tot_Just	-0.001	0.10	-0.001	0.0001

Note: ΔR^2 change due to interaction effect = 0.011, $F(1, 236)=2.77$, $p=0.1$

The Procedural Justice facet of Organizational Justice Climate (OJS) was examined as a moderator of the relationship between the Work-Related Bullying facet of the Workplace bullying and the Emotional Exhaustion facet of Burnout. Specifically, Emotional Exhaustion was regressed on Work-Related Bullying (WRB), Procedural Justice (procedur), and the interaction (Work-Related Bullying X Procedural Justice cross product). The results of that three-predictor multiple regression analysis are presented in Table 56. The interaction term did not explain a statistically significant increase in variance in Emotional Exhaustion ($\Delta R^2 = 0$, $F(1, 236)=0$, $p=0.95$). Thus, Procedural Justice was not a significant moderator of the relationship between Work-Related Bullying and Emotional Exhaustion.

Table 56

Moderating Effect of Procedural Justice on the Relationship between Work-Related Bullying and Emotional Exhaustion

Emotional Exhaustion				
<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	1.86	0.01	0.47	3.26
WRB	0.16	<0.001	0.07	0.25
procedur	-0.01	0.63	-0.07	0.04
WRB X procedur	0.0001	0.95	-0.004	0.004

Note: ΔR^2 change due to interaction effect = 0, $F(1, 236)=0$, $p=0.95$

The Distributive Justice facet of Organizational Justice Climate (OJS) was examined as a moderator of the relationship between the Work-Related Bullying facet of the Workplace bullying and the Emotional Exhaustion facet of Burnout. Specifically, Emotional Exhaustion was regressed on Work-Related Bullying (WRB), Distributive Justice (distribu), and the interaction (Work-Related Bullying X Distributive Justice cross product). The results of that three-predictor multiple regression analysis are presented in Table 57. The interaction term did not explain a statistically significant increase in variance in Emotional Exhaustion ($\Delta R^2 = 0.002$, $F(1, 236)=0.56$, $p=0.45$). Thus, Distributive Justice was not a significant moderator of the relationship between Work-Related Bullying and Emotional Exhaustion.

Table 57

Moderating Effect of Distributive Justice on the Relationship between Work-Related Bullying and Emotional Exhaustion

Emotional Exhaustion				
<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	2.41	<0.001	1.08	3.74
WRB	0.13	0.002	0.05	0.21
distribu	-0.06	0.18	-0.14	0.03
WRB X distribu	0.002	0.45	-0.004	0.01

Note: ΔR^2 change due to interaction effect = 0.002, $F(1, 236)=0.56$, $p=0.45$

The Interpersonal Justice facet of Organizational Justice Climate (OJS) was examined as a moderator of the relationship between the Work-Related Bullying facet of the Workplace bullying and the Emotional Exhaustion facet of Burnout. Specifically, Emotional Exhaustion was regressed on Work-Related Bullying (WRB), Interpersonal Justice (interp), and the interaction (Work-Related Bullying X Interpersonal Justice cross product). The results of that three-predictor multiple regression analysis are presented in Table 58. The interaction term did not explain a statistically significant increase in variance in Emotional Exhaustion ($\Delta R^2 = 0.0001$, $F(1, 236) = 0.03$, $p = 0.87$). Thus, Interpersonal Justice was not a significant moderator of the relationship between Work-Related Bullying and Emotional Exhaustion.

Table 58

Moderating Effect of Interpersonal Justice on the Relationship between Work-Related Bullying and Emotional Exhaustion

Emotional Exhaustion				
Predictor	<i>b</i>	<i>p</i>	95% CI	
Intercept	1.88	0.04	0.06	3.70
WRB	0.17	0.004	0.06	0.28
interper	-0.02	0.71	-0.12	0.08
WRB X interper	-0.001	0.87	-0.01	0.01

Note: ΔR^2 change due to interaction effect = 0.0001, $F(1, 236) = 0.03$, $p = 0.87$

The Informational Justice facet of Organizational Justice Climate (OJS) was examined as a moderator of the relationship between the Work-Related Bullying facet of the Workplace bullying and the Emotional Exhaustion facet of Burnout. Specifically, Emotional Exhaustion was regressed on Work-Related Bullying (WRB), Informational Justice (informat), and the interaction (Work-Related Bullying X Informational Justice cross product). The results of that three-predictor multiple regression analysis are presented in Table 59. The interaction term did not explain a statistically significant increase in variance in Emotional Exhaustion ($\Delta R^2 = 0.0002$, $F(1, 236)=0.06$, $p=0.8$). Thus, Informational Justice was not a significant moderator of the relationship between Work-Related Bullying and Emotional Exhaustion.

Table 59

Moderating Effect of Informational Justice on the Relationship between Work-Related Bullying and Emotional Exhaustion

Emotional Exhaustion				
<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	1.59	0.03	0.12	3.05
WRB	0.16	0.001	0.06	0.26
informat	-0.01	0.79	-0.08	0.06
WRB X informat	0.001	0.80	-0.005	0.01

Note: ΔR^2 change due to interaction effect = 0.0002, $F(1, 236)=0.06$, $p=0.8$

Organizational Justice Climate was examined as a moderator of the relationship between the Work-Related Bullying facet of Workplace Bullying and the Emotional Exhaustion facet of Burnout. Specifically, Emotional Exhaustion was regressed on Work-Related Bullying (WRB), Organizational Justice Climate (Tot_Just), and the interaction (Work-Related Bullying X Organizational Justice Climate cross product). The results of that three-predictor multiple regression analysis are presented in Table 60. The interaction term did not explain a statistically significant increase in variance in emotional exhaustion ($\Delta R^2 = 0.0001$, $F(1, 236)=0.03$, $p=0.87$). Thus, Organizational Justice Climate was not a significant moderator of the relationship between Work-Related Bullying and Emotional Exhaustion.

Table 60

Moderating Effect of Organizational Justice on the Relationship between Work-Related Bullying and Emotional Exhaustion

Emotional Exhaustion				
<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	2.04	0.01	0.44	3.65
WRB	0.15	0.004	0.05	0.25
Tot_Just	-0.01	0.53	-0.03	0.01
WRB X Tot_Just	0.0001	0.87	-0.001	0.002

Note: ΔR^2 change due to interaction effect = 0.0001, $F(1, 236)=0.03$, $p=0.87$

The Procedural Justice facet of Organizational Justice Climate (OJS) was examined as a moderator of the relationship between the Person-Related Bullying facet of the Workplace bullying and the Emotional Exhaustion facet of Burnout. Specifically, Emotional Exhaustion was regressed on Person-Related Bullying (PRB), Procedural Justice (procedur), and the interaction (Person-Related Bullying X Procedural Justice cross product). The results of that three-predictor multiple regression analysis are presented in Table 61. The interaction term did not explain a statistically significant increase in variance in Emotional Exhaustion ($\Delta R^2 = 0.001$, $F(1, 236)=0.23$, $p=0.63$). Thus, Procedural Justice was not a significant moderator of the relationship between Person-Related Bullying and Emotional Exhaustion.

Table 61

Moderating Effect of Procedural Justice on the Relationship between Person-Related Bullying and Emotional Exhaustion

Emotional Exhaustion				
Predictor	<i>b</i>	<i>p</i>	95% CI	
Intercept	2.01	0.01	0.47	3.54
PRB	0.12	0.002	0.04	0.20
procedur	-0.01	0.85	-0.07	0.06
PRB X procedur	-0.001	0.63	-0.01	0.003

Note: ΔR^2 change due to interaction effect = 0.001, $F(1, 236)=0.23$, $p=0.63$

The Distributive Justice facet of Organizational Justice Climate (OJS) was examined as a moderator of the relationship between the Person-Related Bullying facet of the Workplace bullying and the Emotional Exhaustion facet of Burnout. Specifically, Emotional Exhaustion was regressed on Person-Related Bullying (PRB), Distributive Justice (distribu), and the interaction (Person-Related Bullying X Distributive Justice cross product). The results of that three-predictor multiple regression analysis are presented in Table 62. The interaction term did not explain a statistically significant increase in variance in Emotional Exhaustion ($\Delta R^2 = 0.005$, $F(1, 236)=1.47$, $p=0.23$). Thus, Distributive Justice was not a significant moderator of the relationship between Person-Related Bullying and Emotional Exhaustion.

Table 62

Moderating Effect of Distributive Justice on the Relationship between Person-Related Bullying and Emotional Exhaustion

Emotional Exhaustion				
<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	3.19	<0.001	1.71	4.68
PRB	0.06	0.09	-0.01	0.13
distribu	-0.11	0.04	-0.21	-0.003
PRB X distribu	0.004	0.23	-0.002	0.01

Note: ΔR^2 change due to interaction effect = 0.005, $F(1, 236)=1.47$, $p=0.23$

The Interpersonal Justice facet of Organizational Justice Climate (OJS) was examined as a moderator of the relationship between the Person-Related Bullying facet of the Workplace bullying and the Emotional Exhaustion facet of Burnout. Specifically, Emotional Exhaustion was regressed on Person-Related Bullying (PRB), Interpersonal Justice (interp), and the interaction (Person-Related Bullying X Interpersonal Justice cross product). The results of that three-predictor multiple regression analysis are presented in Table 63. The interaction term did not explain a statistically significant increase in variance in Emotional Exhaustion ($\Delta R^2 = 0.004$, $F(1, 236)=1.21$, $p=0.27$). Thus, Interpersonal Justice was not a significant moderator of the relationship between Person-Related Bullying and Emotional Exhaustion.

Table 63

Moderating Effect of Interpersonal Justice on the Relationship between Person-Related Bullying and Emotional Exhaustion

Emotional Exhaustion				
Predictor	<i>b</i>	<i>p</i>	95% CI	
Intercept	2.31	0.01	0.50	4.12
PRB	0.08	0.03	0.01	0.16
interper	-0.06	0.27	-0.17	0.05
PRB X interper	0.003	0.27	-0.003	0.01

Note: ΔR^2 change due to interaction effect = 0.004, $F(1, 236)=1.21$, $p=0.27$

The Informational Justice facet of Organizational Justice Climate (OJS) was examined as a moderator of the relationship between the Person-Related Bullying facet of the Workplace bullying and the Emotional Exhaustion facet of Burnout. Specifically, Emotional Exhaustion was regressed on Person-Related Bullying (PRB), Informational Justice (informat), and the interaction (Person-Related Bullying X Informational Justice cross product). The results of that three-predictor multiple regression analysis are presented in Table 64. The interaction term did not explain a statistically significant increase in variance in Emotional Exhaustion ($\Delta R^2 = 0.0003$, $F(1, 236)=0.08$, $p=0.78$). Thus, Informational Justice was not a significant moderator of the relationship between Person-Related Bullying and Emotional Exhaustion.

Table 64

Moderating Effect of Informational Justice on the Relationship between Person-Related Bullying and Emotional Exhaustion

Emotional Exhaustion				
<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	1.72	0.03	0.20	3.23
PRB	0.11	0.003	0.04	0.19
informat	-0.02	0.72	-0.10	0.07
PRB X informat	0.001	0.78	-0.004	0.01

Note: ΔR^2 change due to interaction effect = 0.0003, $F(1, 236)=0.08$, $p=0.78$

Organizational Justice Climate was examined as a moderator of the relationship between the Person-Related Bullying facet of Workplace Bullying and the Emotional Exhaustion facet of Burnout. Specifically, Emotional Exhaustion was regressed on Person-Related Bullying (PRB), Organizational Justice Climate (Tot_Just), and the interaction (Person-Related Bullying X Organizational Justice Climate cross product). The results of that three-predictor multiple regression analysis are presented in Table 65. The interaction term did not explain a statistically significant increase in variance in emotional exhaustion ($\Delta R^2 = 0.0004$, $F(1, 236)=0.14$, $p=0.71$). Thus, Organizational Justice Climate was not a significant moderator of the relationship between Person-Related Bullying and Emotional Exhaustion.

Table 65

Moderating Effect of Organizational Justice on the Relationship between Person-Related Bullying and Emotional Exhaustion

Emotional Exhaustion				
Predictor	<i>b</i>	<i>p</i>	95% CI	
Intercept	2.51	0.004	0.81	4.20
PRB	0.09	0.02	0.01	0.17
Tot_Just	-0.01	0.34	-0.03	0.01
PRB X Tot_Just	0.0003	0.71	-0.001	0.002

Note: ΔR^2 change due to interaction effect = 0.0004, $F(1, 236)=0.14$, $p=0.71$

The Procedural Justice facet of Organizational Justice Climate (OJS) was examined as a moderator of the relationship between the Work-Related Bullying facet of the Workplace bullying and the Depersonalization facet of Burnout. Specifically, Depersonalization was regressed on Work-Related Bullying (WRB), Procedural Justice (procedur), and the interaction (Work-Related Bullying X Procedural Justice cross product). The results of that three-predictor multiple regression analysis are presented in Table 66. The interaction term did not explain a statistically significant increase in variance in Depersonalization ($\Delta R^2 = 0.01$, $F(1, 236)=1.82$, $p=0.18$). Thus, Procedural Justice was not a significant moderator of the relationship between Work-Related Bullying and Depersonalization.

Table 66

Moderating Effect of Procedural Justice on the Relationship between Work-Related Bullying and Depersonalization

Depersonalization

<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	1.90	0.001	0.78	3.02
WRB	0.04	0.23	-0.03	0.12
procedur	-0.04	0.06	-0.08	0.002
WRB X procedur	0.002	0.18	-0.001	0.01

Note: ΔR^2 change due to interaction effect = 0.01, $F(1, 236)=1.82$, $p=0.18$

The Distributive Justice facet of Organizational Justice Climate (OJS) was examined as a moderator of the relationship between the Work-Related Bullying facet of the Workplace bullying and the Depersonalization facet of Burnout. Specifically, Depersonalization was regressed on Work-Related Bullying (WRB), Distributive Justice (distribu), and the interaction (Work-Related Bullying X Distributive Justice cross product). The results of that three-predictor multiple regression analysis are presented in Table 67. The interaction term did not explain a statistically significant increase in variance in Depersonalization ($\Delta R^2 = 0.01$, $F(1, 236)=3.53$, $p=0.06$). Thus, Distributive Justice was not a significant moderator of the relationship between Work-Related Bullying and Depersonalization.

Table 67

Moderating Effect of Distributive Justice on the Relationship between Work-Related Bullying and Depersonalization

<i>Depersonalization</i>				
<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	1.92	<0.001	0.85	3.00
WRB	0.04	0.27	-0.03	0.10
distribu	-0.08	0.03	-0.14	-0.01
WRB X distribu	0.005	0.06	-0.0002	0.01

Note: ΔR^2 change due to interaction effect = 0.01, $F(1, 236)=3.53$, $p=0.06$

The Interpersonal Justice facet of Organizational Justice Climate (OJS) was examined as a moderator of the relationship between the Work-Related Bullying facet of the Workplace bullying and the Depersonalization facet of Burnout. Specifically, Depersonalization was regressed on Work-Related Bullying (WRB), Interpersonal Justice (interp), and the interaction (Work-Related Bullying X Interpersonal Justice cross product). The results of that three-predictor multiple regression analysis are presented in Table 68. The interaction term did not explain a statistically significant increase in variance in Depersonalization ($\Delta R^2 = 0.004$, $F(1, 236) = 1.11$, $p = 0.29$). Thus, Interpersonal Justice was not a significant moderator of the relationship between Work-Related Bullying and Depersonalization.

Table 68

Moderating Effect of Interpersonal Justice on the Relationship between Work-Related Bullying and Depersonalization

<i>Depersonalization</i>				
<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	1.84	0.01	0.37	3.31
WRB	0.05	0.30	-0.04	0.14
interper	-0.06	0.17	-0.14	0.02
WRB X interper	0.003	0.29	-0.003	0.01

Note: ΔR^2 change due to interaction effect = 0.004, $F(1, 236) = 1.11$, $p = 0.29$

The Informational Justice facet of Organizational Justice Climate (OJS) was examined as a moderator of the relationship between the Work-Related Bullying facet of the Workplace bullying and the Depersonalization facet of Burnout. Specifically, Depersonalization was regressed on Work-Related Bullying (WRB), Informational Justice (informat), and the interaction (Work-Related Bullying X Informational Justice cross product). The results of that three-predictor multiple regression analysis are presented in Table 69. The interaction term did not explain a statistically significant increase in variance in Depersonalization ($\Delta R^2 = 0.01$, $F(1, 236) = 2.05$, $p = 0.15$). Thus, Informational Justice was not a significant moderator of the relationship between Work-Related Bullying and Depersonalization.

Table 69

Moderating Effect of Informational Justice on the Relationship between Work-Related Bullying and Depersonalization

<i>Depersonalization</i>				
<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	1.87	0.002	0.69	3.05
WRB	0.04	0.31	-0.04	0.12
informat	-0.05	0.07	-0.11	0.01
WRB X informat	0.003	0.15	-0.001	0.01

Note: ΔR^2 change due to interaction effect = 0.01, $F(1, 236) = 2.05$, $p = 0.15$

Organizational Justice Climate was examined as a moderator of the relationship between the Work-Related Bullying facet of Workplace Bullying and the Depersonalization facet of Burnout. Specifically, Depersonalization was regressed on Work-Related Bullying (WRB), Organizational Justice Climate (Tot_Just), and the interaction (Work-Related Bullying X Organizational Justice Climate cross product). The results of that three-predictor multiple regression analysis are presented in Table 70. The interaction term did not explain a statistically significant increase in variance in Depersonalization ($\Delta R^2 = 0.01$, $F(1, 236)=2.29$, $p=0.13$). Thus, Organizational Justice Climate was not a significant moderator of the relationship between Work-Related Bullying and Depersonalization.

Table 70

Moderating Effect of Organizational Justice on the Relationship between Work-Related Bullying and Depersonalization

Depersonalization				
Predictor	<i>b</i>	<i>p</i>	95% CI	
Intercept	2.15	0.001	0.86	3.44
WRB	0.03	0.47	-0.05	0.11
Tot_Just	-0.02	0.04	-0.03	-0.001
WRB X Tot_Just	0.001	0.13	-0.0003	0.002

Note: ΔR^2 change due to interaction effect = 0.01, $F(1, 236)=2.29$, $p=0.13$

The Procedural Justice facet of Organizational Justice Climate (OJS) was examined as a moderator of the relationship between the Person-Related Bullying facet of the Workplace bullying and the Depersonalization facet of Burnout. Specifically, Depersonalization was regressed on Person-Related Bullying (PRB), Procedural Justice (procedur), and the interaction (Person-Related Bullying X Procedural Justice cross product). The results of that three-predictor multiple regression analysis are presented in Table 71. The interaction term did not explain a statistically significant increase in variance in Depersonalization ($\Delta R^2 = 0$, $F(1, 236)=0.44$, $p=0.51$). Thus, Procedural Justice was not a significant moderator of the relationship between Person-Related Bullying and Depersonalization.

Table 71

Moderating Effect of Procedural Justice on the Relationship between Person-Related Bullying and Depersonalization

<i>Depersonalization</i>				
<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	1.44	0.02	0.26	2.62
PRB	0.06	0.07	-0.004	0.12
procedur	-0.03	0.26	-0.08	0.02
PRB X procedur	0.001	0.51	-0.002	0.004

Note: ΔR^2 change due to interaction effect = 0, $F(1, 236)=0.44$, $p=0.51$

The Distributive Justice facet of Organizational Justice Climate (OJS) was examined as a moderator of the relationship between the Person-Related Bullying facet of the Workplace bullying and the Depersonalization facet of Burnout. Specifically, Depersonalization was regressed on Person-Related Bullying (PRB), Distributive Justice (distribu), and the interaction (Person-Related Bullying X Distributive Justice cross product). The results of that three-predictor multiple regression analysis are presented in Table 72. The interaction term did not explain a statistically significant increase in variance in Depersonalization ($\Delta R^2 = 0.01$, $F(1, 236)=4.35$, $p=0.04$). Thus, Distributive Justice was a significant moderator of the relationship between Person-Related Bullying and Depersonalization.

Table 72

Moderating Effect of Distributive Justice on the Relationship between Person-Related Bullying and Depersonalization

Depersonalization

<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	1.91	0.001	0.77	3.06
PRB	0.03	0.36	-0.03	0.08
distribu	-0.10	0.02	-0.18	-0.02
PRB X distribu	0.005	0.04	0.0003	0.01

Note: ΔR^2 change due to interaction effect = 0.01, $F(1, 236)=4.35$, $p=0.04$

In order to evaluate the pattern of moderation of Distributive Justice on the relationship between Person-Related Bullying and Depersonalization, conditional effects were examined at the 16th, 50th, and 84th percentiles of the moderator (See Table 72a). As Distributive Justice increased the value of b increased, indicating a strengthening of the relationship between Person-Related Bullying and Depersonalization. Although results revealed statistically significant moderating effects, the pattern of moderation was not expected.

Table 72a

<i>Conditional Effects of Person-Related Bullying on Depersonalization at Values of distribu</i>				
<i>distribu*</i>	<i>b</i>	<i>p</i>	<i>LLCI</i>	<i>ULCI</i>
9	0.07	<0.001	0.04	0.10
16	0.1	<0.001	0.07	0.14
20	0.12	<0.001	0.07	0.18

Note: LLCI, ULCI = Lower & upper limits of 95% CI.

*Values of moderator at the 16th, 50th, and 84th percentiles.

The Interpersonal Justice facet of Organizational Justice Climate (OJS) was examined as a moderator of the relationship between the Person-Related Bullying facet of the Workplace bullying and the Depersonalization facet of Burnout. Specifically, Depersonalization was regressed on Person-Related Bullying (PRB), Interpersonal Justice (interp), and the interaction (Person-Related Bullying X Interpersonal Justice cross product). The results of that three-predictor multiple regression analysis are presented in Table 73. The interaction term did not explain a statistically significant increase in variance in Depersonalization ($\Delta R^2 = 0.01$, $F(1, 236) = 2.8$, $p = 0.1$). Thus, Interpersonal Justice was not a significant moderator of the relationship between Person-Related Bullying and Depersonalization.

Table 73

Moderating Effect of Interpersonal Justice on the Relationship between Person-Related Bullying and Depersonalization

<i>Depersonalization</i>				
<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	1.16	0.10	-0.23	2.55
PRB	0.05	0.11	-0.01	0.11
interper	-0.05	0.22	-0.13	0.03
PRB X interper	0.004	0.10	-0.001	0.01

Note: ΔR^2 change due to interaction effect = 0.01, $F(1, 236) = 2.8$, $p = 0.1$

The Informational Justice facet of Organizational Justice Climate (OJS) was examined as a moderator of the relationship between the Person-Related Bullying facet of the Workplace bullying and the Depersonalization facet of Burnout. Specifically, Depersonalization was regressed on Person-Related Bullying (PRB), Informational Justice (informat), and the interaction (Person-Related Bullying X Informational Justice cross product). The results of that three-predictor multiple regression analysis are presented in Table 74. The interaction term did not explain a statistically significant increase in variance in Depersonalization ($\Delta R^2 = 0.01$, $F(1, 236) = 1.56$, $p = 0.21$). Thus, Informational Justice was not a significant moderator of the relationship between Person-Related Bullying and Depersonalization.

Table 74

Moderating Effect of Informational Justice on the Relationship between Person-Related Bullying and Depersonalization

<i>Depersonalization</i>				
<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	1.42	0.02	0.26	2.58
PRB	0.05	0.10	-0.01	0.11
informat	-0.05	0.16	-0.11	0.02
PRB X informat	0.003	0.21	-0.001	0.01

Note: ΔR^2 change due to interaction effect = 0.01, $F(1, 236) = 1.56$, $p = 0.21$

Organizational Justice Climate was examined as a moderator of the relationship between the Person-Related Bullying facet of Workplace Bullying and the Depersonalization facet of Burnout. Specifically, Depersonalization was regressed on Person-Related Bullying (PRB), Organizational Justice Climate (Tot_Just), and the interaction (Person-Related Bullying X Organizational Justice Climate cross product). The results of that three-predictor multiple regression analysis are presented in Table 75. The interaction term did not explain a statistically significant increase in variance in Depersonalization ($\Delta R^2 = 0.01$, $F(1, 236)=2.12$, $p=0.15$). Thus, Organizational Justice Climate was not a significant moderator of the relationship between Person-Related Bullying and Depersonalization.

Table 75

Moderating Effect of Organizational Justice on the Relationship between Person-Related Bullying and Depersonalization

Depersonalization				
Predictor	<i>b</i>	<i>p</i>	95% CI	
Intercept	1.71	0.01	0.41	3.01
PRB	0.04	0.25	-0.03	0.10
Tot_Just	-0.02	0.08	-0.03	0.002
PRB X Tot_Just	0.001	0.15	-0.0003	0.002

Note: ΔR^2 change due to interaction effect = 0.01, $F(1, 236)=2.12$, $p=0.15$

The Procedural Justice facet of Organizational Justice Climate (OJS) was examined as a moderator of the relationship between the Work-Related Bullying facet of the Workplace bullying and the Personal Achievement facet of Burnout. Specifically, Personal Achievement was regressed on Work-Related Bullying (WRB), Procedural Justice (procedur), and the interaction (Work-Related Bullying X Procedural Justice cross product). The results of that three-predictor multiple regression analysis are presented in Table 76. The interaction term did not explain a statistically significant increase in variance in Personal Achievement ($\Delta R^2 = 0.02$, $F(1, 236) = 5.13$, $p = 0.02$). Thus, Procedural Justice was not a significant moderator of the relationship between Work-Related Bullying and Personal Achievement.

Table 76

Moderating Effect of Procedural Justice on the Relationship between Work-Related Bullying and Personal Achievement

Personal Achievement

<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	3.62	<0.001	2.50	4.74
WRB	0.08	0.03	0.01	0.15
procedur	0.08	<0.001	0.04	0.12
WRB X procedur	-0.004	0.02	-0.01	-0.001

Note: ΔR^2 change due to interaction effect = 0.02, $F(1, 236) = 5.13$, $p = 0.02$

In order to evaluate the pattern of moderation of Procedural Justice on the relationship between Work-Related Bullying and Personal Achievement, conditional effects were examined at the 16th, 50th, and 84th percentiles of the moderator (See Table 76a). As Procedural Justice increased the value of *b* increased, indicating a strengthening of the relationship between Work-Related Bullying and Personal Achievement. Although results revealed statistically significant moderating effects, the pattern of moderation was not expected.

Table 76a

<i>Conditional Effects of Work-Related Bullying on Personal Achievement at Values of procedural*</i>				
<i>procedur*</i>	<i>b</i>	<i>p</i>	<i>LLCI</i>	<i>ULCI</i>
17	0.02	0.33	-0.02	0.05
27	-0.02	0.33	-0.06	0.02
33	-0.04	0.13	-0.10	0.01

Note: LLCI, ULCI = Lower & upper limits of 95% CI.

*Values of moderator at the 16th, 50th, and 84th percentiles.

The Distributive Justice facet of Organizational Justice Climate (OJS) was examined as a moderator of the relationship between the Work-Related Bullying facet of the Workplace bullying and the Personal Achievement facet of Burnout. Specifically, Personal Achievement was regressed on Work-Related Bullying (WRB), Distributive Justice (distribu), and the interaction (Work-Related Bullying X Distributive Justice cross product). The results of that three-predictor multiple regression analysis are presented in Table 77. The interaction term did not explain a statistically significant increase in variance in Personal Achievement ($\Delta R^2 = 0.01$, $F(1, 236)=2.74$, $p=0.1$). Thus, Distributive Justice was not a significant moderator of the relationship between Work-Related Bullying and Personal Achievement .

Table 77

Moderating Effect of Distributive Justice on the Relationship between Work-Related Bullying and Personal Achievement

Personal Achievement

<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	4.18	<0.001	3.09	5.28
WRB	0.05	0.14	-0.02	0.12
distribu	0.10	0.01	0.03	0.16
WRB X distribu	-0.004	0.10	-0.01	0.001

Note: ΔR^2 change due to interaction effect = 0.01, $F(1, 236)=2.74$, $p=0.1$

The Interpersonal Justice facet of Organizational Justice Climate (OJS) was examined as a moderator of the relationship between the Work-Related Bullying facet of the Workplace bullying and the Personal Achievement facet of Burnout. Specifically, Personal Achievement was regressed on Work-Related Bullying (WRB), Interpersonal Justice (interp), and the interaction (Work-Related Bullying X Interpersonal Justice cross product). The results of that three-predictor multiple regression analysis are presented in Table 78. The interaction term did not explain a statistically significant increase in variance in Personal Achievement ($\Delta R^2 = 0.01$, $F(1, 236)=1.8$, $p=0.18$). Thus, Interpersonal Justice was not a significant moderator of the relationship between Work-Related Bullying and Personal Achievement .

Table 78

Moderating Effect of Interpersonal Justice on the Relationship between Work-Related Bullying and Personal Achievement

Personal Achievement

<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	4.48	<0.001	2.97	5.99
WRB	0.04	0.37	-0.05	0.14
interper	0.07	0.09	-0.01	0.16
WRB X interper	-0.004	0.18	-0.01	0.002

Note: ΔR^2 change due to interaction effect = 0.01, $F(1, 236)=1.8$, $p=0.18$

The Informational Justice facet of Organizational Justice Climate (OJS) was examined as a moderator of the relationship between the Work-Related Bullying facet of the Workplace bullying and the Personal Achievement facet of Burnout. Specifically, Personal Achievement was regressed on Work-Related Bullying (WRB), Informational Justice (informat), and the interaction (Work-Related Bullying X Informational Justice cross product). The results of that three-predictor multiple regression analysis are presented in Table 79. The interaction term did not explain a statistically significant increase in variance in Personal Achievement ($\Delta R^2 = 0.004$, $F(1, 236)=0.97$, $p=0.33$). Thus, Informational Justice was not a significant moderator of the relationship between Work-Related Bullying and Personal Achievement .

Table 79

Moderating Effect of Informational Justice on the Relationship between Work-Related Bullying and Personal Achievement

Personal Achievement

<i>Predictor</i>	<i>b</i>	<i>p</i>	<i>95% CI</i>	
Intercept	4.64	<0.001	3.43	5.85
WRB	0.03	0.49	-0.05	0.11
informat	0.05	0.08	-0.01	0.11
WRB X informat	-0.002	0.33	-0.01	0.002

Note: ΔR^2 change due to interaction effect = 0.004, $F(1, 236)=0.97$, $p=0.33$

Organizational Justice Climate was examined as a moderator of the relationship between the Work-Related Bullying facet of Workplace Bullying and the Personal Achievement facet of Burnout. Specifically, Personal Achievement was regressed on Work-Related Bullying (WRB), Organizational Justice Climate (Tot_Just), and the interaction (Work-Related Bullying X Organizational Justice Climate cross product). The results of that three-predictor multiple regression analysis are presented in Table 80. The interaction term did not explain a statistically significant increase in variance in Personal Achievement ($\Delta R^2 = 0.012$, $F(1, 236)=3.01$, $p=0.08$). Thus, Organizational Justice Climate was not a significant moderator of the relationship between Work-Related Bullying and Personal Achievement.

Table 80

Moderating Effect of Organizational Justice on the Relationship between Work-Related Bullying and Personal Achievement

Personal Achievement				
Predictor	<i>b</i>	<i>p</i>	95% CI	
Intercept	3.72	<0.001	2.41	5.03
WRB	0.07	0.09	-0.01	0.16
Tot_Just	0.02	0.004	0.01	0.04
WRB X Tot_Just	-0.001	0.08	-0.002	0.0001

Note: ΔR^2 change due to interaction effect = 0.012, $F(1, 236)=3.01$, $p=0.08$

The Procedural Justice facet of Organizational Justice Climate (OJS) was examined as a moderator of the relationship between the Person-Related Bullying facet of the Workplace bullying and the Personal Achievement facet of Burnout. Specifically, Personal Achievement was regressed on Person-Related Bullying (PRB), Procedural Justice (procedur), and the interaction (Person-Related Bullying X Procedural Justice cross product). The results of that three-predictor multiple regression analysis are presented in Table 81. The interaction term did not explain a statistically significant increase in variance in Personal Achievement ($\Delta R^2 = 0.014$, $F(1, 236)=3.61$, $p=0.06$). Thus, Procedural Justice was not a significant moderator of the relationship between Person-Related Bullying and Personal Achievement.

Table 81

Moderating Effect of Procedural Justice on the Relationship between Person-Related Bullying and Personal Achievement

Personal Achievement				
Predictor	<i>b</i>	<i>p</i>	95% <i>CI</i>	
Intercept	4.10	<0.001	2.91	5.29
PRB	0.04	0.15	-0.02	0.10
procedur	0.07	0.005	0.02	0.13
PRB X procedur	-0.003	0.06	-0.006	0.0001

Note: ΔR^2 change due to interaction effect = 0.014, $F(1, 236)=3.61$, $p=0.06$

The Distributive Justice facet of Organizational Justice Climate (OJS) was examined as a moderator of the relationship between the Person-Related Bullying facet of the Workplace bullying and the Personal Achievement facet of Burnout. Specifically, Personal Achievement was regressed on Person-Related Bullying (PRB), Distributive Justice (distribu), and the interaction (Person-Related Bullying X Distributive Justice cross product). The results of that three-predictor multiple regression analysis are presented in Table 82. The interaction term did not explain a statistically significant increase in variance in Personal Achievement ($\Delta R^2 = 0.018$, $F(1, 236) = 4.54$, $p = 0.03$). Thus, Distributive Justice was a significant moderator of the relationship between Person-Related Bullying and Personal Achievement.

Table 82

Moderating Effect of Distributive Justice on the Relationship between Person-Related Bullying and Personal Achievement

Personal Achievement				
Predictor	<i>b</i>	<i>p</i>	95% CI	
Intercept	4.32	<0.001	3.15	5.48
PRB	0.04	0.18	-0.02	0.09
distribu	0.12	0.01	0.03	0.20
PRB X distribu	-0.005	0.03	-0.01	-0.0004

Note: ΔR^2 change due to interaction effect = 0.018, $F(1, 236) = 4.54$, $p = 0.03$

In order to evaluate the pattern of moderation of Distributive Justice on the relationship between Person-Related Bullying and Personal Achievement, conditional effects were examined at the 16th, 50th, and 84th percentiles of the moderator (See Table 82a). As Distributive Justice increased the value of *b* increased, indicating a strengthening of the relationship between Person-Related Bullying and Personal Achievement. Although results revealed statistically significant moderating effects, the pattern of moderation was not expected.

Table 82a

<i>Conditional Effects of Person-Related Bullying on Personal Achievement at Values of distribu</i>				
<i>distribu*</i>	<i>b</i>	<i>p</i>	<i>LLCI</i>	<i>ULCI</i>
9	-0.01	0.62	-0.04	0.02
16	-0.04	0.03	-0.08	-0.004
20	-0.06	0.02	-0.12	-0.01

Note: LLCI, ULCI = Lower & upper limits of 95% CI.

*Values of moderator at the 16th, 50th, and 84th percentiles.

The Interpersonal Justice facet of Organizational Justice Climate (OJS) was examined as a moderator of the relationship between the Person-Related Bullying facet of the Workplace bullying and the Personal Achievement facet of Burnout. Specifically, Personal Achievement was regressed on Person-Related Bullying (PRB), Interpersonal Justice (interp), and the interaction (Person-Related Bullying X Interpersonal Justice cross product). The results of that three-predictor multiple regression analysis are presented in Table 83. The interaction term did not explain a statistically significant increase in variance in Personal Achievement ($\Delta R^2 = 0.005$, $F(1, 236)=1.18$, $p=0.28$). Thus, Interpersonal Justice was not a significant moderator of the relationship between Person-Related Bullying and Personal Achievement.

Table 83

Moderating Effect of Interpersonal Justice on the Relationship between Person-Related Bullying and Personal Achievement

Personal Achievement				
Predictor	<i>b</i>	<i>p</i>	95% CI	
Intercept	5.33	<0.001	3.90	6.76
PRB	-0.0001	1.00	-0.06	0.06
interper	0.05	0.27	-0.04	0.13
PRB X interper	-0.002	0.28	-0.01	0.002

Note: ΔR^2 change due to interaction effect = 0.005, $F(1, 236)=1.18$, $p=0.28$

The Informational Justice facet of Organizational Justice Climate (OJS) was examined as a moderator of the relationship between the Person-Related Bullying facet of the Workplace bullying and the Personal Achievement facet of Burnout. Specifically, Personal Achievement was regressed on Person-Related Bullying (PRB), Informational Justice (informat), and the interaction (Person-Related Bullying X Informational Justice cross product). The results of that three-predictor multiple regression analysis are presented in Table 84. The interaction term did not explain a statistically significant increase in variance in Personal Achievement ($\Delta R^2 = 0.021$, $F(1, 236) = 5.21$, $p = 0.02$). Thus, Informational Justice was a significant moderator of the relationship between Person-Related Bullying and Personal Achievement.

Table 84

Moderating Effect of Informational Justice on the Relationship between Person-Related Bullying and Personal Achievement

Personal Achievement				
Predictor	<i>b</i>	<i>p</i>	95% CI	
Intercept	4.48	<0.001	3.31	5.66
PRB	0.04	0.19	-0.02	0.10
informat	0.09	0.01	0.02	0.16
PRB X informat	-0.005	0.02	-0.009	-0.001

Note: ΔR^2 change due to interaction effect = 0.021, $F(1, 236) = 5.21$, $p = 0.02$

In order to evaluate the pattern of moderation of Informational Justice on the relationship between Person-Related Bullying and Personal Achievement, conditional effects were examined at the 16th, 50th, and 84th percentiles of the moderator (See Table 84a). As Informational Justice increased the value of *b* increased, indicating a strengthening of the relationship between Person-Related Bullying and Personal Achievement. Although results revealed statistically significant moderating effects, the pattern of moderation was not expected.

Table 84a

Conditional Effects of Person-Related Bullying on Personal Achievement at Values of informat
*informat**

	<i>b</i>	<i>p</i>	<i>LLCI</i>	<i>ULCI</i>
12	-0.02	0.27	-0.04	0.01
20	-0.05	0.01	-0.09	-0.01
25	-0.08	0.01	-0.13	-0.02

Note: LLCI, ULCI = Lower & upper limits of 95% CI.

*Values of moderator at the 16th, 50th, and 84th percentiles.

Organizational Justice Climate was examined as a moderator of the relationship between the Person-Related Bullying facet of Workplace Bullying and the Personal Achievement facet of Burnout. Specifically, Personal Achievement was regressed on Person-Related Bullying (PRB), Organizational Justice Climate (Tot_Just), and the interaction (Person-Related Bullying X Organizational Justice Climate cross product). The results of that three-predictor multiple regression analysis are presented in Table 85. The interaction term did not explain a statistically significant increase in variance in Personal Achievement ($\Delta R^2 = 0.01$, $F(1, 236)=3.69$, $p=0.06$). Thus, Organizational Justice Climate was not a significant moderator of the relationship between Person-Related Bullying and Personal Achievement.

Table 85

Moderating Effect of Organizational Justice on the Relationship between Person-Related Bullying and Personal Achievement

Personal Achievement

Predictor	<i>b</i>	<i>p</i>	95% CI	
Intercept	4.11	<0.001	2.79	5.42
PRB	0.04	0.16	-0.02	0.11
Tot_Just	0.03	0.01	0.01	0.04
PRB X Tot_Just	-0.001	0.06	-0.002	0

Note: ΔR^2 change due to interaction effect = 0.01, $F(1, 236)=3.69$, $p=0.06$

Summary Secondary Analyses

Results revealed statistically significant moderating effects for Organizational Justice Climate and Perceived Autnomy Support-Work Climate, respectively, on the relationship between Workplace Bullying and the Personal Achievement and Depersonalization facets of Burnout. This pattern of moderation displayed a consistent strengthening effect.

CHAPTER 4

DISCUSSION

Summary of Results

As previously noted, demographic and general results revealed that 30% of 240 participants qualified as being either in the preliminary stages of workplace bullying or as a victim of workplace bullying. This might be due to most participants' underreporting of workplace bullying, social desirability biases, fears related to confidentiality, or lack of workplace bullying experiences. Additionally, mean scores revealed that on average participants had high perceptions of perceived social support, moderate to high perceptions of perceived autonomy support-work climate, moderate to high perceptions of organizational justice climate, and low to moderate perceptions of occupational burnout.

Basic correlational analyses revealed stronger correlations between perceived autonomy support-work climate and organizational justice climate compared to perceived autonomy support-work climate and perceived social support. Even though the perceived social support and perceived autonomy support-work climate instruments are perceived support scales, it appears that perceived autonomy support-work climate is more strongly linked to organizational justice climate.

Findings from hypothesis 1 analyses revealed that perceived social support did not moderate the relationship between workplace bullying and burnout. As previously mentioned, results revealed a weak, yet consistent, pattern of moderation. As expected, this pattern of moderation displayed an attenuating effect on the relationship between workplace bullying and burnout. Additionally, while opportunity for nurturance was a statistically significant moderator that attenuated the relationship between work-related bullying and emotional exhaustion, this did

not yield a robust finding in that it did not suggest an overall significant interaction between workplace bullying and perceived social support. Given these findings, hypothesis 1 was not supported.

Results from hypothesis 2 analyses revealed that the interaction between workplace bullying, organizational justice climate, and perceived social support also fell short of statistical significance. Additionally, no consistent pattern of moderation was observed. Organizational justice climate did not influence the moderating effect of perceived social support on the relationship between workplace bullying and burnout. Given these results, hypothesis 2 was not supported.

Finally, results from secondary analyses revealed statistically significant moderating effects for organizational justice climate and perceived autonomy support-work climate, respectively, on the relationship between workplace bullying and the personal achievement and depersonalization facets of burnout. This pattern of moderation displayed a consistent strengthening effect. This was a surprising finding given that the data in the aforementioned literature review suggested that positive perceptions of organizational justice climate and positive perceptions of autonomy support might mitigate the effects of workplace bullying (Simons & Roberson, 2003; Baillien et al., 2011; Einarsen et al., 2003). It is important to note that the reasons for this unexpected finding might be due to the lack of severely bullied or occupationally burnt out participants in this study, social desirability biases, or awareness effects. For example, maybe those individuals who had high perceptions of organizational justice climate witnessed more bullying and more procedures or actions in response to that bullying, which may lead to perceptions of their organization being fair. This does not necessarily suggest that higher perceptions of organizational justice climate increase the negative effects of

workplace bullying, this might just be due to the fact that correlation does not imply causation. Going forward, reevaluating the scales used in this study might be warranted given that they did not provide expected results. These findings could be an avenue for future research to evaluate if there is an explanation to this unexpected strengthening pattern of moderation. Another possible reason for the overall outcomes of responses could be due to order effects, given that the Qualtrics survey presented questions from the NAQ-R first, followed by SPS, PAS-WC, OJS, and then MBI-ES. Future researchers should make note of the results from these secondary analyses to observe if the same strengthening pattern of moderation exists among a sample of people who are severely bullied or burnt out.

Summary of Previous Research

The literature poses varying definitions of workplace bullying. As previously noted, many researchers do not consider conflicts between two individuals or groups with equal status to be classified as bullying behavior (Smith, 1997). Although this dissertation study did not examine bullies in higher education settings, the primary researcher did not make any such assumptions that a bully was defined as a person with more power or status. Therefore, this dissertation study was conducted under the assumption that workplace bullying can also occur between and among equal ranking faculty and/or staff members in higher education.

Moreover, researchers have noted that it is important to use a broad definition of workplace bullying in order to take victims' subjective experiences of negative acts at work into consideration (Rayner et al., 2002). Additionally, the literature reviewed highlighted the need for further workplace bullying research within American higher education settings, given that only a few studies have investigated its impact on employees within American higher education settings (Hollis, 2015). The literature also illustrated that victims of workplace bullying are

susceptible to serious psychological distress such as occupational burnout, clinical depression, anxiety, sleep disorders, post-traumatic stress disorder, and even suicidal ideation (Mościcka-Teske et al., 2014; Davenport et al., 2005).

The reviewed literature also revealed that victims generally perceive themselves as incapable of putting an end to workplace bullying. This self-perception unfortunately perpetuates the workplace bullying and leads to systematic negative social acts in the workplace (Nielsen et al., 2008; Einarsen et al., 2003). Based on previous research findings, one can speculate that such self-perceptions persist due to poor organizational climate. If victims anticipate that their concerns will not be appropriately and fairly addressed, they may hesitate to report such incidents and the workplace bullying may continue (Naumann & Bennett, 2000). Research also notes that perceived social support and perceived autonomy support can influence the negative effects of workplace bullying (Trépanier et al., 2015; Blanchard et al., 2009). Overall, the literature reviewed in this dissertation makes strong claims regarding the negative consequences of workplace bullying and variables that can either attenuate or strengthen its effect on victims.

Study Strengths and Limitations

Strengths of this proposed study include a contribution toward the limited research on higher education workplace bullying in the United States, interesting correlational findings between organizational justice climate and perceived autonomy support-work climate, as well as the unexpected strengthening pattern of moderation observed in the secondary analyses. This distinct investigation of workplace bullying within higher education in conjunction with observations of justice climate, perceived social support, and burnout, might enable researchers to better understand the complexities of workplace bullying and what constitutes a healthy workplace environment.

Wei and Jonson-Reid (2011) noted that while many definitions of bullying by Olweus (1999) focus on an imbalance of power, identifying power imbalance can be ambiguous and is therefore difficult to measure (Smith & Monks, 2008; Aalsma & Brown, 2008; Chan 2009). It is for this reason that many bullying studies not only involve the subjective self-report of bullied victims, but also include the objective reports of family members and/or teachers. Given that there is no gold standard for evaluating aggression and victimization, both subjective and objective reports (especially where children are concerned) often provide unique and important perspectives for researchers to evaluate findings. Therefore, solely relying on subjective or objective measures to assess bullying and its psychological effects might be a limitation, in that it only depicts a one-sided perspective (Casper & Card, 2017). Nevertheless, this study used the *Negative Acts Questionnaire-Revised (NAQ-R)*, which is the most commonly used measure to assess exposure to negative behaviors in the workplace. Although this instrument is based on self-report, this method of identifying bullying in behavioral terms is considered a more objective estimate of exposure to bullying as opposed to self-labeling approaches (Einarsen, et al., 2009). As previously mentioned, surveys based on victims' perceptions of bullying are significant because there is a considerable overlap between self-reported measures of bullying and those based on researchers' definitions of bullying. In most cases, employees who identified as victims of bullying were also operationally defined as being bullied (Lutgen-Sandvik et al., 2007; Notelaers, Einarsen, Hans, & Vermunt, 2006; Salin, 2001; Namie & Namie, 2009). Going forward, however, the primary researcher might need to reevaluate the use of such scales given the unexpected results from this study.

Given these conflicting arguments, a potential limitation of this study was that all survey responses were subjective. However, it is important to note that most studies with objective

reports on bullying generally involve children or adolescent participants who are not always able to identify bullying behaviors (Casper & Card, 2017), whereas this study consisted of adult participants who were less likely to be as confused as children would potentially be about identifying bullying behaviors. Nevertheless, this does not mean that there were not any individuals who struggled with identifying bullying behaviors, and if there were any such individuals this may have contributed to potential underreporting as well. Additionally, as mentioned by Wei and Jonson-Reid (2011), the ever-evolving definition of bullying and consequently participants' varied perceptions of workplace bullying, might also be a limitation of this study.

Implications for Higher Education Organizations

Although, most faculty and staff participants of this study did not qualify as victims of workplace bullying, researchers have concluded that academia is among those occupations that tend to have the highest incidence of workplace bullying (Eurofound, 2013; Bernotaite & Malinauskiene, 2017). While we cannot know if the sample in this study consisted of faculty and staff who were truly not bullied or if there were issues related to underreporting, the majority of researchers argue that academics are not immune to bullying behaviors (McKay, et al., 2008) and that previous studies have confirmed that higher education employees in the United States experience workplace bullying at a higher rate compared to the general population (Hollis, 2017a).

More specifically, approximately two-thirds of American higher education employees were affected by workplace bullying which lasted at least two to three years (Hollis, 2017a ; McKay, et al., 2008). Higher education institutions should take these findings as lessons to learn from in order to improve working conditions for employees experiencing workplace

bullying. Moreover, some researchers observed that workplace bullying was recurring, and not episodic in nature, among faculty and staff, suggesting an organizational culture or structural issue (McKay, et al., 2008).

As previously noted, researchers argue that organizational climate can have a significant impact on how workplace bullying is defined, identified, and measured (Sousa & Vala, 1999; Theotónio & Vala, 1999; Cowie et al., 2002). Additionally, studies have shown a correlation between workplace bullying and performance-based reward systems within an organization (Sutela & Lehto, 1998; Salin, 2005). Therefore, workplace bullying in higher education settings could be due to poor organizational climate which might allow individuals or groups to continue negative behaviors (Allen et al., 1979 ; Kacmar & Ferris, 1991). As noted by several researchers, prevention and intervention of workplace bullying is the responsibility of top management because they establish and maintain the culture of organizations (Liefoghe & Davey, 2001; Namie & Namie, 2009). Moreover, as previously mentioned, Namie and Namie (2009) concluded that workplace bullying cost American organizations \$64 billion annually due to costs associated with turnover and employee disengagement, which are often consequences of continued workplace bullying. Thus, if top management within higher education institutions fail to take action against workplace bullying, the problem will persist and potentially result in significant financial costs to the university as well as psychological costs to the victims.

Implications for Mental Health Counseling

Although researchers acknowledge that it is not easy to quantify a psychological or “human cost” of workplace bullying, it is nevertheless imperative to understand that such costs exist and should not be disregarded. For example, mental or physical pain due to workplace bullying can then result in sick leave or absenteeism (Giga et al., 2008). However, if continued,

workplace bullying can result in more serious consequences than absenteeism such as psychological, social, or even psychosomatic issues in victims (Einarsen et al., 2003).

Mental health practitioners should further educate themselves on signs and symptoms of workplace bullying as well as any policies of workplace bullying that exists within their state or at least within their clients' place of work. In doing so, they can not only provide optimal clinical treatment for workplace bullying-related psychological distress, but also provide educational support to inform clients/patients of their options and/or rights in addressing the workplace bullying. Many people experience work-related stress, which to some degree is probably considered normal and universal. Nevertheless, mental health practitioners whose clients/patients constantly talk about negative workplace experiences should also inquire if anything more serious, such as workplace bullying is occurring. In doing so, mental health practitioners can better understand potential root causes of presenting symptoms and provide appropriate interventions.

As previously noted, workplace bullying researchers have concluded that negative workplace environments where employees fear for their mental and/or physical safety due to bullying can lead to decreased work productivity, increased stress, clinical depression, anxiety, sleep disorders, post-traumatic stress disorder, suicidal ideation, and even violence (Davenport, et al., 2005). Moreover, researchers suggest that workplace bullying can result in psychological distress such as occupational burnout for individuals working in high-stress settings such as healthcare or academia (Bernotaite & Malinauskiene, 2017). Given these findings, mental health practitioners should also consider going beyond one-on-one clinical practice and provide preventative care and support through psychoeducational workshops at high-stress organizations, such as hospitals, mental health clinics, and universities. Additionally, with continued research

on workplace bullying and buffers that alleviate consequent psychological distress, mental health practitioners can better understand how to guide counselors-in-training on issues specifically related to adult aggression in the workplace. Lastly, just as Canada has acknowledged workplace bullying as a health and wellness problem (Hollis, 2017b), mental health practitioners in the United States should also adopt this view. As such, mental health practitioners might develop a better understanding of how to identify clients'/patients' symptoms related to workplace bullying, provide the necessary and appropriate support, and help high-stress organizations (such as academia) work towards prevention and not just intervention of workplace bullying and its psychological costs.

Reccomendations for Future Research

As previously noted, regardless of bullies' intentions (which can be challenging to evaluate) researchers suggest that it might be more empirically significant and feasible to assess victims' perceptions of bullying and how it affects their psychological and social well-being (Wei & Jonson-Reid 2011). Given this claim, future researchers should continue to expand on workplace bullying research from victims' perspectives. While the results of this study did not support the primary researcher's hypotheses, future researchers can observe if different and significant results emerge among a sample of severely bullied or burnt out higher education faculty and staff in the United States.

Additionally, future studies can investigate if there are workplace bullying differences among tenured versus non-tenured faculty or public (unionized) versus private institutions which might yield interesting findings. The present study attempted to provide inclusivity by acknowledging gender beyond male and female terms. The following terms were presented as options to select from within the survey: male, female, transgender, and other. However, one

participant very kindly pointed out that the use of the word “transgender” was not appropriate and should have instead been replaced with the word “non-binary”. While the option of “other” was listed under gender identities, it is important to note this discrepancy for future researchers who also wish to provide inclusivity in their gender options for demographics.

Conclusion

Overall, the findings of this study did not provide support of perceived social support as a statistically significant moderator of the relationship between workplace bullying and burnout. Additionally, results did not provide support of organizational justice climate as a statistically significant secondary moderator which influenced the moderating effect of perceived social support on the relationship between workplace bullying and burnout. The workplace bullying research community’s need to identify variables which have the potential to attenuate the relationship between workplace bullying and occupational burnout was not successfully achieved in this study. Nevertheless, this study contributed to very limited workplace bullying research in that it examined workplace bullying within the high-stress organization that is higher education, contributed to more workplace bullying studies within the United States, and discovered interesting findings from across-scale correlations and unexpected strengthening patterns of moderation. Although additional examination is needed, the results from this study build upon interesting findings related to workplace bullying in United States higher education settings.

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APPENDIX A: THE NEGATIVE ACTS QUESTIONNAIRE-REVISED (NAQ-R)

<p>These statements describe your interactions with your coworkers. For each statement please rate the frequency with which you experience the following interactions by CIRCLING the appropriate number.</p>		Daily				
		Weekly				
		Monthly				
		Occasionally				
		Never				
		CIRCLE ONE				
1.	Someone withholding information which affects your performance	1	2	3	4	5
2.	Being humiliated or ridiculed in connection with your work	1	2	3	4	5
3.	Being ordered to do work below your level of competence	1	2	3	4	5
4.	Having key areas of responsibility removed or replaced with more trivial or unpleasant tasks	1	2	3	4	5
5.	Spreading of gossip and rumors about you	1	2	3	4	5
6.	Being ignored or excluded	1	2	3	4	5
7.	Having insulting or offensive remarks made about your person, your attitudes, or your private life	1	2	3	4	5
8.	Being shouted at or being the target of spontaneous anger	1	2	3	4	5
9.	Intimidating behaviors such as finger-pointing, invasion of personal space, shoving, blocking your way	1	2	3	4	5
10.	Hints or signals from others that you should quit your job	1	2	3	4	5
11.	Repeated reminders of your errors or mistakes	1	2	3	4	5
12.	Being ignored or facing a hostile reaction when you approach	1	2	3	4	5
13.	Persistent criticism of your errors or mistakes	1	2	3	4	5
14.	Having your opinions ignored	1	2	3	4	5
15.	Practical jokes carried out by people you don't get along with	1	2	3	4	5
16.	Being given tasks with unreasonable deadlines	1	2	3	4	5
17.	Having allegations made against you	1	2	3	4	5
18.	Excessive monitoring of your work	1	2	3	4	5
19.	Pressure not to claim something to which by right you are entitled (e.g. sick leave, holiday)	1	2	3	4	5
20.	Being the subject of excessive teasing and sarcasm	1	2	3	4	5
21.	Being exposed to an unmanageable workload	1	2	3	4	5
22.	Threats of violence or physical abuse or actual abuse	1	2	3	4	5

APPENDIX B: SOCIAL PROVISIONS SCALE (SPS)

Social Provisions Scale SPA

Next I'm going to ask you about your relationship with other people. Please tell me how much each statement describes your situation by using these responses." *[Hand answer card and read responses.]*
 "So, for example, if you feel a statement is VERY TRUE you would say Strongly Agree. If you feel a statement CLEARLY does not describe your relationships, you would answer Strongly Disagree. Do you have any questions?"

	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Agree</u>	<u>Strongly Agree</u>	<u>R</u>
1. There are people I know will help me if I really need it.	1	2	3	4	R
2. I do not have close relationships with other people.	1	2	3	4	R
3. There is no one I can turn to in times of stress.	1	2	3	4	R
4. There are people who call on me to help them.	1	2	3	4	R
5. There are people who like the same social activities I do.	1	2	3	4	R
6. Other people do not think I am good at what I do.	1	2	3	4	R
<hr/>					
7. I feel responsible for taking care of someone else.	1	2	3	4	R
8. I am with a group of people who think the same way I do about things.	1	2	3	4	R
9. I do not think that other people respect what I do.	1	2	3	4	R
10. If something went wrong, no one would help me.	1	2	3	4	R
11. I have close relationships that make me feel good.	1	2	3	4	R
12. I have someone to talk to about decisions in my life.	1	2	3	4	R

	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Agree</u>	<u>Strongly Agree</u>	
13. There are people who value my skills and abilities.	1	2	3	4	R
14. There is no one who has the same interests and concerns as me.	1	2	3	4	R
15. There is no one who needs me to take care of them.	1	2	3	4	R
16. I have a trustworthy person to turn to if I have problems.	1	2	3	4	R
17. I feel a strong emotional tie with at least one other person.	1	2	3	4	R
18. There is no one I can count on for help if I really need it.	1	2	3	4	R
<hr/>					
19. There is no one I feel comfortable talking about problems with.	1	2	3	4	R
20. There are people who admire my talents and abilities.	1	2	3	4	R
21. I do not have a feeling of closeness with anyone.	1	2	3	4	R
22. There is no one who likes to do the things I do.	1	2	3	4	R
23. There are people I can count on in an emergency.	1	2	3	4	R
24. No one needs me to take care of them.	1	2	3	4	R

APPENDIX C: THE MASLACH BURNOUT INVENTORY–EDUCATORS SURVEY (MBI-ES)

Maslach Burnout Inventory – Educator’s Survey

1. I feel used up at the end of the workday.

Never	A Few Times a Year or Less	Once a Month or Less	A Few Times a Month	Once a Week	A Few Times a Week	Everyday
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2. I feel emotionally drained from my work.

Never	A Few Times a Year or Less	Once a Month or Less	A Few Times a Month	Once a Week	A Few Times a Week	Everyday
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3. I feel I’m working too hard on my job.

Never	A Few Times a Year or Less	Once a Month or Less	A Few Times a Month	Once a Week	A Few Times a Week	Everyday
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4. I feel frustrated by my job.

Never	A Few Times a Year or Less	Once a Month or Less	A Few Times a Month	Once a Week	A Few Times a Week	Everyday
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5. I feel fatigued when I get up in the morning and have to face another day on the job.

Never	A Few Times a Year or Less	Once a Month or Less	A Few Times a Month	Once a Week	A Few Times a Week	Everyday
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6. I feel burned out from my work.

Never	A Few Times a Year or Less	Once a Month or Less	A Few Times a Month	Once a Week	A Few Times a Week	Everyday
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7. Working with people all day is really a strain for me.

Never	A Few Times a Year or Less	Once a Month or Less	A Few Times a Month	Once a Week	A Few Times a Week	Everyday
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8. I feel like I’m at the end of my rope.

Never	A Few Times a Year or Less	Once a Month or Less	A Few Times a Month	Once a Week	A Few Times a Week	Everyday
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9. Working directly with people puts too much stress on me.

Never	A Few Times a Year or Less	Once a Month or Less	A Few Times a Month	Once a Week	A Few Times a Week	Everyday
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10. I feel students blame me for their problems.

Never	A Few Times a Year or Less	Once a Month or Less	A Few Times a Month	Once a Week	A Few Times a Week	Everyday
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11. I’ve become more callous toward people since I took this job.

Never	A Few Times a Year or Less	Once a Month or Less	A Few Times a Month	Once a Week	A Few Times a Week	Everyday
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12. I worry that this job is hardening me emotionally.

Never	A Few Times a Year or Less	Once a Month or Less	A Few Times a Month	Once a Week	A Few Times a Week	Everyday
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13. I don’t really care what happens to some students.

Never	A Few Times a Year or Less	Once a Month or Less	A Few Times a Month	Once a Week	A Few Times a Week	Everyday
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14. I feel I treat some students as if they were impersonal objects.

Never	A Few Times a Year or Less	Once a Month or Less	A Few Times a Month	Once a Week	A Few Times a Week	Everyday
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15. I feel exhilarated after working closely with my students.

Never	A Few Times a Year or Less	Once a Month or Less	A Few Times a Month	Once a Week	A Few Times a Week	Everyday
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16. I feel very energetic.

Never	A Few Times a Year or Less	Once a Month or Less	A Few Times a Month	Once a Week	A Few Times a Week	Everyday
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17. In my work, I deal with emotional problems very calmly.

Never	A Few Times a Year or Less	Once a Month or Less	A Few Times a Month	Once a Week	A Few Times a Week	Everyday
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18. I can easily understand how my students feel about things.

Never	A Few Times a Year or Less	Once a Month or Less	A Few Times a Month	Once a Week	A Few Times a Week	Everyday
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19. I have accomplished many worthwhile things in this job.

Never	A Few Times a Year or Less	Once a Month or Less	A Few Times a Month	Once a Week	A Few Times a Week	Everyday
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20. I deal very effectively with the problems of my students.

Never	A Few Times a Year or Less	Once a Month or Less	A Few Times a Month	Once a Week	A Few Times a Week	Everyday
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21. I feel I'm positively influencing other people's lives through my work.

Never	A Few Times a Year or Less	Once a Month or Less	A Few Times a Month	Once a Week	A Few Times a Week	Everyday
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22. I can easily create a relaxed atmosphere with my students.

Never	A Few Times a Year or Less	Once a Month or Less	A Few Times a Month	Once a Week	A Few Times a Week	Everyday
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(This MBI-ES questionnaire was retrieved from Fatemi, Ghadi, & Fayyaz, 2015)

APPENDIX D: ORGANIZATIONAL JUSTICE SCALE (OJS)

Table 1

Justice Measure Items

Measure item	Source on which item is based ^a
<i>Procedural justice</i>	
The following items refer to the procedures used to arrive at your (outcome). To what extent:	
1. Have you been able to express your views and feelings during those procedures?	Thibaut & Walker (1975)
2. Have you had influence over the (outcome) arrived at by those procedures?	Thibaut & Walker (1975)
3. Have those procedures been applied consistently?	Leventhal (1980)
4. Have those procedures been free of bias?	Leventhal (1980)
5. Have those procedures been based on accurate information?	Leventhal (1980)
6. Have you been able to appeal the (outcome) arrived at by those procedures?	Leventhal (1980)
7. Have those procedures upheld ethical and moral standards?	Leventhal (1980)
<i>Distributive justice</i>	
The following items refer to your (outcome). To what extent:	
1. Does your (outcome) reflect the effort you have put into your work?	Leventhal (1976)
2. Is your (outcome) appropriate for the work you have completed?	Leventhal (1976)
3. Does your (outcome) reflect what you have contributed to the organization?	Leventhal (1976)
4. Is your (outcome) justified, given your performance?	Leventhal (1976)
<i>Interpersonal justice</i>	
The following items refer to (the authority figure who enacted the procedure). To what extent:	
1. Has (he/she) treated you in a polite manner?	Bies & Moag (1986)
2. Has (he/she) treated you with dignity?	Bies & Moag (1986)
3. Has (he/she) treated you with respect?	Bies & Moag (1986)
4. Has (he/she) refrained from improper remarks or comments?	Bies & Moag (1986)
<i>Informational justice</i>	
The following items refer to (the authority figure who enacted the procedure). To what extent:	
1. Has (he/she) been candid in (his/her) communications with you?	Bies & Moag (1986)
2. Has (he/she) explained the procedures thoroughly?	Bies & Moag (1986)
3. Were (his/her) explanations regarding the procedures reasonable?	Shapiro et al. (1994)
4. Has (he/she) communicated details in a timely manner?	Shapiro et al. (1994)
5. Has (he/she) seemed to tailor (his/her) communications to individuals' specific needs?	Shapiro et al. (1994)

Note. All items use a 5-point scale with anchors of 1 = *to a small extent* and 5 = *to a large extent*.

^a Citations reflect the source of the concepts measured by the scale items.

APPENDIX E: PERCEIVED AUTONOMY SUPPORT-WORK CLIMATE QUESTIONNAIRE (PAS-WC; 6-item)

1. I feel that my manager provides me choices and options:

1	2	3	4	5	6	7
strongly disagree			neutral			strongly agree

2. I feel understood by my manager:

1	2	3	4	5	6	7
strongly disagree			neutral			strongly agree

3. My manager conveyed confidence in my ability to do well at my job:

1	2	3	4	5	6	7
strongly disagree			neutral			strongly agree

4. My manager encouraged me to ask questions:

1	2	3	4	5	6	7
strongly disagree			neutral			strongly agree

5. My manager listens to how I would like to do things:

1	2	3	4	5	6	7
strongly disagree			neutral			strongly agree

6. My manager tries to understand how I see things before suggesting a new way to do things:

1	2	3	4	5	6	7
strongly disagree			neutral			strongly agree

APPENDIX F: DEMOGRAPHIC QUESTIONNAIRE

1. Please indicate your age: _____

2. Please indicate your gender:

_____ Male
_____ Female
_____ Transgender
_____ Other

3. Racial/Ethnicity (check as many as apply):

_____ African American or Black
_____ Asian
_____ Caucasian or White
_____ Hispanic/Latinx (Latino or Latina)
_____ Middle Eastern or North African
_____ Native American/American Indian or Alaska Native
_____ Native Hawaiian or Other Pacific Islander
_____ Multiracial
_____ *Some other race, ethnicity, or origin

*Please indicate identification:

_____ Prefer not to answer

4. Please indicate your highest level of education:

_____ Bachelor's Degree
_____ Master's Degree
_____ Doctoral Degree

5. Please indicate your current employment position:

_____ Full Professor
_____ Assistant Professor
_____ Associate Professor
_____ Lecturer
_____ Instructor
_____ Librarian
_____ Administrator, other staff: Specify _____

6. Please indicate the number of years employed in the current higher education setting:

_____ 10-15 years
_____ 16-21 years
_____ 22-27 years
_____ 28-33 years
_____ 34 years or more

7. Please indicate your current relationship status:

_____ Single
_____ Married
_____ Partnered (living together)
_____ Partnered (living separately)
_____ Separated
_____ Divorced
_____ Widowed

8. I consider myself:

_____ Religious
_____ Spiritual
_____ Both
_____ Neither

9. I consider myself involved in community and/or volunteer activities on the following basis:

_____ Very active
_____ Moderately active
_____ Not active at all