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TECHNOLOGY, ISLAMABAD



**Impact of Workplace Bullying on
Employee Cynicism by
Considering Emotional Labour as
a Mediator and Core
Self-Evaluation as a Moderator**

by

Ulfat Yasmin

A thesis submitted in partial fulfillment for the
degree of Master of Science

in the

Faculty of Management & Social Sciences

Department of Management Sciences

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*This work is dedicated to **ALMIGHTY ALLAH** the creator of the universe.*

*Then I would like to dedicate my research work to Holy Prophet **HAZRAT MUHAMMAD (S.A.W.A.S)**, the mercy for the universe whose deep and great knowledge has raised our souls and hearts to the heavenly sublimity.*

*Secondly I would like to dedicate this work to my **Beloved Parents** for their support and motivation.*

*And in last this work is dedicated to **My Teachers** of Management Sciences Department and Capital University of Science and Technology which has provided me an opportunity for learning, exposure, practical work and provided me a platform for writing the thesis.*



CERTIFICATE OF APPROVAL

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Abstract

The current research examines and tests the moderated mediation model by investigating the direct and mediated impact of workplace bullying on employee cynicism via emotional labor with core-self evaluation as a moderator under the optics of conservation of resource theory. Research design consists of online questionnaire survey. Correlation analysis and regression was run by considering all exogenous constructs as independent variables and endogenous construct as dependent variable to analyze the data from 216 employees. Result of the study showed that emotional labor is significant mediator between workplace bullying and employee cynicism while core-self evaluation was found as a significant moderator. The findings of the current study have implications to the theory and practice. There is always area for improvement so the current study discusses some future research e.g. time-lag studies with large sample size.

Keywords: Workplace Bullying, Emotional Labor, Employee Cynicism, Core-Self Evaluation, Conservation of Resource Theory.

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Abbreviations

AMOS	Analysis of Moment
CFA	Confirmatory Factor Analysis
CFI	Confirmatory Fit Index
COR	Conservation of Resource Theory
CWB	Counterproductive Work Behaviors
IFI	Incremental Fit Index
RMSEA	Root Mean Square of Approximation
SPSS	Statistical Package for Social Sciences
TLI	Tucker Lewis Index

Chapter 1

Introduction

1.1 Background of the Study

Researchers and practitioners are involving more in to the matter of workplace bullying from past two decades to understand the issue in more detail (Liegooghe & Davey, 2010). Workplace bullying is becoming a severe dilemma in organizations due to its deleterious consequences on employees well being and also on organizations. Workplace bullying includes different demeaning acts like work pressure, degradation, name calling, slander, and unwanted bodily contact (Cowie, Naylor, Rivers, Smith, & Pereira, 2002). Workplace bullying contains ill-treatment by peers, colleague, and supervisor that can influence the employees' trust in organization (Hodson, Roscigno, & Lopez, 2006; Salin, 2008). Laschinger, Wong, & Grau, 2012 conduct a study and revealed that workplace bullying is forcing fresh candidates recently graduated and compel them to depart from their jobs or it decreases their level of satisfaction at workplaces (Laschinger, Wong, & Grau, 2012). Workplace bullying have different elements (e.g. social conflict, loneliness and absence of social support) that can negatively impacts wellbeing of employees (Kivimäki, Elovainio, & Vahtera, 2000). According to Lewis and Orford, (2005) workplace bullying is one of the main sources of harm to the physical and mental health of employees.

Workplace bullying involves circumstances where employees receive aggressive, intimidating and harmful behaviour on continuous basis, which has embarrassing, harsh, or terrifying effect on employees experiencing such behaviors (Leymann, 2008). These acts can be stated as deviant workplace behaviors or uncivil behavior when they occur in isolation (Sulea, Filipescu, & Fischmann, 2012). But when the frequency of such uncivil or deviant workplace behaviors increases over a lengthy time period they can be stated as workplace bullying (Einarsen S., Hoel, Zapf, & cooper, 2002). Lyons and Tivey (1995) explain workplace bullying as constant harmful deeds that is going towards the victim and thus, has a harmful effect on this individual, but that is not basically committed only amongst colleagues and perceived by the attacker as on purpose (Quine, 1999).

The association between workplace bullying and psychological and general physical well being have examined by recent studies (Verkuil, Atasayi, & Molendijk, 2015, Karatza, SofiaZyga, Tziaferi, & Prezerakos, 2016). Workplace bullying is defined in the previous literature as constant harmful incidents that are causing damages to the deep roots up to the heart of almost every organization (Sheehan, McCabe, & Garavan, 2018). The negative consequences of workplace bullying have been proved and its damages have been reported to the organizaions by the practitioners and scholars empirically and both financial and non-financial. Particularly, workplace bullying have some main negative consequences that are reduction in profits (Sheehan et al., 2018), decreased physical and mental well-being (Hogh, Hoel, & Carneiro, 2011), increased level of absenteeism (Einarsen, Skogstad, Rørvik, Lande, & Nielsen, 2018), reduction in the level of satisfaction and engagement to the job (Valentine & Fleischman, 2018), reduced performance outcomes and productivity.

According to COR theory workplace bullying is a stressor for the employees being bullied and it depletes the personal resources of employees that could be utilized at work to confront the challenges come across (Greenhaus & Powell, 2006). If employees are unable to handle the bullying situations and are oblige to conform to display rules, there are greater chances that employees will experience emotional labor (Yeun & Han, 2016). The results of another research have revealed that these

negative emotions would cause employees to have problems committing to their organizations (Gulova & Palamutcuoglu, 2013). According to the COR theory loss of resource is a significant element of stress, and it further suggested that it is essential to prevent further loss of resources from happening (Wright & Hobfoll, 2004) and as per COR theory emotional labor being a stress for employees will results in negative outcome in the form of employee cynicism (Abubakar & Arasli, 2016).

1.2 Research Gap

A lot of research has been done to emphasize on the negative consequences of workplace bullying but there is always room for research. Up till now a lot of research has been done on the negative consequences of workplace bullying. But according to (Bodenheimer & Shuster, 2019); (Wu, Chan, & Meyer, 2020) limited studies had conducted to see the consequences of workplace bullying on the cynicism level of employees through emotional labor being a mediator. Workplace bullying is a common phenomenon in service organizations. It does happen because there is almost always conflict of interest among employees of the same organization (Haq, Zia-ud-Din, & Rajvi, 2018).

As in service sector organizations employees working on frontline are the significant crossing point between the organization and their clients, and often organizations made it mandatory to exhibit sociable and pleasant emotions in their day to day communication with clients under all situations. To comply with display rules when these employees experience workplace bullying too they often engage in emotional labor (Wu, Chan, & Meyer, 2020; Hochschild, 1983). In spite of the rich literature about negative consequences of emotional labor on the health of employees, their job performance at one side and satisfaction of customers at the other side (e.g. Hülshager & Schewe, 2011; Kammeyer-Mueller et al., 2013), limited research studies has been done on its negative impact on employee cynicism (Bodenheimer & Shuster, 2019; Wu, Chan, & Meyer, 2020).

The first gap of the current research is to find out the negative consequence of workplace bullying on employee cynicism as suggested by (Anasori, Bayighomog, & Tanova, 2020). This can be explain by the fact that when employees face workplace bullying they might respond in negative way by using cynical language and acts against their leaders, management and organizations. The second gap that the current research focuses on the emotional response of employees to workplace bullying. This concept can be understood under the umbrella of conservation of resource theory (Hobfoll, 1989). According to conservation of resource theory workplace bullying can be taken as a stressor that cause stress in the form of emotional labor (Wu, Chan, & Meyer, 2020) and in response these employees show employee cynicism as an outcome.

The current research suggested that as workplace bullying causes the personal resources to deplete however if an individual have some other resources that can mitigate the impact of workplace bullying it is quite possible that individual will suffer less from bullying and core-self evaluation is one of the resource that can act as a buffering variable (Wu, Chan, & Meyer, 2020; Anasori, Bayighomog, & Tanova, 2020; Naseer & Raja, 2019). In addition the current research will also fill the gap that whether a personality characteristics “Core-self evaluation” might moderate the relationship between workplace bullying and emotional labor which will further reduce the level of employee cynicism. Core-self evaluation can be defined as “someone who score high on core self-evaluation will be well-adjusted, positive, self-confident, efficacious, and believes in his or her own agency”.

Employees value themselves when they saw themselves in positive way. Such employees are also competent and can handle with any kind of difficult situations. While those employees who don't value themselves saw themselves in a negative way and such employees are also incompetent and can't handle with difficult situations. Core self-evaluations correspond to the basic judgment of employees that they make about their self-esteem and abilities (Chang, Ferris, Johnson, Rosen, & Tan, 2012). The current study suggested that employees who are high on core self evaluation will be better able to handle the bullying situation and will suffer less from emotional labor which will ultimately decrease the level of employee

cynicism.

1.3 Problem Statement

According to Raja, Javed, and Abbas, (2017) Human resource is the most considerable investment made by service organizations, but sometime management has the least knowledge about its human resource (Neto, Ferreira, Martinez, & Ferreira, 2017) because many physical, social, and psychological factors are involved. Organizations in education sector over here now days treat their employees like objects rather than human beings. The future of any country is in hands of its new generations and this generation' grooming responsibility is with the teachers. So it is very important for any country to satisfy the teachers so that they can build the nation with best qualities.

Researchers and practitioners have tested both empirically and theoretically the relation of workplace bullying with different hazardous outcomes like workplace incivility, negative emotions, burnout, stress, turnover intentions, emotional exhaustion, and psychological contract violation. Some of the researchers have recognized the function of emotions of employees in the perspective of workplace bullying, and recognize with the likelihood of a considerable association between emotional labour and workplace bullying (Bodenheimer & Shuster, 2019). Other than that, researchers have highlighted the requirement to study the emotions role in the association of employee cynicism that will occur in employees if they engage in emotional labor. As workplace bullying is very common in service organizations and in accordance with COR theory being a stressor cause stress in the form of emotional labor. Here the purpose of this study is to see whether emotional labor is the possible predictor of employee cynicism and also its mediating role between workplace bullying and employee cynicism.

Karatza, Zyga, Tziaferi, and PrezeraKos, (2016) also suggested that those employees who observe their workplace in a negative way due to bullying, reported emotional labor and reacts cynically towards their organization (Anasori, Bayighmog, & Tanova, 2020). Neves, (2012) define employee cynicism "as a tendency

to engage in belittling and critical behavior toward the leaders, management and organization in a way that is consistent with their belief that it lacks honesty”. Moreover, researchers and practitioners now a days have shifted their attentions towards those phenomenon through which the negative impact of such variables can be reduced because no one can completely eliminate these negative vibes from the working environments. Wu, Chan, and Meyer, (2020) suggested that core-self evaluation can act as a buffering variable between workplace bullying and emotional labor and can reduce the positive association between workplace bullying and emotional labor which will further reduce the cynicism level of employees towards their leaders, management and organizations.

Like other service line jobs teachers are also anticipated to engage in emotional labour to represent and, perfectly, practice emotions that go along with the required professional values and norms that give directions about interactions with customers in the context of organization. The implication of these findings by researchers and practitioners about expectations from teachers stays ambiguous (Bodenheimer & Shuster, 2019). However the educationists should behave more naturally and efficiently because whole of the society depends upon their behavior. Their natural qualities and talents should come out of their character and behavior so that the students may follow them in a natural way because for every student his teacher is his role model. But organizations in current era demands employees to follow display rules which causes employees to deplete their resources. In return the teachers act cynically towards their leaders and management.

1.4 Research Questions

The proposed study focuses on the following research questions:

- Does workplace bullying lead towards employee cynicism?
- Does workplace bullying lead towards emotional labor?
- Does emotional labor lead towards employee cynicism?

- Does emotional labor mediate the relationship between workplace bullying and employee cynicism?
- Does core-self evaluation moderate the relationship of workplace bullying and emotional labor?

1.5 Research Objectives

The objectives of this proposed study is to examine the impact of workplace bullying on employee cynicism with mediating role of emotional labor and moderating role core-self evaluation. The particular objectives are listed below:

- To analyze the relationship between workplace bullying and employee cynicism.
- To analyze the relationship between workplace bullying and emotional labor.
- To analyze the relationship between emotional labor and employee cynicism.
- To analyze the mediating role of emotional labor between workplace bullying and employee cynicism.
- To analyze the moderating role of core-self evaluation on the relationship of workplace bullying and emotional labor.

1.6 Significance of the Study

The research is significant both theoretically and practically. Upto the best of researcher's knowledge there is very little research available on the association of workplace bullying, emotional labor and employee cynicism. The current research adds to the literature by studying the impact of workplace bullying on employee cynicism through emotional labor among teachers. As the success of a country depends upon the success of a nation and the nation's grooming responsibility is with the teachers. So it is very important for any country to satisfy the teachers

so that they can build the nation with best qualities. It is very important for any organization to endow the employees with stress free environment where they can better use their qualities.

But when the workplaces are made such hostile due to bullying the teachers report emotional labor and reacts cynically towards their leader, management and organization (Anasori, Bayighomog, & Tanova, 2020). But if an employee is having some other resource that can counter balance the negative results of workplace bullying on emotional labor the employees will suffer less (Wu, Chan, & Meyer, 2020; Anasori, Bayighomog, & Tanova, 2020; Naseer & Raja, 2019).

1.7 Supporting Theory

1.7.1 Conservation of Resource Theory

Conservation of resource (COR) theory is presented by Hobfoll in 1989. Its basic rule is that “individuals are motivated to protect their current resources (conservation) and acquire new resources (acquisition)”. Resources can be described as tangible objects, and intangible states, conditions, and all other things that are valuable to the people (Hobfoll, 1988). The worth of these resources differs among employees and depends upon their perception, experiences and the situations that they are dealing with.

There are two principles of COR theory that arise from the fundamental rule mentioned earlier. The former is the “*primacy of resource loss* that states that it is psychologically more damaging for employees to mislay the resources than it is supportive for them to achieve the resources that they have lost”. Loss of resources is not only an important concept in cognitive psychology (Cacioppo & Gardner, 1999; Tversky & Kahneman, 1974) but also has relevance in organizational psychology (Stein & Cropanzano, 2011; Taylor, 1991; Thoits, 1983). Some important implications of this principle has been discussed over here. It recommends that it is more damaging for employees to loss resources at workplaces than it is useful for them to achieve resources (e.g., a cutting in salary will be more harmful for

them than the equal increase in salary would help them). It also proposes that employment related gains will be more valuable e.g. if someone get job after being unemployed for a period of time it will be more helpful than simply losing a job (Vinokur & Schul, 2002; Wells, Hobfoll & Lavin, 1997).

Resource investment is the later principle of COR theory. When employees loss their valuable resources they invest further resources to defend their resources from more loss and also to regain the loss resources and new resources (Hobfoll, 2001a). Resource investment principle can be examined while studying coping strategies used by employees in the workplaces against loss of resources in future (Ito & Brotheridge, 2003; Vinokur & Schul, 2002). The current research is suggesting in the context of primacy of resource loss principle that if employee is facing bullying at workplace and they are feeling anger, anxiety, depression and negative emotion but they cannot express their true emotions as they have to oblige with the professional norms so they often are engage in emotional labor which consequently results in employee cynicism. (Anasori, Bayighomog & Tanova, 2020).

According to the second principle of COR theory i.e. resource investment core-self evaluation is a kind of resource built in the personality of employees hat can lower the positive association between workplace bullying and emotional labor. If employees are high on core self-evaluation they will handle the difficult situations and workplace bullying cannot affect them more deeply which will lower the probability of engaging in emotional labor and so does the employee cynicism (Wu, Chan, & Meyer, 2020; Naseer & Raja, 2019).

Though, COR theory is a stress theory but it has some other strength too that is it not only gives predictions about stress, strain and depression and also give understandings about the aftermath of stress and strain (Hobfoll, 2001a). in the same manner several researchers and practitioners studied how employees reacts to the loss of resources and how these employees are motivated to invest further resources to protect the loss of remaining resources and gain other resources in the organizations. Some researchers and practitioners also studied the impact of loss of resources on the job satisfaction of employees, passion of employees about their work and work environment, its impact on job performance of the employees,

and offensive and uncivil proceedings taken by employees toward other coworkers and colleagues (Hochwarter, Laird, & Brouer, 2008; Wheeler, Halbesleben, & Whitman, 2013).

Chapter 2

Literature Review

2.1 Workplace Bullying

Workplace bullying shows that a single person or a group of people frequently illustrate aggressive, hostile or unreasonable actions towards others employees and colleagues in the same organization, and it generally appears as verbal violence or critical statements about other employees but it can also be observe in a more fragile manner, e.g. eliminating someone from a group or ignoring them or spreading rumors about someone in his/her absence (Rodwell & Demir, 2012).

It is suggested by Einarsen, Matthiesen, and Skogstad (1998) that workplace bullying can be defined as any kind of ongoing detrimental actions towards other employees and colleagues. Workplace bullying is composed of uncivil behaviors such as verbal violence, physical and psychological violence. It can be observed in sequential form of uncivil acts during which the perpetrators start with slight misuse of his/her power over the victim at the early stage and slowly but surely and constantly intensify into more unambiguous and overt abusive behaviors with the passing time (Naseer, Raja, Syed, & Bouckenoghe, 2018; Samnani & Singh, 2012).

Workplace bullying can be observed both directly e.g. oral abuse and humiliating someone publically and indirectly e.g. gossiping and rumours (O'Moore, Seigne, McGuire, & Smith, 2012). According to researcher workplace bullying can be

classified into two types of behaviors i.e. behaviors associated to employees and behaviors associated to workplaces (Stale, 1999). Bullying associated with employees may encompass behaviour like insult and slander or being totally separate from others, while bullying associated with workplaces may contain acts like ongoing critical statements of an employee or handed over with unsuitable tasks by organizational leaders (Stale, 1999).

One other difference that should be taken into consideration in the operationalization of workplace bullying is the difference between subjective and objective experience of bullying (Bjorkqvist, Österman, & Hjelt-Back, 1994). Subjective bullying can be defined as the perception of victim while objective bullying is required to be confirmed by observers (Bjorkqvist, Osterman, & Hjelt-Back, 1994). It is worth mentioning here that subjective workplace bullying cause psychological or physical health problems so it can be considered as most valid determinant of workplace bullying (Einarsen, Hoel, & Notelaers, 2009).

Another very important part of workplace bullying contains an inequality of authority among the victim and perpetrator of workplace bullying (Matthiesen & Einarsen, 2010). Negative, violent or hostile behaviour will not be identified as workplace bullying if it appears between workers of the equal ranks (Matthiesen & Einarsen, 2010). Uncivil behaviour will only be considered as workplace bullying if there is inequality of authority because unequal authority leaves the victim incapable to protect themselves from further bullying (Matthiesen & Einarsen, 2010; Zapf, Escartin, Einarsen, Hoel, & Vartia, 2011, Einarsen S., Hoel, Zapf, & Cooper, 2011).

The association between workplace bullying and psychological and general physical well being have examined by recent studies (Verkuil, Atasayi, & Molendijk, 2015, Karatza, SofiaZyga, Tziaferi, & Prezerakos, 2016). In the previous literature bullying has been defined as constant harmful incidents which has caused damage to the deep roots up to the heart of numerous workplaces (Sheehan, McCabe, & Garavan, 2018). The negative consequences of workplace bullying have been proved by the researchers empirically and both financial and non-financial

damages have been reported to the organizations. In particular, workplace bullying causes decrease in profits (Sheehan, McCabe, & Garavan, 2018), reduced physical and mental health (Hogh, Hoel, & Carneiro, 2011), higher level of absenteeism (Einarsen, Skogstad, Rørvik, Lande, & Nielsen, 2018), reduced level of job satisfaction and engagement (Valentine & Fleischman, 2018), decreased job performance and efficiency.

Workplace bullying occurs in service sectors most frequently as compared to other industries and in service sector the education, health and medical sectors are the most affected by workplace bullying. Employees experience different kinds of workplace bullying and it depends upon the working condition and culture of the organization as the strict hierarchical environment in workplaces gives a reason for workplace bullying (Marie, Dip, Debra, Lesley, & Margaret, 2008). However workplace bullying cause the bond of employees with their organizations to be weaken, the job satisfaction to be decreased, and it also results in stress-based disorders like lower confidence level, emotional exhaustion, nervous breakdown, employee cynicism, anxiety, and depression, that ultimately leads towards the reduction in productivity and efficiency of the organization and also increased turnover rate (Denison, 1984).

Organization members who have gone through workplace bullying demonstrate an increased level of emotional exhaustion and employee cynicism because of the stress they have experienced due to their job conditions and interpersonal relations (Yeun & Han, 2016). Karatza, SofiaZyga, Tziaferi, & Prezerakos (2016) suggested that those employees, who takes their workplace negative due to bullying they have experienced, reported common health issues, however Verkuil, Atasayi, & Molendijk (2015) suggested that with increase in the level of workplace bullying, depression among employees being victimized, and stress and strain relating mental disorders (Neto, Ferreira, Martinez, & Ferreira, 2017).

2.2 Workplace Bullying and Employee Cynicism

Mustain, (2014) suggested that employee cynicism has increased to a higher degree

in recent age, and contemporary workplaces reports the level of employee cynicism to a higher degree in the organizations in a reaction to their negative experiences (Neves, 2012), that leads towards the decreasing level of optional job behaviors that is not the part of employee job description but it help in increasing the productivity of employees so does the organization (Neves, 2012).

Andersson (1996) defined employee cynicism as “an attitude that is framed by disappointment mistrustful and negative feelings that one has toward an object (i.e. individual, groups and organizations)”. Dean, Brandes, and Dharwadkar (1998) further added to this definition that it as a pessimistic approach toward the organization in which an employee is working that result from the thinking of employee that my organization does not have honesty and integrity.

Dean, Brandes, and Dharwadkar (1998) demonstrate cynical employees as those who use critical and sarcastic language for their leaders and make a decision to decrease organizational citizenship behaviors that go ahead of the job description that is required by an employee (Neves, 2012). Employee cynicism has been described as a propensity to involve in belittling, decisive and decisive behavior in the direction of the organization in such a way that is in accordance with their faith that it lacks honesty and truthfulness. This behavior comes from a feeling of despair and mistrust that spreads as a hopelessness and depression among group members and interferes with work relationships (Kantes and Mirvis, 1989).

In contemporary work settings, employees look more and more cynical, because of increased organizational distrust, scandals, emotional labor and opportunistic approaches of their leaders and management (Twenge, Zhang, & Im, 2004).

According to Schaufeli, Leiter, Maslach, and Jackson, (1996) employee cynicism is a pessimistic, disconnected and depersonalized behavior towards the job of a person, in simple words it is doubt about rules and regulations of an organization and the management who is responsible for the enforcement of it. Moreover it was suggested by Chiaburu, Peng, Oh, Banks, and Lomeli, (2013) that employee cynicism take place due to the lack of trust employees have in their management.

According to Naus, van Iterson, and Roe, (2007) employee cynicism is (i) a negative approach held by employees about the organization in which they are working; (ii)

a faith that the organization in which employee is working doesn't have honesty and integrity and (iii) the behavioral approaches of employees that are judgmental and decisive about their working organization.

It was suggested by Lobnikar and Pagon (2004) that violent and aggressive behaviors of employees in the organization have significant positive association with employee cynicism. According to previous literature, workplace bullying has an important and positive relationship with intimidating behaviour that results from workplace gossips and the critical language used by employees about their organization and employee cynicism.

According to Andersson and Bateman (1997) there is a negative and significant association between decreased job performance of employees and their cynicism level. Cole, Bruch, and Vogel, (2006) noted that with increase in good experiences at the workplaces (e.g. excitement, satisfaction, better understanding of the work, having positive feeling etc.) the level of employee cynicism decreases, while negative experiences (e.g. tension, anxiety, lack of confidence, pressure and dissatisfaction etc.) cause increases in the occurrence of employee cynicism (Evans & Bartolome, 1984).

It was suggested by Archimi, Reynaud, Yasin, and Bhatti (2018) that the level of employee cynicism decreases when the corporate social responsibility increases. It was suggested by Abubakar, Megeirhi, and Shneikat (2018) that when the level of employee cynicism increases employees will be more and more involve in job search behaviour i.e. the employees will be involve in searching for other jobs with increase in employee cynicism. Bullying is common in service sectors institutions. Tuzel, (2009) reveal that pressure in the form of bullying is employed at educational institutions too which has the responsibility of nations' growth and learning.

Apaydin, (2012) conducted a study on the university faculty in Turkey on the association of workplace bullying and employee cynicism and finds positive relationship among them. Gulzar, (2019) suggested that workplace bullying and employee cynicism have positive relationship, i.e. employee cynicisms increases with increase in workplace bullying.

According to COR theory loss of resource is a crucial source of stress, and it is very important to prevent the resources from further loss (Wright & Hobfoll, 2004). In accordance with the above approach, the current research hypothesize that workplace bullying can be described as stressor, that pressurizes the resources of the target and in response to maintain and protect the resources individual will show employee cynicism as an outcome.

In the presence of workplace bullying, the employee cynicism level will be increased (Kanter & Mirvis, 1989), and those employees who hold negative approach toward their job, leaders, management and organizations will have increased propensity to show negative job behaviors instead of positive job behaviors (Abubakar & Arasli, 2016). As such the researcher can argue that workplace bullying can results in employee cynicism. Therefore it is hypothesized that:

Hypothesis 1: Workplace bullying positively and significantly impacts employee cynicism.

2.3 Workplace Bullying and Emotional Labour

The association of workplace bullying and emotional labor can be build in the light of association of workplace bullying with stress and strain outcomes because emotions originate in response to the depressing and stressful procedures at workplaces (Lazarus, 1999). The idea of emotional labor was projected to define the redeeming strategies that are used by workers to adjust their emotional appearances to get along with the values and norms of organizations (Grandey, 2000). Emotional labor has three basic strategies, surface acting, deep acting and genuine expressions. Surface acting and deep acting have been studied by researchers very much (Hulsheger & Schewe, 2011). Deep acting can be defined as attempts of employees to truly feel the emotions required by the organization and surface acting is defined as hiding the true emotions feel by the employee and faking the emotions required by the organization (Brotheridge & Lee, 2003; Grandey, 2000). Employees' emotions have very important role in their job performance because on one hand these emotions have power to increase the productivity of employees as

they motivate them and on the other hand these emotions can hinder with their job performance (Legbeti, Balogun, & Okorie, 2017). A number of researchers have studied the association of workplace bullying with emotional variables e.g. stress, strain, burnout, anxiety, exhaustion, different styles of leadership and working environment of the organization (Ikanyon, 2013; Legbeti, Balogun, & Okorie, 2017, Ogbonnaya, Ukegbu, Aguwa & Emma-Ukaegbu, 2012,). However few researchers have suggested the function of emotions of employees in the context of workplace bullying but some researchers are suggesting that there might be a significant association between workplace bullying and emotional labour (Bodenheimer & Shuster, 2019).

In jobs involving contacts with customers, including front line employees such as teachers, bank employees, and nurses, an essential characteristic of employees' job is to show those emotions that are in line with their job description and norms of their organization i.e. to pursue display rules (Bodenheimer & Shuster, 2019). But, this belief is normally joined with the identification that it is not possible to demand employees to thoroughly feel the needed emotions when collaborating with customers in an organization (Morris & Feldman, 1996).

According to COR theory workplace bullying is a stressor for the employees being bullied and it depletes the personal resources of employees that could be utilized at work to confront the challenges come across (Greenhaus & Powell, 2006). If employees are unable to handle the bullying situations and are obliged to conform to display rules, there is possibility that employees will experience emotional labor. In accordance with COR theory, the current research suggests that workplace bullying may cause the target employee to experience emotional labor. COR theory suggests that workplace bullying will act as a resource depletion source. In line with COR theory (Hobfoll, 2001), employees will experience emotional labor in response to workplace bullying which act as a resource depletion source (Bodenheimer & Shuster, 2019). Therefore it is hypothesized that:

Hypothesis 2: Workplace bullying has positive and significant impact on emotional labor.

2.4 Emotional Labour and Employee Cynicism

Employees feeling grateful to express some emotions due to their work is a topic that has been studied in numerous fields (Begenirbas & Caliskan, 2014). However, researchers disagree over whether these emotions would be either positive (Grandey 2000) or negative (Sarwar, Bashir, & Khan, 2019). The results of the research have suggested that negative emotions would cause employees to have problems committing to their organizations (Gulova & Palamutcuoglu, 2013), affect the perception of inter-organizational fairness (Bechtoldt, Welk, Zapf, & Hartig, 2007), lead to work stress (Grandey, 2000) and cause employees to behave cynically (Begenirbas & Turgut, 2014).

Even though the number of studies addressing emotional labour and employee cynicism at the same time is very low, there are some organizational behaviour variables which are frequently assessed together with these concepts, such as organizational commitment, stress and occupational burnout. Packell and Narayan (2013) suggested in their study that studies on emotional labour and employee cynicism have been mostly neglected. When these variables are examined, it can be said that there is actually a relationship between these two concepts (Cetin, 2018). Eroglu (2014) also suggested that there is an association between emotional labour and burnout in his study of organizations.

The association between emotional labour and employee cynicism and other concepts can be regarded as a relationship existing between emotional labour and employee cynicism, even if indirect (Cetin, 2018). However, in the study conducted by Begenirbas and Turgut (2014) on the sample of bank employees, it was found that the emotional labour of bank employees has significant effects employee cynicism. In particular, it was discovered that employees who play superficial roles express more cynical attitudes and behaviors, and those who act naturally show less negative attitudes and behaviors towards their organizations (Cetin, 2018; Begenirbas & Turgut, 2014). However, no significant relationships have been found between deep acting and employee cynicism (Begenirbas & Turgut, 2014).

When literature is examined, although the effects of emotional labour and employee cynicism variables on different organizational variables have been investigated in many studies, it can be seen that the relationship between these two variables has not been examined sufficiently (Cetin, 2018). The current study adds to the literature by studying the impact of emotional labor on employee cynicism.

Hypothesis 3: Emotional labor has positive and significant impact on employee cynicism.

2.5 Mediating Role of Emotional Labor

As resource threatening actions are categorized as stressors, they are encountered with emotional responses (Spector & Jex, 1998) and these emotional responses lead towards CWBs (counterproductive work behaviors) as behavioral reactions. Employees' emotions have very important role in their job performance because on one hand these emotions have power to increase the productivity of employees as they motivate them and on the other hand these emotions can hinder with their job performance (Legbeti, Balogun, & Okorie, 2017). COR theory gives theoretical support to emotional labor being a mediator between workplace bullying and employee cynicism.

COR theory (Hobfoll, 1989, 2002) suggests that employees describe themselves with various types of resources. Those resources can be physical objects being valued, conditions such as hierarchical position and marital status, personal resources such as persistency, emotional intelligence, perceptual orientation, hardiness, job resourcefulness and core self evaluations that act as buffers to emotional labor, and energies in the form of money and time. When such resources are lost, there is any possibility to lose or not re-achieved after expending more resources, employees will engage in emotional labor.

Hobfoll (1989, 2002, and 2018) proposed that employees are generally motivated to accumulate resources. Thus, when they come into contact with stress situations like emotional labor, they will act in such a way to ensure the conservation of their present resources and their ability to produce resources in the future. The

current research is suggesting in the context of primacy of resource loss principle of COR that if employee is facing bullying at workplace and they are feeling anger, anxiety, depression and negative emotion but they cannot express their true emotions as they have to oblige with the professional norms so they often are engage in emotional labor which consequently results in employee cynicism. (Anasori, Bayighomog, & Tanova, 2020).

In line with the above explanation workplace bullying act as a stressor which leads towards emotional labor as stress (Bodenheimer & Shuster, 2019) and will result in the display of employee cynicism (Cetin, 2018). Therefore it is hypothesize that:

Hypothesis 4: Emotional labor mediates the relationship between workplace bullying.

2.6 Moderating Role of Core Self-Evaluation

It is not possible for any organization to completely eliminate negative events from workplaces. So now researchers are suggesting that we should give attention to those processes through which the impact of workplace bullying can be minimized. According to COR theory “individual will strive to retain, protect and establish their necessary resources”. As workplace bullying causes the personal resources to deplete however if an individual have some other resources that can mitigate the impact of workplace bullying it is quite possible that individual will suffer less from bullying and core-self evaluation is one of the resource that can act as a buffering variable (Wu, Chan, & Meyer, 2020; Anasori, Bayighomog, & Tanova, 2020; Naseer & Raja, 2019).

Judge, Erez, Bono and Thoresen (2003) defined core self-evaluation as “someone who score high on core self-evaluation will be well-adjusted, positive, self-confident, efficacious, and believes in his or her own agency”. According to the given definition it can be seen that core-self evaluation is a trait variable that is it is a dispositional factor which states that it is an evaluation of self-worth of an employee and it also depicts self-reliance and confidence that an employee holds about his/her abilities, proficiency, and a common faith that everything will ultimately

be excellent for him/her (Judge, 2009). Wu, Chan, and Meyer, (2020) suggested that core self-evaluation is a variable that can minimize the impact of workplace bullying.

According to Judge, Locke, Durham, and Kluger, (1998) when employees have high level of core-self evaluation they will be self-reliance, adaptable to any kind of situations, efficient, and they will bring positivity to difficult situations. While those employees who have low level of core-self evaluation they will not have confidence in themselves, cannot manage difficult situations, will reside in their belief of being inefficient and will observe the working environment in a pessimistic way (CSE is made up of four separate personality traits i.e. self esteem, self efficacy, locus of control and emotional stability each one of which are briefly described below.

2.6.1 Self-Esteem

Self esteem can also be termed as self worth or self value. It shows an employee's inclusive evaluation of him/her self that how he/she value him/her self (Baumeister, Smart, & Boden, 1996). It is the most basic symbol of core-self evaluation and can be defined as the importance given by an employee to him/her self. Those employees who are high on self-esteem will have higher level of respect and liking for him/her self (Harter, 1990). These employees accept their success and failure and don't blame situations or other employees in any circumstances (Harter, 1990).

2.6.2 Self-Efficacy

Self efficacy represents an evaluation done by employees regarding their capabilities to deal with, execute and be successful regardless of confronting challenges, hardships and difficulties (Bandura, 1977), and it can be taken as a sign of optimistic core evaluations. It is a common conviction held by employees about their distinctive capabilities to get success in any kind of situations (Gibbons & Weingart, 2001).

2.6.3 Locus of Control

Locus of control is the strong faith of employees about themselves that they can control the situations that can have affect their lives in any way (Rotter, 1966). Locus of control has two types i.e. internal locus of control and external locus of control. Employees with high level of internal locus of control have a belief that they are responsible by themselves for anything happening in their lives (Judge et al., 1997) and life proceedings are determined by their own choices and behaviors, on the other hand employees that are high on external locus of control suppose that anything happening in their lives are the result of luck, destiny and fortune (Rotter, 1966).

2.6.4 Emotional Stability

Emotional stability can also be referred as low neuroticism. Emotionally stable employees have general propensity to be certain, safe and stable (Judge et al., 1997). Emotionally stable employees will show limited concern about stressful and fearful situations and will handle such situations more courageously without any help and losing hope (Costa & McCrae, 1992). Costa and McCrae, (1992) suggested that emotionally stable employees take action to traumatic situations with hardiness and resilience and theses employees also exhibit patience, secure and hassle-free behaviors.

When employees observe themselves in an optimistic way, they take themselves as valuable, worthy and competent of encountering various hardships, whereas those employees having pessimistic thoughts of them take themselves as pitiful and incompetent to handle difficult situations. Core-self evaluation explains the primary assessment made by employees about their self-esteem and abilities (Chang, Ferris, Johnson, Rosen, & Tan, 2012). Core self-evaluation can act as a buffering variable to minimize the positive impact of workplace bullying. Employees high in core self-evaluation will experience less emotional labor which will further decrease the propensity of employees involving in employee cynicism. Therefore it is hypothesized:

Hypothesis 5: Core self-evaluation moderates the relationship between workplace bullying and emotional labor in such a way that relationship will be weaker among the individuals high on core self-evaluation.

2.7 Moderated Mediation

In the Last, as it was anticipated that afore mentioned personality trait i.e. core-self evaluation will moderate the association between workplace bullying and emotional labor, but here it can also be predicted that this core-self evaluation can simultaneously And conditionally influence the indirect relationship between workplace bullying and employee cynicism. In agreement with suggested model, it can be expected that there is a moderated mediation relationship, which is indirect effect of workplace bullying on employee cynicism that occurs through emotional labor will pivot on core-self evaluation as a moderator. Therefore it can be hypothesized that:

Hypothesis 6: Core-self evaluation will moderate the indirect relationship of workplace bullying and employee cynicism through emotional labor; the mediated relationship will be weaker when core-self evaluation is high.

2.8 Theoretical Framework

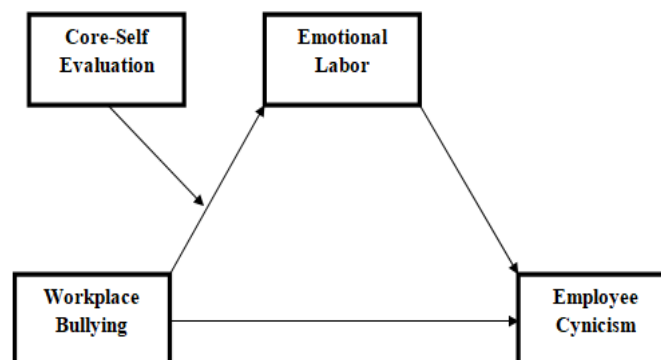


FIGURE 2.1: Impact of Workplace Bullying on Employee Cynicism Considering Emotional Labor as a Mediator and Core-Self Evaluation as a Moderator.

2.9 Research Hypotheses

H₁: Workplace bullying positively and significantly impacts employee cynicism.

H₂: Workplace bullying has positive and significant impact on emotional labor.

H₃: Emotional Labor has positive and significant impact on Employee Cynicism.

H₄: Emotional labor mediates the relationship between workplace bullying.

H₅: Core self-evaluation moderates the relationship between workplace bullying and emotional labor in such a way that relationship will be weaker among the individuals high on core self-evaluation.

H₆: Core-self evaluation will moderate the indirect relationship of workplace bullying and employee cynicism through emotional labor; the mediated relationship will be weaker when core-self evaluation is high.

Chapter 3

Research Methodology

Research methodology is a method to resolve research problem scientifically. The consideration of research methodology is broader than that of research methods. So, when we talk about methodology it doesn't mean only the methods but also the logic behind the techniques used in the perspective of that study and explains the utility of one technique over another, so that research results are able of being assessed either by other or researcher himself. This chapter specifically indicates the methodology to investigate the impact of workplace bullying on employee cynicism with the mediating role of emotional labor and moderating role of core self evaluation.

3.1 Research Design

Research design is designed as the exhibition of circumstances for the collection of data and analysis in such a way that objective is to blend pertinence to the research aim with economy in procedure (Selltiz et al., 1960). For the current study, the researcher got support of quantitative research design by utilizing standardized techniques and tools. As it precipitates reliable data by transforming observable fact into numbers, which further analyzed to discriminate associations, relationships, causes and effects.

3.1.1 Research Philosophy

A research philosophy is a conviction about the technique in which data about a particular phenomenon is first collected then analyzed and then used for a specific purpose. There are different types of research philosophies that can be used while conducting the research. In present research scientific research philosophy has been used.

In this type of research, the researcher is concerned with getting information which is objective to the study using scientific methods of research. Methods linked with scientific research pattern comprise experiments and surveys where quantitative data is the standard. This philosophy is useful in conducting reliable analysis of research area that has to be investigated. The hypotheses that are developed in the current study are tested through the results obtained from the statistical data analysis that are gathered from the respondents.

3.1.2 Research Approach

Research approach has primarily two types. One is qualitative research and the other is quantitative Research. One of approach among these two approaches must be used. The approach of qualitative research is used in exploratory research. This type of research is used to get in-depth information about the study and to understand fundamental reasons, opinions, and motivations and provide basis for identifying problem or an idea which is further used to make a hypotheses for further testing in quantitative research. However in this approach there is chances that researcher show his/her personal biasness during collecting and analyzing data. Due to this reason the result become distorted (Pride et al., 2008).

Quantitative research is mostly used in economics and financial analysis. However social sciences researchers are also focusing towards the use of quantitative approach. Quantification of items is basically used in quantitative research approach. Quantification is done for the evaluation of different procedures and processes. This feature made quantitative research very reliable. Generalizability is always very high in this approach. The biasness chances from the researcher side

are also reduced in quantitative approach. This ensures results with no misleading aspects (Bryman & Bell, 2007). The present research used quantitative approach to study.

3.1.3 Unit of Analysis

Unit of analysis can be described as “level of aggregation at which data is collected”. In this research the units of analysis is individual because this research is to find out the impact of workplace bullying on individual rather than organization as a whole.

3.2 Population

The research sample of this study is teachers from education sector of Pakistan at school and college level within both private and public sectors. The education sector is chosen for the current study by the researchers because workplace bullying can be seen at higher level in service sector organizations and they are demanded to obey display rules due to which they engage in emotional labor and consequently cause employees to be cynical in reactions. While those employees high on core-self evaluation will suffer less from workplace bullying.

3.3 Sample and Sampling Technique

Sample is the representative of population. The process of selection of respondents by a researcher for his research study from population is called sampling (Leary, 2004). Likewise, in quantitative approach of research, the sampling objective is to attain a group of persons who largely represents an organization of individuals from whom the particular type of information is required. It has been recommended by Uma and Roger (2003) that in order to ensure reliability of sample chosen for data collection, it is significant to focus on sampling design and technique. It includes ways through which sample is selected for ensuring its reliability and true

representation of population. There must be coherence among chosen standard for selection and non-selection of items in population.

Sampling has two types, one is probability sampling and the other is non-probability sampling. In the first technique i.e. probability sampling, every individual of a population has equal chance to be chosen as sample for a research study while in non-probability sampling technique it is already decided by the researcher which individual will be included in sample of required population. Both probability and non-probability technique has some pros and cons but the choice of sampling technique wholly depends upon the objectives of the research, type of the study and data type. Probability sampling technique is helpful and appropriate when all the information about required population is available for the researcher or else non-probability technique should be used for sampling.

The current research work used convenient sampling technique. As the information about number of schools and teachers is available on internet according to which there are 200k schools and 1.4 million teachers all over Pakistan (Ailaan, 2020) but still there is no information given about the demographics of the teachers. Researcher has no knowledge about how to contact them as all of the educational institutions are closed due to covid-19 pandemic and researcher cannot visit the institutions personally. Also there is limited time and resources with the researcher and convenience sampling technique is preferable to be considered when there is time and funds issues (Cooper & Schindler, 2007).

3.4 Data Collection

Data collection has two types that are primary data collection and secondary data collection. When data is collected for the very first time it is called as primary data while secondary data is already available in different forms. Through primary data researcher can find recent information and it can be analyzed for required results (Saunders et al., 2007). The current research depends upon primary data collection method. Primary data can be collected through different means e.g. interviews, surveys, focus groups, informal discussions and observations. Current research

used online survey method by using google forms through questionnaires for data collections. Primary research has high effectiveness as it is easy to manage this data and it also serves as completely new source of gaining information (Sekaran & Bougie, 2010).

There are some difficulties in primary data collection as it is very costly and time consuming and participants are found with very difficulty. This is cross-sectional research, as all data will be collected at one time.

3.5 Data Collection Procedure

Data was gathered through online survey by using google forms from different schools and colleges based on reference by teachers, relatives and friends. In fact, without connections data collection is very difficult specifically in Pakistan. Therefore, to approach maximum respondents every possible effort was utilized. Requests were made to the respondents to be helpful while providing data.

Data was collected from school level teachers for all of the four variables of the current study. Around 500 questionnaires were distributed among population by using email ids and whatsapp numbers as due to covid-19 pandemic educational institutions are being closed by government orders. As the researcher cannot visit them personally so google form was used as a tool to collect data from the sample. Email ids and whatsapp numbers were obtained on reference based from teachers, relatives and friends with the free consent of respondents. Of these 500 questionnaires only 216 such questionnaires were obtained that were workable. So the response rate is 43.2%.

3.6 Handling of Received Questionnaires

Careful examination was done for the received questionnaires. There were some questionnaires having some unanswered questions i.e. the respondents left some questions unanswered. In quantitative study, to handle the missing data is an

important issue because it generates some serious issues and in research studies where response rate is already very low then it creates problems for the researcher. There are some guidelines present in the literature to handle the missing data. Roth and Switzer (1995) suggested that there are some techniques to handle the missing data. The main techniques of which are mean substitution and listwise deletion. In mean substitution technique, mean value is entered for missing response. In listwise deletion technique, all of the data is deleted related to data of that respondent who have not answered all of the questions.

Both the methods have their own pros and cons. If listwise deletion approach is taken into consideration then researcher have to consider only respondents' original responses and researcher doesn't enter anything in data set by himself/herself but if there is small number of missing values then this technique cause loss of huge amount of data and manipulate sample size as well and in cases where response rate is already very low this technique is not suitable. While in mean substitution technique huge amount of data can be saved but the disadvantage is that it might cause interruption in original links created by respondents. Although, this issue can be degraded if complete section in questionnaire is missed or missing values are small.

For the current study, based on the questionnaires received from the respondent and after punching of the data it was realized that there are missing values. To cope with missing values mean substitution approach was utilized.

3.7 Sample Characteristics

The demographics investigated in the current research are gender, age, qualification and experience.

3.7.1 Gender

Gender is the main thing to retain gender equality. Consequently, it is considered as main element of demographics. The reason is it distinguishes between male and

female in a given sample. In current study, it has been tried to make sure gender equality but still it has been seen that male teacher ratio is somewhat greater than female teachers.

TABLE 3.1: Frequency by Gender

Gender	Frequency	Percentage
Male	122	56.5
Female	94	43.5
Total	216	100

Table 3.1 above depicts the information about gender. It can be seen clearly that more of the respondents were male as compare to females. Of the total 216 56.5% were male and the remaining of 43.5% were female.

3.7.2 Age

Table 3.2 gives the information about the age of the respondents. It can be seen that maximum numbers of respondents were from the age range of 26-33, i.e. 43.1% and 93 in frequency. 28.2% respondents were from the category of 18-25 i.e. 61 respondents lie in this category. 16.2% respondents belong to the age 50 and above, i.e. 35 inn frequency numbers. 6.9% respondents were from the age range of 42-49, i.e. 15 in frequency. 5.6% respondents were from the age range of 34-41, i.e. 12 in frequency.

TABLE 3.2: Frequency by Age

Age	Frequency	Percentage
18 to 25	61	28.2
26 to 33	93	43.1
34 to 41	12	5.6
42 to 49	15	6.9
50 and above	35	16.2
Total	216	100

3.7.3 Qualification

Education is an important component that confers towards the success and prosperity of the whole country and to compete globally as well. That is why after gender, the education is an important constituent of demographics.

TABLE 3.3: Frequency by Qualification

Qualification	Frequency	Percentage
Bachelors	44	20.4
Masters	108	50.0
MS/Mphil	56	25.9
PhD	4	1.9
Others	4	1.9
Total	2016	100

Table 3.3 gives the information about qualification of the respondents. As shown by the table majority of the respondents had qualified the degree of masters comprising 50% of the total sample, i.e. 108 in frequency. 20.4% had education of bachelors, i.e. 44 in frequency numbers. 25% had degrees of MS and Mphil, i.e. 56 in frequency numbers while only 1.9% had PhD degrees, i.e. 4 in numbers. 1.9% of the total sample belongs to the others category that can might be some diploma, etc.

3.7.4 Experience

Different ranges were established to get the data about experience of the respondents so to make it convenient for them.

Table 3.4 gives the information about the experience level of the respondents. It can be seen in the table above that more than half of the respondents are having experience of 1-5 years, i.e. 53.2% and 115 in frequency. 13.9% respondents are having experience above 15 years and they are 30 in frequency numbers. 13% respondents are having experience between 11-15 years and they are 28 in frequency numbers. 10.6% respondents have experience of less than one year and they are

23 in frequency numbers. 9.3% respondents are having experience between 6-10 years and they are 20 in frequency numbers.

TABLE 3.4: Frequency by Experience

Experience	Frequency	Percentage
Less than 1 year	23	10.6
1-5 years	115	53.2
6-10 years	20	9.3
11-15 years	28	13
Above15 years	30	13.9
Total	216	100

3.8 Instrumentation

Questionnaire is used as tool for the collection of data. This is termed as instrument as it is used as a measuring tool for the measurement of variables under study. It is very important to choose a proper scale of measurement. There is high dependency of measurement scale on accuracy of scores gained through tests. In present study five points Likert scale is used.

3.8.1 Employee Cynicism

The scale of employee cynicism is adopted from (Abubakar, Megeirhi, & Shneikat, 2018). It consists of 11 items. The current research study used 5 point likert scale that ranges from 1 = strongly disagree to 5 = strongly agree. The sample questions are: "I believe top management says one thing and does another, Top management's policies, goals, and practices, seem to have little in common, When

top management says it is going to do something, I wonder if it will really happen”. The scale is attached in appendix.

3.8.2 Emotional Labor

The scale for emotional labor is adopted from (Diefendorff, Croyle, & Gosserand, 2003). Two strategies of emotional labor are used in the current study. It contains 14 items each dimension having 7 items. The current research study used 5 point likert scale that ranges from 1 = strongly disagree to 5 = strongly agree. The sample items are: “I put on an act in order to deal with customers in an appropriate way (surface acting), I try to actually experience the emotions that I must show to customers (deep acting)”. The scale is attached in appendix.

3.8.3 Workplace Bullying

The scale of workplace bullying EAPA-T is adopted from (Escartin, Monzani, Leong, & Rodríguez-Carballeira, 2017) which consists of 12 items. The current study used five point likert scale that ranges from 1 = Never, 2 = Rarely, 3 = Occasionally, 4 = Often and 5 = Very often. The sample items are: “I have been excluded from the celebrations and social activities organized by my co-workers, My correspondence, telephone calls or work assignments have been controlled or blocked, The things (documents, material) I need to be able to work have been damaged or altered”. The scale is attached in appendix.

3.8.4 Core-Self Evaluation

The scale of core-self evaluation is adopted from (Judge, Erez, Bono, & Thoresen, 2003). It has four dimensions and twelve items. The current study used five point likert scale that ranges from 1 = strongly disagree to 5 = strongly agree. The sample items are: “I am confident I get the success I deserve in life, Sometimes I feel depressed (reverse coded), When I try, I generally succeed”. The scale is attached in appendix.

3.8.5 Pilot Testing

It is a trial test before conducting the main tests. Pilot testing is specifically done to check the viability of the instruments to be used in the study (Van Teijlingen and Hundley, 2001). It helps the researcher about the clarity of research topic, research questions and tools to be used in the research. It also helps the researcher to evaluate the techniques that are planned to be used in the research that how they will perform practically and to make changes in the instruments' items if there is any need accordingly. Pilot testing gives information about the reliability of the questionnaire to be used in the research. Welman and Kruger (1999) also suggested about the significance of pilot testing because it helps in demonstrating ambivalent questionnaire items and helps in indicating imperfections in procedures of measurement. It reinforces unsuitability and suitability of recommended instruments, measures and procedures. It also gives warning to modify them as required in advance.

Before going to do conduct anything on extensive scale, it would be helpful and practical move toward conducting pilot testing, as it will reduce several risks link to the wastage of resources. For that reason, pilot testing of about 40 questionnaires were performed to validate that whether results are according to the recommended hypothesis or not. It can be understood by the results of the pilot test that there were no important issue with the variables and the reliability of the instruments was in range as suggested by (Hair et al., 2006).

3.8.6 Reliability of Pilot Testing

TABLE 3.5: Reliability of Pilot Testing

Variable	No. of Items	Cronbach's Alpha
Employee Cynicism	11	.814
Emotional Labor	14	.731
Workplace Bullying	12	.883
Core-Self Evaluation	12	.748

$N = 40$

3.8.7 Reliability of the Scales

Reliability analysis is used to check the internal consistency of the instrument used for data collection. Cronbach's alpha's values were figure out for all the variables to check the internal consistency. The acceptable range for value of Alpha is $>.60$ (Hair et al., 2006). The variables along with its number of items and value of cronbach's alpha are given in Table 3.6. From the results shown in the table it can be seen that the Cronbach's alpha value for employee cynicism is .815. The alpha value for emotional labor is .718. The value of cronbach's alpha for workplace bullying is .882 and for core-self evaluation it is .744.

TABLE 3.6: Reliability of Scales

Variable	No. of Items	Cronbach's Alpha
Employee Cynicism	11	.854
Emotional Labor	14	.718
Workplace Bullying	12	.882
Core-self Evaluation	12	.744

$N = 216$

3.8.8 Data Analysis

A source of interpreting, reasoning and understanding the data or information that have been collected through questionnaire is known as data analysis (Zikmund, 2003). To produce statistical results, many statistical tools and procedures can be used in social sciences. To investigate the association among variables in current research study, researchers make use of correlation analysis, to examine the relationships among independent variable, dependent variable, mediator and moderator SPSS, Preacher and Hayes process macros and Amos were utilized. In the current research, Amos was used to examine the model fitness. This technique is widely accepted in psychology too other than social sciences.

3.9 Confirmatory Factor Analysis (CFA)

The numerical results of confirmatory factor analysis help in understanding whether the given theoretical model is reliable for the sample data or not. Some rule of thumb are followed while using AMOS that helps in understanding the reliability and validity level between proposed theoretical model and collected data. In simple words it can be apprehend through AMOS that whether the model is workable or not. The current study investigated the fit indices that include chi-square, Comparative Fit Index (CFI), Incremental Fit Index (IFI), Tucker Lewis Coefficient (TLI) and Root Mean Square Error of Approximation (RMSEA).

The acceptable values ranges for Good model fitness for confirmatory factor analysis are as follow. For example, the acceptable values of CFI and IFI should be larger than 0.9, and acceptable value for TLI should also be greater than 0.9. The acceptable value for RMSEA should be less than 0.07.

TABLE 3.7: Confirmatory Factor Analysis of the Measurement Model

	CMIN/DF	IFI	TLI	CFI	RMSEA
Initial Model	3.598	0.684	0.672	0.682	0.132
Modified Model	1.540	0.962	0.958	0.961	0.044

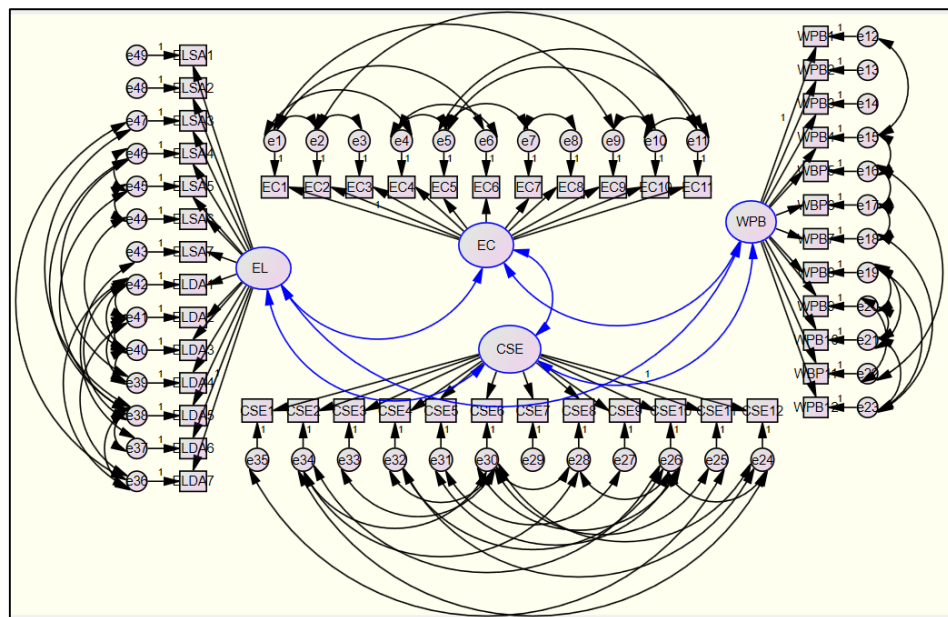


FIGURE 3.1: Confirmatory Factor Analysis (Path Diagram)

The values mentioned in Table 3.7 are before and after covariances of the items in the model. As all the values lie in acceptable range so overall model is fit and further analyses can be conducted to find out whether the different paths are significant or not.

Chapter 4

Analysis and Results

This chapter is about analysis of data collected from respondents through questionnaires. Being the most crucial part of this research, it analyzes everything very critically.

4.1 Descriptive Analysis

Descriptive analysis of all variables included in the current study such as workplace bullying, employee cynicism, emotional labor and core-self evaluation are shown in the table below. The means, minimum and maximum values and standard deviations of all variables are given in the Table 4.1. The mean value tells about the central tendency of the responses, it explains where the average response lies while standard deviation helps us to explain the deviation from average point. It actually tells us about the outliers, as outlier can influence the data. Further the mean values are used to demonstrate whether the responses of respondents are towards agreement side or disagreement side with the questions. If the mean values are higher than 3 than it shows that respondents are more inclined toward agreement side and if the mean values are lower than 3 than it shows that respondents are more inclined towards disagreement side.

TABLE 4.1: Descriptive Statistics

Variable	Minimum	Maximum	Mean	St. Deviation
Employee Cynicism	1.36	4.55	3.13	0.65
Emotional Labor	2.21	4.29	3.35	0.44
Workplace Bullying	1.00	4.00	2.20	0.85
Core-self Evaluation	2.42	4.83	3.30	0.52

4.2 Normality Analysis

Normality analysis is done to check the normality of the population sample. The acceptable range for skewness is -1 to +1 and for kurtosis is between -3 and +3 (Trochim & Donnelly, 2006; Field, 2000 & 2009; Gravetter & Wallnau, 2014) for normal data. The values for all the variables of current research are in acceptable range as shown in Table 4.2. The acceptable values of skewness and kurtosis show that the data is normal, skewness tells about symmetry of data while kurtosis tells about normal distribution.

TABLE 4.2: Normality Analysis

Variable	Skewness	Kurtosis
Employee Cynicism	-.072	-.068
Emotional Labor	-.196	-.438
Workplace Bullying	.267	-1.198
Core-Self Evaluation	.748	.407

N = 216

4.3 Correlation Analysis

The correlation results show whether and how strongly pairs of variables are related. A correlation is a single number that describes the degree of relationship between two variables. The Pearson product-moment correlation is used to determine the relationship between the variables. The acceptable range for correlation is between -1 to +1. According to Cohen, West and Aiken (2014) the value of

correlation is 0.10 to 0.29 represents weak/smaller correlation, value of correlation between range of 0.30 to 0.49 represents moderate correlation and if correlation is between range of 0.5 to 0.8 then it represents strong correlation. While if the value of correlation exceeds 0.80 then it shows the error of multi-collinearity.

TABLE 4.3: Correlation Analysis

	Employee Cynicism	Emotional Labor	Workplace Bullying	Core-Self Evaluation
Employee Cynicism	1			
Emotional Labor	.357**	1		
Workplace Bullying	.359**	.377**	1	
Core-Self Evaluation	-.226**	-.280**	-.297**	1

Correlation is significant at 0.05 level(two tailed)*

*Correlation is significant at 0.01 level**(two tailed)*

The above table of Pearson Correlation shows that the correlation value between workplace bullying and employee cynicism is .359, which is positive and moderate value. The positive sign shows that with increase in workplace bullying the employee cynicism level will also be increased. The correlation between workplace bullying and emotional labor is .377 which is positive and moderate value. It shows that workplace bullying is significantly correlated with emotional labor. The positive sign indicates that with increase in workplace bullying the emotional labor among employees being bullied will also be increased. The value of correlation between emotional labor and employee cynicism is .357 which is positive and moderate value. The positive sign shows that with increase in emotional labor, employee cynicism level will also be increased. The correlation value between core-self evaluation and employee cynicism is -.226 which is negative and weak value. The negative sign indicates that there is negative relationship between these variables. As core-self evaluation increases the employee cynicism level will be decreases. The value of correlation between core-self evaluation and workplace bullying is -.297 which is negative and weak value. The negative sign indicates that with increase in core-self evaluation the level of workplace bullying will be decreased. The value of correlation between core-self evaluation and emotional

labor is -.280 which is negative and weak value. The negative sign shows that with increase in core-self evaluation the level of emotional labor will be decreased. The p-value is significance value, if p-value is smaller or equal to 0.01 then correlation is at 1% meaning that there is 1% chance of error in results, while if p-value is smaller or equal to 0.05 then it means the correlation is accepted at 5% meaning that there is 5% chance of error in the results of this study. The above table shows that all the correlation values are significant on 1% chance of error.

4.4 Regression Analysis

Correlation analysis was done to investigate about the presence of relationships among variables. Correlation analysis only gives information about the presence of association among variables but it does not provide any information regarding the cause and effect relationship among variables. For that reason, regression analysis was conducted to investigate the cause and effect relationships among variables. Regression analysis is run to confirm the dependence of one variable over the other variable. There are two types of regression, one of which is simple regression or linear regression and the other is multiple regression. Simple regression is done when the variables under investigation are two and the intention is to find cause and effect relationship while multiple regression is run when there are more than two variables for investigation in the study, e.g. in the case of mediation and moderation.

4.4.1 Linear Regression

TABLE 4.4: Linear Regression

Employee Cynicism			
Predictor Variable	β	R²	Sig.
Workplace Bullying	.395***	.156	.000

Hypothesis 1 suggested that workplace bullying positively and significantly impacts employee cynicism. To investigate this hypothesis, linear regression was run and the results obtained from linear regression are displayed in Table 4.4. The results give clear support for the acceptance of the hypothesis 1. Results depicts that workplace bullying is positively and significantly linked with employee cynicism as shown by the regression coefficient ($\beta = .395$, $p < 0.000$). Adding up to that, the value of ($R^2 = .156$) suggested that workplace bullying brings 15% variations in employee cynicism. Therefore hypothesis 1 is supported.

TABLE 4.5: Linear Regression

Emotional Labor			
Predictor Variable	β	R²	Sig.
Workplace Bullying	.377***	.142	.000

Hypothesis 2 suggested that workplace bullying positively and significantly impacts emotional labor. To investigate this hypothesis, linear regression was run and the results obtained from linear regression are displayed in Table 4.5. The results give clear support for the acceptance of the hypothesis 2. Results shows that workplace bullying is positively and significantly linked with emotional labor as indicated by the regression coefficient ($\beta = .377$, $p < 0.000$). Adding up to that, the value of ($R^2 = .142$) suggested that workplace bullying brings 14% variations in emotional labor. Therefore hypothesis 2 is supported.

TABLE 4.6: Linear Regression

Employee Cynicism			
Predictor Variable	β	R²	Sig.
Emotional Labor	.243***	.207	.000

Hypothesis 3 suggested that emotional labor positively and significantly impacts employee cynicism. To investigate this hypothesis, linear regression was run and the results obtained from linear regression are displayed in Table 4.6. The results give clear support for the acceptance of the hypothesis 3. Results shows that emotional labor is positively and significantly linked with employee cynicism as shown by the regression coefficient ($\beta = .243$, $p < 0.000$). Adding up to that, the value of ($R^2 = .207$) suggested that workplace emotional labor brings 20% variations in employee cynicism. Therefore hypothesis 3 is supported.

4.4.2 Multiple Regressions

For the present study, the researcher used Preacher and Hayes (2013) macros to investigate the mediation and moderation hypotheses. To examine the mediating role of emotional labor between workplace bullying and employee cynicism mediation analysis was carried out. Therefore model no.4 was utilized by using Preacher and Hayes macros for conduction of mediation analysis. Moreover, to investigate the moderating role of core-self evaluation on the relationship of workplace bullying and emotional labor, moderation analysis was carried out. Therefore model no. 1 was used. Adding up to that, as the model of current research is moderated mediation model, therefore model no. 7 was used to examine the moderated mediation hypothesis.

TABLE 4.7: Mediation

IV	Effect of IV on M	Effect of M on DV	Direct Effect	Total Effect	Bootstrapping Results for Indirect Effects	
					LL 95%CI	UL 95%CI
Workplace Bullying	.1977***	.3576***	.2346***	.3053***	.0332	.1142

*N = 216, IV = Independent Variable, M = Mediator, DV = Dependent Variable,
LLCI = Lower Level Confidence Interval, ULCI = Upper Level Confidence Interval,
 $p < 0.000$ ****

Hypothesis No. 4 suggested that emotional labor will mediate the relationship between workplace bullying and employee cynicism. The results obtained from

mediation analysis are shown in table no. 4.7. It can be seen from the results that the mediating role of emotional labor finds to be significant. Table 4.7 suggests that bootstrapping results for indirect effect of workplace bullying and employee cynicism through mediator emotional labor has the lower level confidence interval of .332 and upper level confidence interval of .1142. As the signs of upper level confidence interval and lower level confidence interval are positive and no zero contains in between them. Therefore, it can be concluded from the results that mediation hypothesis is accepted. Therefore hypothesis no. 4 is supported, that emotional labor mediates the relationship between workplace bullying and employee cynicism.

TABLE 4.8: Moderation

Variable	β	SE	T	P	LL 95%CI	UL 95%CI
Constant	4.9453	.4580	10.7967	.0000	4.0424	5.8482
Int_term	.2310	.0647	3.5715	.0004	.1035	.3584

Hypothesis no. 5 states core self-evaluation moderates the relationship between workplace bullying and emotional labor in such a way that relationship will be weaker among the individuals high on core self-evaluation and will be stronger for those low on core-self evaluation. Table 4.8 provides the results for moderation analysis hypothesis no. 4. It provides justification for the acceptance of moderation hypothesis. The reason behind this is that interaction term of "workplace bullying and core-self evaluation" moderates on the relationship of "workplace bullying and core-self evaluation" has the lower level confidence interval and upper level confidence interval of .1035 and .3584. As it can be seen that both the upper level confidence interval and lower level confidence interval have positive sign and contains no zero in between them. Likewise the interaction term has positive and significant regression coefficient ($\beta = 0.2310$, $p < 0.01$) indicates that core-self evaluation moderates the relationship between workplace bullying and emotional labor in such a way that relationship will be weaker among the individuals high

on core self-evaluation and will be stronger for those low on core-self evaluation. Hence, it can be concluded that hypothesis no. 5 is supported for moderation.

TABLE 4.9: Moderated Mediation

Mediator	Core-Self Evaluation	Conditional		LL	UL
		Indirect Effects	SE	95%CI	95%CI
Conditional Indirect Effects at M \pm1 SD					
Emotional Labor	2.7855	.1085	.0163	-.0028	.0615
Emotional Labor	3.3071	.0654	.0209	.0288	.1111
Emotional Labor	3.8287	.0223	.0313	.0536	.1767

Hypothesis no. 6 suggests that core-self evaluation will moderate the indirect effect of workplace bullying on employee cynicism through emotional labor such that the mediated relationship will be weaker when core-self evaluation is high and vice versa. Table 4.9 provides justification for acceptance of the proposed hypothesis. Core-self evaluation is examined across 3 levels to investigate the conditional indirect effects of workplace bullying on employee cynicism through emotional labor. The results of moderated mediation are shown in Table 4.9. As predicted, the conditional indirect effects workplace bullying on employee cynicism through emotional labor becomes stronger at higher level values of moderator i.e. core-self evaluation and both the upper level confidence interval and lower level confidence interval has the same signs between them. In addition to that, the conditional indirect effects of workplace bullying on employee cynicism through emotional labor becomes weaker and insignificant at lower level as indicated by lower level confidence interval and upper level confidence interval, both has dissimilar sign -.0028

and .0615 respectively and contains zero in between them. Therefore hypothesis no. 6 is supported.

4.5 Summary of Hypotheses

TABLE 4.10: Summary of Hypotheses

Hypotheses	Summary	Results
H₁	Workplace bullying positively and significantly impacts employee cynicism.	Supported
H₂	Workplace bullying has positive and significant impact on emotional labor.	Supported
H₃	Emotional Labor has positive and significant impact on Employee Cynicism.	Supported
H₄	Emotional labor mediates the relationship between workplace bullying.	Supported
H₅	Core self-evaluation moderates the relationship between workplace bullying and emotional labor in such a way that relationship will be weaker among the individuals high on core self-evaluation.	Supported
H₆	Core-self evaluation will moderate the indirect relationship of workplace bullying and employee cynicism through emotional labor; the mediated relationship will be weaker when core-self evaluation is high.	Supported

Chapter 5

Discussions and Conclusion

This chapter is about interpretations of the results and findings of the study. This chapter is discussing the findings, conclusion, and areas for future research. The findings have been discussed in this chapter and justifications for acceptance or rejection of hypothesis are given in this chapter. In the current study 6 hypotheses were formed. One hypothesis was related to the relationship of workplace bullying and employee cynicism.

Second hypothesis was related to the relationship of workplace bullying and emotional labor. Third hypothesis was related to the relationship of emotional labor and employee cynicism. Fourth hypothesis was related to the mediating role of emotional labor between workplace bullying and employee cynicism. And the last two hypotheses were related to the moderation impact of core-self evaluation. This chapter is discussing the results of analysis done in the current research.

5.1 Discussions

Using conservation of resource theory (Hobfoll, 1989) the current research has the objective to test the proposed model about possible antecedents of employee cynicism in the education sector of Pakistan. Data from different schools and colleges was obtained and analysis was done to obtain the results. As expected

the findings of the current research study was in accordance with the proposed model.

Specifically the findings of the study predicted that workplace bullying and emotional labor are the possible antecedents of employee cynicism. In the relationship, the impact of workplace bullying on employee cynicism was triggered by emotional labor. In addition, it was also found from the results that core-self evaluation weakens the positive relationship between workplace bullying and emotional labor.

The discussion of results of each hypothesis is below given.

5.1.1 Does Workplace Bullying Lead Towards Employee Cynicism?

To find out answer to the first research question that does workplace bullying leads towards employee cynicism Hypothesis No. 1 was formed. Hypothesis no.1 states that workplace bullying positively and significantly impacts employee cynicism. The results from the findings of this specific hypothesis were found to be significant and thus accepted and the findings of the analysis suggest that workplace bullying positively and significantly impacts employee cynicism. The findings of the study were in accordance with conservation of resource theory.

Similarly the negative consequences of workplace bullying have been proved by the researchers empirically and both financial and non-financial damages have been reported to the organizations. Employees experience different kinds of workplace bullying and it depends upon the working condition and culture of the organization as the strict hierarchical environment in workplaces gives a reason for workplace bullying (Marie, Dip, Debra, Lesley, & Margaret, 2008).

However workplace bullying cause the bond of employees with their organizations to be weaken, the job satisfaction to be decreased, and it also results in stress-based disorders like lower confidence level, emotional exhaustion, nervous breakdown, employee cynicism, anxiety, and depression, that ultimately leads towards the reduction in productivity and efficiency of the organization and also

increased turnover rate (R. Denison, 1984). Specifically in service sector organization workplace bullying is very high. The primary goal of educational institutions is to provide students with quality education but when the teachers employing in such organization receive high level of workplace bullying this aim is very difficult to achieve (Livne & Gaoussinsky, 2017). Organization members who have gone through workplace bullying demonstrate an increased level of emotional exhaustion and employee cynicism because of the stress they have experienced due to their job conditions and interpersonal relations (Yeun & Han, 2016).

Employees who have gone through workplace bullying exhibits high level of employee cynicism (Allen, Holland, & Reynolds, 2015; Laschinger & Nosko, 2015). The results are in accordance with COR theory which states that loss of resource is a crucial source of stress, and it is very important to prevent the resources from further loss (Wright & Hobfoll, 2004). In accordance with this approach, the current research hypothesized that workplace bullying can be described as stressor, that pressurizes the resources of the target and in response to maintain and protect the resources individual will show employee cynicism as an outcome. In the presence of workplace bullying, the employee cynicism level will be increased (Kanter & Mirvis, 1989), and the concept is supported by the results of the study. The results are in accordance with previous research and give well-built explanation for the approval of the hypothesis that workplace bullying positively and significantly impacts employee cynicism.

5.1.2 Does Workplace Bullying Lead Towards Emotional Labor?

To find out answer to the second research question that does workplace bullying leads towards emotional labor Hypothesis No. 2 was formed. Hypothesis No. 2 states that workplace bullying has positive and significant impact on emotional labor. The results from the findings of this specific hypothesis were found to be significant and thus the particular hypothesis is accepted and the findings of the analysis suggest that workplace bullying has positive and significant impacts on

emotional labor. The findings of the study were in accordance with conservation of resource theory.

It was suggested by (Bodenheimer & Shuster, 2019) that there might be a significant association between workplace bullying and emotional labor. The current study built this relationship as suggested by (Bodenheimer & Shuster, 2019) on the bases of stressor and stress relationship in accordance with conservation of resource theory and tested it empirically. The findings of the current study suggest significant relationship between workplace bullying and emotional labor. The results are in accordance with the previous literature. It is suggested by the previous literature that workplace bullying cause stress in form of strain, burnout, anxiety, exhaustion, different styles of leadership and working environment of the organization (Ikanyon, 2013; Legbeti, Balogun, & Okorie, 2017, Ogbonnaya, Ukegbu, Aguwa & Emma-Ukaegbu, 2012).

In addition to that, according to COR theory workplace bullying is a stressor for the employees being bullied and it depletes the personal resources of employees that could be utilized at work to confront the challenges come across (Greenhaus & Powell, 2006). If employees are facing workplace bullying, they are feeling anger, stress and anxiety but they can't express their true emotions. When employees are unable to handle the bullying situations and are oblige to conform to display rules, and then according to the findings of the current study they will experience emotional labor.

5.1.3 Does Emotional Labor Lead Towards Employee Cynicism?

To find out answer to the third research question that does emotional labor leads towards employee cynicism Hypothesis No. 3 was formed. Hypothesis No. 3 states that emotional labor has positive and significant impact on employee cynicism. It means that with increase in emotional labor the level of employee cynicism will be increases. The results from the findings of this specific hypothesis were found to be significant and thus the particular hypothesis is accepted and the findings of

the analysis suggest that emotional labor has positive and significant impacts on employee cynicism. The findings of the study were in accordance with conservation of resource theory. Cetin, (2018) conducted a research on the relationship between emotional labor and suggested that there is significant association between emotional labor and employee cynicism. In the study conducted by Begenirbas and Turgut (2014) on the sample of bank employees, it was found that the emotional labour of bank employees has significant effects employee cynicism. . In particular, it was also suggested that employees who play superficial roles express more cynical attitudes and behaviors, and those who act naturally show less negative attitudes and behaviors towards their organizations (Cetin, 2018; Begenirbas & Turgut, 2014). So these explanations also give firm explanation for the approval of the particular hypotheses as the findings are in accordance with the results of (Cetin, 2018; Ayana, 2016; Begenirbas, & Turgut, 2014).

According to the results of the current study it was found that emotional labor causes teachers to behave cynically. So it is very essential for the educational institutions to consider the emotional conditions of the teachers so that they could not behave cynical. Human resource is very important resource for any organization but they often forget to consider their mental and physical wellbeing which badly affects not only employees but also the productivity of the organization too.

5.1.4 Does Emotional Labor Mediate the Relationship Between Workplace Bullying and Employee Cynicism?

To find out answer to the fourth research question that does emotional labor mediates the relationship between workplace bullying and employee cynicism Hypothesis No. 4 was formed. Hypothesis No. 4 states that emotional labor mediates the relationship between workplace bullying and employee cynicism. The results from the findings of this specific hypothesis were found to be significant and thus the particular hypothesis is accepted and the findings of the analysis suggest that

emotional labor mediates the relationship between workplace bullying and employee cynicism. The findings of the study were in accordance with conservation of resource theory.

According to conservation of resource theory as resource threatening actions are categorized as stressors, they are encountered with emotional responses (Spector & Jex, 1998) and these emotional responses lead towards CWBs (counterproductive work behaviors) as behavioral reactions. Hobfoll (1989, 2002, and 2018) proposed that employees are generally motivated to accumulate resources. Thus, when they come into contact with stress situations like emotional labor, they will act in such a way to ensure the conservation of their present resources and their ability to produce resources in the future. The current research is suggesting in the context of primacy of resource loss principle of COR that if employee is facing bullying at workplace and they are feeling anger, anxiety, depression and negative emotion but they cannot express their true emotions as they have to oblige with the professional norms so they often are engage in emotional labor (Bodenheimer & Shuster, 2019) which consequently results in employee cynicism (Anasori, Bayighomog, & Tanova, 2020; Cetin, 2018).

Moreover according to a research conducted by Sarwar, Bashir, and Khan, (2019) workplace bullying cause negative emotions which further leads towards uncivil behavior of employees. According to a research done by Anasori, Bayighomog, & Tanova, (2020) workplace bullying cause psychological distress in employees which further cause the emotional exhaustion to rise in employees. A research conducted by Cetin, (2018) also gives justification for the results. These explanation provides strong justification for the approval of mediation hypothesis.

5.1.5 Does Core-Self Evaluation Moderate the Relationship of Workplace Bullying and Emotional Labor?

To find out answer to the fifth research question that does core-self evaluation moderates the relationship of workplace bullying and emotional labor Hypothesis

No. 5 and 6 were formed. Hypothesis No. 5 states that core self-evaluation moderates the relationship between workplace bullying and emotional labor in such a way that relationship will be weaker among the individuals high on core self-evaluation and Hypothesis No. 6 states that core-self evaluation will moderate the indirect relationship of workplace bullying and employee cynicism through emotional labor; the mediated relationship will be weaker when core-self evaluation is high.

The results from the findings of these specific hypotheses were found to be significant and thus the particular hypotheses were accepted and the findings of the analysis suggest that those employees who are high on core-self evaluation will be less affected by workplace bullying and will experience lower level of emotional labor which will further decrease the level of employee cynicism level.

Conservation of resource theory gives justification for the acceptance for these hypotheses. According to COR theory “individual will strive to retain, protect and establish their necessary resources”. As workplace bullying causes the personal resources to deplete however if an individual have some other resources that can mitigate the impact of workplace bullying it is quite possible that individual will suffer less from bullying. According to and core-self evaluation is one of the resources that can act as a buffering variable (Wu, Chan, & Meyer, 2020).

Hentrich, Zimmer, Sosnowsky-Waschek, Gregersen, and Petermann, (2017) identified in their research that core-self evaluation can be buffering variable between stressor and stress relationship. In addition (Naseer & Raja, 2019) also suggested core-self evaluation to be a buffering variable between stressor and stress situations that can mitigate the positive impact of workplace bullying on emotional labor.

According to Judge, Locke, Durham, and Kluger, (1998) when employees have high level of core-self evaluation they will be self-reliance, adaptable to any kind of situations, efficient, and they will bring positivity to difficult situations. While those employees who have low level of core-self evaluation they will not have confidence in themselves, cannot manage difficult situations, will reside in their belief of being inefficient and will observe the working environment in a pessimistic way.

So according to the results of the current research study core self-evaluation will act as a buffering variable to minimize the positive impact of workplace bullying. Employees high in core self-evaluation will experience less emotional labor which will further decrease the propensity of employees involving in employee cynicism.

5.2 Theoretical Implications

The findings of the current research study add to the literature of workplace bullying and employee cynicism in different ways. As it was explained previously, that workplace bullying is very common in service sector organization in contemporary work settings and a lot of research has been done on the negative consequences of workplace bullying on individual level and organization level also. But up to the best of researcher knowledge very little was known previously about the relationship of workplace bullying and emotional labor in education sector as it is also a service sector organization. As a result, the current study tried to add to the research on workplace bullying and emotional labor in education sector of Pakistan. Workplace bullying level is high in education sector as proved by the findings of the current study that leads towards experiencing emotional labor among teachers which further cause them to behave cynical.

The second contribution of the current research is the examination of workplace bullying and employee cynicism through the theoretical optic of conservation of resource theory (Hobfoll, 1989). In light of the conservation of resource theory the current research adds to the literature by demonstrating the process through which employees pass and leads their behaviour to be cynical by including the role of emotions in the process. The findings of the current research were consistent with the proposed model that workplace bullying cause employees to engage in emotional labor which further cause them to be cynical in reaction.

As in contemporary work settings it is almost impossible to completely eliminate the negative emotions and its causes and consequences. So now from the past decade researchers and practitioners are suggesting that now researchers should

switch their directions of the research to finding the ways through which these negative phenomena of stressor stress relationship can be mitigated. So the current study also adds to the literature by examining the moderating role of core-self evaluation between workplace bullying and employee cynicism. Particularly, the current research provides support for the belief that personality of employees also has impacts alongside the mediational path from workplace bullying to employee cynicism. In accordance with conservation of resource theory (Hobfoll, 1989), the findings of the current research study shows that intensity of emotional labor that arise from workplace bullying can be effected by the level of core-self evaluation among employees. Moreover, the indirect path of workplace bullying and employee cynicism through employees' level of emotional labor was weaker on high degree of core-self evaluation. Specifically this contribution adds to the buffering literature of conservation of resource theory and increases its scope.

5.3 Practical Implications

This concept is generally accepted that workplace bullying has very harmful impact on employees. But in contemporary workplace settings bullying is very common. Workplaces are made very hostile due the frequent bullying occurrence over there. The current study was conducted on school level teachers. As teaching belongs to service sector jobs and the other more important phenomenon in service sector organization is to obey display rules.

As the success of a country depends upon the success of a nation and the nation's grooming responsibility is with the teachers. So it is very important for any country to satisfy the teachers so that they can build the nation with best qualities. It is important for an organization to provide the employees with stress free environment where they can better use their qualities.

The educationists should behave more naturally and efficiently because whole of the society depends upon their behavior. Their natural qualities and talents should come out of their character and behavior so that the students may follow them in a natural way because for every student his teacher is his role model. But when

the workplaces are made such hostile due to bullying the teachers report emotional labor and reacts cynically towards their leader, management and organization.

Human resource is the major resource for any organization. Anything can be replaced with machines but teachers cannot be replaced with machines. Students cannot learn only from books or stuff available online. Teachers have major impact on their students. I being a student get motivation by my teachers. Teachers are the factories that produce doctors, engineers, pilots, military officers, business tycoons, astronauts and in short they are teachers who provide resources to run the smooth mechanism of a country. Most importantly it is a teacher, who transforms a person into a human.

But now a days these teachers are treated as money making machines by the organizations and being bullied due to which they often engage into emotional labor. Their half of the resources are used in tackling these negative phenomenon in the workplaces due to which they are unable to used all their efforts in their basic duty. Organizations should make the working environment free from any kind of stressor so that teachers might not be stressed and complete their duties whole heartedly.

Moreover, the current research suggested that if employee is having some other resource that can counter balance the negative impact of workplace bullying on emotional labor the employees will suffer less. So recruiting bodies should hire those individuals that are high on core-self evaluation because they will be better able to handle the stress situations.

Other than that policy makers should make strict policies against those leaders that are engage in workplace bullying and give protections to the one who report against these perpetrators by policy. So nobody can feel threatened if they report against perpetrators.

5.4 Limitations and Future Directions

There is no perfect thing in the world. Everything existing in this world have some

kind of limitations. The current research also has some limitations which are faced while conducting the research. Firstly, as Data was collected by convenience sampling method and this may limit the generalizability of the results. The second reason can be the sample of the study as data was collected from teachers which affect range of the validity. As the research is conducted in the Covid-19 pandemic situations and data was collected through online survey because all of the educational institutions were closed by government orders. So the response rate was very low and this can limit the generalizability of the research.

The proposed research needs ample of time. As of now, it was hard and difficult to conduct research properly due to limited time and resources. The research requires a great time and if the sample size was to be specifically increased, then the time frame must be increased as well. But due to time factor, data were collected in cross sectional method.

Future research can be done through time lag studies, as data collected at different points of time gives improved results and reduce the common method biasness. The current study used SPSS for analysis, further studies can use advance analysis tools like Mplus or SmartPLS to handle complex models.

There is always room for improvement which gives motivation to the researchers to conduct research in future. The current research also gives future directions for research. The current research was based on conservation of resource theory. In future the theoretical links studied in current research can be studied by any other theory to give more justifications for the existing research.

Proposed theories for the current theoretical model can job demand and resource model and transactional stress model. Transactional stress model suggests that workplace demands increase the loss of personal resources of an employee that results in stress and that stress further leads towards negative behavioral outcome.

Secondly, cross sectional method was used for the current research study for collection of data. So future research can be conducted by using some other research design e.g. time lag studies, as data collected at different points of time gives improved results and reduce the common method biasness (Shadish et al., 2002).

Thirdly, moderators other than core-self evaluation can also be used in the existing links e.g. psychological capital, job resourcefulness and cultural dimensions can also be used in the existing links. For example with increase in power distance the bullying also gets increases. As inequality of authority among the victim and perpetrator workplace bullying occurrence also gets increase (Matthiesen & Einarsen, 2010).

5.5 Conclusion

Workplace bullying is becoming a severe dilemma in organizations due to its deleterious consequences on employees well being and also on organizations. Workplace bullying is a common phenomenon in service organizations. It does happen because there is almost always conflict of interest among employees of the same organization (Haq, Zia-ud-Din, & Rajvi, 2018). As in service sector organizations employees working on frontline are the significant crossing point between the organization and their clients, and often organizations made it mandatory to exhibit sociable and pleasant emotions in their day to day communication with clients under all situations.

The current research suggested that as workplace bullying causes the personal resources to deplete however if an individual have some other resources that can mitigate the impact of workplace bullying it is quite possible that individual will suffer less from bullying and core-self evaluation is one of the resource that can act as a buffering variable. The current research examines the consequences of workplace bullying by presenting a theoretical model based on moderated-mediation mode supported by conservation of resource theory in the education sector of Pakistan. Survey was conduct through adopted questionnaire to investigate the impact of workplace bullying on employee cynicism through emotional labor and with the moderating role of core-self evaluation. Approximately 600 questionnaires were online shared with the school teachers of Pakistan and 216 questionnaires were returned and used for the analysis of data. The results were obtained by using

SPSS. The results exhibits that reliability of the theoretical model proposed in the current research is appropriate and the model is also fit.

In addition to that, the findings of the current study shows that workplace bullying and emotional labor is positively and significantly associated with employee cynicism. Furthermore, the mediating role of emotional labor between workplace bullying and employee cynicism was also finds to be significant. Moreover, the moderating role of core-self evaluation on the relationship of workplace bullying and emotional labor was also founds to be significant.

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Appendix

QUESTIONNAIRE

Employee Cynicism

S. No.	Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I believe top management says one thing and does another.	1	2	3	4	5
2	Top management's policies, goals, and practices, seem to have little in common.	1	2	3	4	5
3	When top management says it is going to do something, I wonder if it will really happen.	1	2	3	4	5
4	Top management expects one thing of its employees, but rewards another.	1	2	3	4	5
5	When I think about top management, I feel irritation.	1	2	3	4	5
6	When I think about top management, I feel aggravation.	1	2	3	4	5

7	When I think about top management, I feel tension.	1	2	3	4	5
8	When I think about top management, I experience anxiety.	1	2	3	4	5
9	I criticize top management's practices and policies with others.	1	2	3	4	5
10	I often talk to others about the way things are run at top management.	1	2	3	4	5
11	I complain about how things happen at top management to friends outside the organization.	1	2	3	4	5

Emotional Labor

S. No.	Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Surface Acting						
1	I put on an act in order to deal with customers in an appropriate way.	1	2	3	4	5
2	I fake a good mood when interacting with customers.	1	2	3	4	5
3	I put on a "show" or "performance" when interacting with customers.	1	2	3	4	5
4	I just pretend to have the emotions I need to display for my job.	1	2	3	4	5

5	I put on a “mask” in order to display the emotions I need for the job.	1	2	3	4	5
6	I show feelings to customers that are divergent from what I feel inside.	1	2	3	4	5
7	I fake the emotions I show when dealing with customers.	1	2	3	4	5
Deep Acting						
8	I try to actually experience the emotions that I must show to customers.	1	2	3	4	5
9	I make an effort to actually feel the emotions that I need to display toward others.	1	2	3	4	5
10	I work hard to feel the emotions that I need to show to customers.	1	2	3	4	5
11	I work at developing the feelings inside of me that I need to show to customers.	1	2	3	4	5
12	The emotions I express to customers are genuine.	1	2	3	4	5
13	The emotions I show customers come naturally.	1	2	3	4	5
14	The emotions I show customers match what I spontaneously feel.	1	2	3	4	5

Workplace Bullying

S. No.	Items	Never	Rarely	Occasionally	Often	Very Often
1	I have been excluded from the celebrations and social activities organized by my co-workers.	1	2	3	4	5
2	My correspondence, telephone calls or work assignments have been controlled or blocked.	1	2	3	4	5
3	The things (documents, material) I need to be able to work have been damaged or altered.	1	2	3	4	5
4	I and my loved ones have been threatened with harm.	1	2	3	4	5
5	I have received threatening and intimidating gestures to ensure that I comply with his/their requests.	1	2	3	4	5
6	My beliefs or opinions have been attacked.	1	2	3	4	5
7	My correct decisions and achievements have been treated with disdain.	1	2	3	4	5
8	My professional standing has been attacked at every opportunity.	1	2	3	4	5
9	I have been constantly reminded of my mistakes.	1	2	3	4	5
10	My responsibilities have been restricted.	1	2	3	4	5
11	I have been assigned absurd or impossible tasks.	1	2	3	4	5

12	I have been assigned lower-level tasks than I had been performing previously.	1	2	3	4	5
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Core-Self Evaluation

S. No.	Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I am confident I get the success I deserve in life.	1	2	3	4	5
2	Sometimes I feel depressed. (r)	1	2	3	4	5
3	When I try, I generally succeed.	1	2	3	4	5
4	Sometimes when I fail I feel worthless. (r)	1	2	3	4	5
5	I complete tasks successfully.	1	2	3	4	5
6	Sometimes, I do not feel in control of my work. (r)	1	2	3	4	5
7	Overall, I am satisfied with myself.	1	2	3	4	5
8	I am filled with doubts about my competence. (r)	1	2	3	4	5
9	I determine what will happen in my life.	1	2	3	4	5
10	I do not feel in control of my success in my career. (r)	1	2	3	4	5
11	I am capable of coping with most of my problems.	1	2	3	4	5

12	There are times when things look pretty bleak and hopeless to me. (r)	1	2	3	4	5
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