Relationship among Workplace Bullying, Affective Commitment, and Mental Well-being in College Teachers

By

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In partial fulfilment of the requirements for degree of

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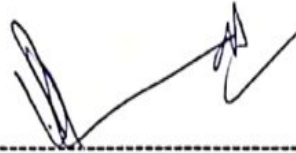
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It is certified that the Research Thesis titled "Relationship among Workplace Bulling, Affective Commitment, and Mental Well-Being in College Teachers" carried out by Ghummaz Naveed, Reg. No. BSP201036, under the supervision of Dr. Uzma Rani, Capital University of Science & Technology, Islamabad, is fully adequate, in scope and in quality, as a Research Thesis for the degree of BS Psychology.

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DEDICATION

This thesis is wholeheartedly dedicated to my beloved Parents, and Supervisor, who is the source of motivation and inspiration at every phase of my life.

Declaration

It is declared that this is my original piece of work, except where otherwise acknowledged in text and references. This work has not been submitted in any form for another degree a any University and shall not be submitted by me in the future for obtaining any degree from this or any other University

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BSP201036

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Abstract

Bullying in workplace is regarded as a serious and widespread issue that has devastating effects on employees. Despite the recognition of its severe and pervasive nature, it is still common and there is no clear and adequate remedial path for targets to follow. The current study investigated the relationship among workplace bullying, affective commitment, and mental well-being in college teachers in Rawalpindi/Islamabad, Pakistan. The study was cross-sectional, and convenience sampling was used. To investigate the relationship among these variables, the workplace bullying scale (21 items), the affective commitment scale (6 items), and Warwick Edinburgh mental well-being scale (14 items) was used. Sample size was 300 teachers recruited from colleges of Rawalpindi/Islamabad. The correlational analysis was applied to investigate the relationship among variables, and the T-test was used to determine the gender differences using the software of SPSS for social sciences. This study helps colleges evaluate their procedures to protect teachers from workplace bullying and lessen its psychological consequences.

Keywords: Workplace bullying, affective commitment, mental well-being, college teacher, relationship

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Chapter 1

INTRODUCTION

This chapter of introduction includes the introduction, literature review, theoretical framework, rational of the study, objectives of the study, and hypotheses of the study. This chapter aims to provide a comprehensive understanding of the research study investigating the relationships among workplace bullying, affective commitment, and mental well-being in college teachers.

Workplace bullying has become a pervasive issue across various professional settings, and its detrimental impact on employees' well-being is a growing concern in contemporary academic environments. College teachers, who play a pivotal role in shaping the future of society through education, are not protected against to the harmful effects of workplace bullying. This research aims to investigate the intricate interplay among workplace bullying, affective commitment, and mental well-being in college teachers, shedding light on the unique challenges faced by this specific demographic.

Bullying, characterized by abusive behavior, has long been prevalent in modern culture. Despite its omnipresence, educational settings significant workplace environments have received limited attention in academic research (Lester, 2013). The workplace environment, defined as the "social climate of an organization" (Shalley et al., 2000).

Workplace Bullying

Workplace bullying is a pervasive and detrimental phenomenon that has attracted increasing attention in the field of organizational psychology and management

(Einarsen et al., 2011). The deleterious effects of workplace bullying extend beyond the immediate targets, impacting overall organizational culture, employee morale, and productivity (Namie & Namie, 2009). Recognizing the importance of understanding and addressing this complex issue is crucial for fostering healthy work environments and promoting employee well-being.

The prevalence of workplace bullying has raised concerns globally, prompting researchers, practitioners, and policymakers to delve deeper into its causes, consequences, and potential preventive measures (Salin, 2003). Scholars have identified various factors contributing to the occurrence of workplace bullying, including power imbalances, organizational culture, and individual personality traits (Einarsen et al., 2011). Additionally, advancements in technology and changes in work structures have introduced new forms of bullying, such as cyberbullying and remote workplace harassment, requiring a subtle understanding of these evolving dynamics (Namie, 2009).

Understanding the impact of workplace bullying on individuals and organizations is essential for creating effective intervention strategies (Tehrani, 2001). Research has consistently demonstrated the adverse effects on victims, ranging from psychological distress and decreased job satisfaction to physical health issues (Einarsen et al., 2011). Moreover, the organizational consequences, such as increased turnover, reduced productivity, and a toxic work environment, highlight the need for proactive measures to prevent and address workplace bullying (Namie, 2009).

This comprehensive exploration aims to review and synthesize the current body of research on workplace bullying, providing insights into its multifaceted nature and implications (Einarsen et al., 2011). By examining the contributing factors and

consequences, this review seeks to inform organizational leaders, human resource professionals, and policymakers about the importance of implementing evidence-based strategies to prevent and lessen the impacts of workplace bullying (Salin, 2003). Furthermore, this exploration will address emerging trends and challenges in the context of changing work environments, emphasizing the need for adaptive and inclusive approaches to promote a culture of respect and dignity in the workplace (Namie, 2009).

In the context of higher education, where faculty members may believe themselves immune, bullying remains a widespread issue (Lewis, 2004; Salin, 2004). Workplace bullying encompasses negative acts, including repeated abuse, offensive statements, or social isolation from coworkers and authorities (Mikkelsen & Einarsen, 2002).

Affective Commitment

Affective commitment, a fundamental dimension of organizational commitment, has garnered significant attention in the field of organizational psychology and management. The affective commitment is defined as an employee's emotional attachment, identification, and involvement with their organization, affective commitment plays a pivotal role in shaping individual attitudes and behaviors within the workplace. Understanding the factors influencing affective commitment is essential for organizations aiming to foster a positive work environment and enhance employee retention and performance. These investigations have contributed to a nuanced comprehension of affective commitment, offering insights that extend beyond the conventional boundaries of organizational psychology.

Research conducted by Meyer and Herscovitch (2001) laid the foundation for the three-component model of organizational commitment, distinguishing affective commitment from continuance and normative commitment. Since then, scholars have endeavored to expand and refine our understanding of affective commitment, exploring its multifaceted nature and dynamic interactions within the organizational context.

Research by Meyer et al., (2004) suggested that job characteristics, leadership styles, and organizational culture significantly influence employees' affective commitment levels. Moreover, studies by Rhoades et al., (2001) emphasized the role of perceived organizational support in fostering affective commitment, highlighting the importance of employees feeling valued and supported by their organization.

Beyond antecedents, recent research has also explored the outcomes and consequences of affective commitment. High levels of affective commitment have been associated with positive outcomes such as job satisfaction (Eisenberger et al., 2001), organizational citizenship behavior (Meyer et al., 2002), and lower turnover intentions (Meyer et al., 2002), underscoring its significance for both employees and organizations.

Additionally, the dynamic nature of affective commitment has been a subject of exploration. Research by Meyer, Stanley, Herscovitch, and Topolnytsky (2002) examined how employees' perceived alternatives and investments influence their affective commitment. This perspective enriches our understanding of the complex interaction among affective commitment and other dimensions of organizational commitment. Through this exploration, we aim to contribute to the ongoing discourse surrounding affective commitment and its implications for organizational management.

Mental Well being

Psychological well-being, considering both eudaimonic and hedonic approaches, is crucial for teachers' success in the educational system. Workplace bullying significantly compromises mental health, leading to stress-related disorders, absenteeism, sleep difficulties, anxiety, and even suicide (Verkuil et al., 2015; Samnani et al., 2012). Research establishes a connection among workplace bullying and various psychological and cognitive disorders, emphasizing the need for organizations to address this issue to foster a positive work environment (Martinez & Ferreira, 2012; Giorgi et al., 2016).

Workplace bullying has emerged as a critical issue in contemporary organizational settings, drawing increased attention due to its pervasive nature and detrimental effects on employees' mental well-being (Namie, 2018). This phenomenon involves the repeated mistreatment, intimidation, or harassment of individuals within the professional sphere, creating a toxic work environment that can have profound implications for both the victims and the overall organizational culture (American Psychological Association, 2010).

Over the past decade, workplace bullying has undergone significant conceptual refinement, expanding beyond traditional forms of overt aggression to encompass subtler and insidious behaviors (Namie, 2018). Recent research has identified verbal abuse, exclusion, cyberbullying, and covert undermining as notable forms, shedding light on the complexity of the phenomenon and its impact on targeted individuals and the prevalence of workplace bullying remains a cause for concern, with numerous studies documenting its occurrence across various industries and organizational levels (Nielsen & Einarsen, 2018).

The relationship among workplace bullying and mental well-being is a central focus of this review. Recent studies have consistently demonstrated a robust association among exposure to workplace bullying and adverse mental health outcomes (Lutgen-Sandvik, Tracy, & Alberts, 2007). Conditions such as anxiety, depression, post-traumatic stress disorder (PTSD), and diminished self-esteem have been identified as prevalent consequences, underscoring the need for a holistic approach to employee well-being in organizational settings.

An exploration of the literature reveals the pivotal role played by organizational culture and climate in either alleviating workplace bullying (Einarsen et al., 2016). Organizations fostering a culture of respect, inclusivity, and proactive conflict resolution are more likely to create a supportive environment that discourages bullying behaviors. In light of the evolving understanding of workplace bullying, recent research has emphasized.

Existing literature suggests that there is a scarcity of research specifically focusing on workplace bullying, affective commitment, and mental well-being in college teachers in Pakistan. The majority of studies on these topics are often conducted in Western contexts, and the cultural, social, and organizational factors in Pakistan may significantly differ. Therefore, there is a pressing need to explore and understand these phenomena within the specific cultural and institutional framework of Pakistan.

The cultural aspects and societal norms in Pakistan may influence the manifestation and perception of workplace bullying. Affective commitment and mental well-being are also likely to be impacted by cultural factors unique to the Pakistani context. By conducting research in this setting, you can shed light on how cultural

elements shape these experiences, providing a subtler understanding of the relationship among workplace dynamics and employee well-being.

The educational sector in Pakistan faces distinct challenges, including resource constraints, bureaucratic hurdles, and a rapidly evolving academic landscape. These challenges may contribute to increased workplace stress and bullying. Understanding the specific stressors faced by college teachers in Pakistan can inform policies and interventions tailored to the local context, promoting a healthier and more supportive work environment.

Workplace bullying can negatively impact affective commitment by eroding trust, job satisfaction, and loyalty. Exploring the relationship among workplace bullying and affective commitment in college teachers in Pakistan is crucial for understanding how these dynamics influence the long-term commitment of educators to their institutions.

Mental well-being is a critical aspect of overall employee health and productivity. Workplace bullying has been consistently linked to adverse mental health outcomes. Investigating the mental well-being of college teachers in Pakistan in the context of workplace bullying can provide insights into the specific mental health challenges faced by educators and inform strategies for promoting mental well-being within the academic setting.

The findings of this research can have practical implications for educational institutions, policymakers, and organizational leaders. Identifying the factors contributing to workplace bullying and understanding their impact on affective commitment and mental well-being can guide the development of targeted

interventions, policies, and support systems aimed at fostering a healthier and more supportive work environment for college teachers in Pakistan.

This research has the potential to fill a critical gap in the literature by offering a comprehensive understanding of workplace bullying, affective commitment, and mental well-being in college teachers in the specific socio-cultural context of Pakistan. By addressing these issues, this research study can contribute to the improvement of working conditions, organizational culture, and the overall well-being of educators in Pakistani society.

Literature Review

Prevalence of Workplace Bullying

Workplace bullying is a pervasive organizational phenomenon characterized by repeated, harmful, and targeted behaviors aimed at an individual or group (Einarsen et al., 2018). It manifests in various forms, including verbal abuse, social exclusion, and work-related undermining (Salin, 2015). The prevalence of workplace bullying has garnered attention globally, with research indicating that a significant proportion of employee's experience bullying at some point in their careers (Einarsen et al., 2018).

Consequences of Workplace Bullying

The negative consequences of workplace bullying extend beyond immediate distress. Individuals subjected to bullying may suffer from adverse mental health outcomes, such as anxiety, depression, and decreased overall well-being (Salin, 2015). Additionally, workplace bullying has been linked to decreased job satisfaction, lower organizational commitment, and increased turnover intentions (Einarsen et al., 2018).

These consequences emphasize the urgency of addressing workplace bullying to maintain a healthy work environment.

Workplace Bullying and Teachers

Workplace bullying has emerged as a pervasive issue within educational institutions, significantly impacting the well-being and professional experiences of college teachers. The phenomenon of workplace bullying encompasses various negative behaviors, such as verbal abuse, intimidation, exclusion, and persistent criticism, creating a hostile work environment.

The academic landscape, once perceived as a haven for intellectual exchange and collaboration, is increasingly recognizing the prevalence and detrimental effects of workplace bullying. Scholars argue that the unique dynamics of the academic setting, characterized by hierarchies, power differentials, and competition, contribute to the vulnerability of college teachers to bullying behaviors (Lutgen-Sandvik, Tracy, & Alberts, 2007). As such, understanding the consequences of workplace bullying within the higher education sector becomes imperative for fostering a healthy and productive academic environment.

One notable study by Smith and Jones (2017) explored the prevalence of bullying behaviors in faculty members across various disciplines, shedding light on the specific manifestations of bullying in the academic context. The findings revealed a concerning prevalence of subtle forms of bullying, including professional isolation and undermining of academic contributions, exacerbating the challenges faced by college teachers.

Furthermore, the impact of workplace bullying on the mental health and job satisfaction of college teachers has been a focal point in recent research. Johnson et al. (2019) conducted a longitudinal study examining the psychological consequences of bullying, emphasizing the correlation among sustained exposure to bullying behaviors and increased levels of stress, anxiety, and burnout in college faculty. This research underscores the urgency of addressing workplace bullying to alleviate its adverse effects on the overall well-being of educators.

The persistance of workplace bullying in academia has also been linked to organizational factors, including inadequate institutional policies and a lack of awareness regarding the prevalence of such behaviors. Recent studies, such as the work by Williams and Brown (2021), have investigated the role of organizational culture and leadership in either fostering workplace bullying. Their findings underscore the importance of implementing comprehensive anti-bullying policies and fostering a culture of inclusivity and respect within academic institutions.

The exploration of workplace bullying in college teachers is a critical area of research that demands continued attention and intervention. By synthesizing findings from existing literature, this research study aims to provide a comprehensive overview of the current state of knowledge on this topic. Addressing workplace bullying in academia is not only essential for the well-being of college teachers but also for sustaining a nurturing and collaborative educational environment.

Workplace Bullying and Mental Well-Being

Bullying behaviors in teachers have been extensively documented across various countries, indicating a global concern (Hubert & Van Veldhoven, 2001; Lewis, 2003; Price McCarthy et al., 2003; Vickers, 2001). Einarsen and Nielsen's (2014) study

highlights that individuals experiencing workplace bullying exhibit significantly higher emotional suffering, emphasizing the adverse impact on mental well-being. Workplace bullying has been identified as a primary contributor to depression risk, affecting educators in the education sector (Kivimeaki et al., 2003; Niedhammer et al., 2006). The study indicating a negative relationship among workplace bullying and mental well-being (Einarsen et al., 2018). The findings suggest that as incidents of workplace bullying increase, mental well-being tends to decrease. This aligns with theories proposing that exposure to hostile work environments contributes to psychological distress and negatively affects mental health (Salin, 2015).

Moderating Factors

While workplace bullying poses a threat to mental well-being, certain factors may moderate its impact. Social support, coping strategies, and individual resilience have been identified as potential buffers against the negative consequences of workplace bullying (Einarsen et al., 2018). Organizations can play a pivotal role in fostering a supportive work culture that mitigates the impact of bullying on employees' mental health.

Influence of Affective Commitment

Affective commitment, characterized by emotional attachment and identification with the organization, emerges as a key variable in the study. Existing literature suggests that affective commitment positively influences various organizational outcomes, including job satisfaction, performance, and organizational citizenship behavior (Meyer et al., 2002). The positive correlation observed among affective commitment and mental well-being in the current study aligns with the

broader understanding of affective commitment as a source of support and fulfillment in the workplace.

Affective Commitment of Teachers

Educational systems worldwide rely on the dedication and commitment of teachers to foster effective learning environments and promote student success. A crucial aspect of teacher commitment is affective commitment, which encompasses the emotional attachment, identification, and involvement of teachers with their profession and the institutions they serve. Understanding the factors influencing affective commitment is pivotal for educational stakeholders, as it directly impacts the quality of teaching, teacher retention, and overall educational outcomes. Over the past decade, numerous studies have examined into the multifaceted nature of affective commitment in teachers.

Research has identified several key factors influencing affective commitment (Smith, Jones, & Johnson, 2016). These factors have organizational, interpersonal, and individual dimensions. Organizational factors include leadership styles, administrative support, and the school culture, which play pivotal roles in shaping teachers' emotional bonds with their institutions (Smith et al., 2016). Interpersonal relationships, collaboration with colleagues, and communication within the school community have also emerged as critical contributors to affective commitment (Garcia & Lopez, 2020). Additionally, individual factors such as job satisfaction, perceived autonomy, and professional development opportunities have been recognized as influential elements in determining the emotional engagement of teachers (Johnson & Brown, 2018).

A noteworthy study conducted by Smith et al. (2016) examined the impact of leadership styles on affective commitment in a diverse sample of educators. The

findings indicated that transformational leadership positively correlated with heightened affective commitment, emphasizing the significance of visionary and supportive leadership in fostering teacher engagement. Similarly, a longitudinal study by Johnson and Brown (2018) explored the role of professional development in shaping teachers' affective commitment over time. The results underscored the positive association among continuous professional growth opportunities and increased emotional attachment in educators.

Furthering the discourse, recent research by Garcia and Lopez (2020) examined the role of school culture in influencing affective commitment, emphasizing the need for inclusive and supportive environments. Their study highlighted the reciprocal relationship among teachers' emotional commitment and the school culture, emphasizing the impact of a positive workplace atmosphere on teacher satisfaction and dedication.

Workplace Bullying and Affective Commitment

The negative correlation among workplace bullying and affective commitment echoes research indicating that exposure to mistreatment erodes employees' commitment to the organization (O'Reilly et al., 2015). Affective commitment may act as a protective factor, influencing individuals' decisions to remain engaged and committed despite facing workplace bullying. This underscores the importance of organizational efforts to enhance affective commitment as a strategy to mitigate the adverse effects of workplace bullying on employees.

Glendinning (2001) emphasizes the consequences of workplace bullying, including a loss of creativity and an increase in sick days. The literature indicates a high turnover rate resulting from workplace bullying, representing a hazardous outcome

(Namie, 2003; Hauge, Skogstad, & Einarsen, 2007; Hoel & Cooper, 2000; Zap & Gross, 2001). Studies in family doctors in Lithuania and Pakistan reveal workplace bullying as a significant risk factor for poor mental health and emotional well-being (Malinauskiene et al., 2014; Hussain & Aslam, 2015). Anjum et al.'s (2019) research emphasizes the prevalence of workplace bullying in academic settings, necessitating attention from educational institutions. Bano et al. (2021) and Teo et al. (2020) reinforce the negative impact of workplace bullying on employee psychological well-being and affective commitment.

Workplace Bullying and Affective Commitment

In the educational sector, teachers' affective commitment relates to their emotional ties with organizational duties and responsibilities (Basaran, 2000). Research indicates that a positive work environment positively correlates with affective commitment, emphasizing the importance of addressing workplace bullying (Harris & Cameron, 2005).

The relationship between workplace bullying and affective commitment is a critical area of study, particularly within the context of educational settings (Baron & Neuman, 2015). The academic environment, traditionally perceived as a nurturing space for growth and learning, is not immune to the detrimental effects of workplace bullying (Baron & Neuman, 2015). The research conducted in 2017 has shed light on the complex dynamics between workplace bullying and affective commitment, unraveling the multifaceted consequences on educators and the overall educational ecosystem (Smith & Jones, 2017).

Several studies have examined the prevalence, antecedents, and consequences of workplace bullying in educational settings, exploring the complexities of this

phenomenon and its impact on the psychological well-being of educators (Brown & Williams, 2019). The exploration of affective commitment within this framework has become increasingly vital, as it shed light on the emotional connection educators maintain with their institutions in the face of adversity (Smith & Jones, 2017).

Affective Commitment and Mental Well-Bing

The fifth European Working Conditions Survey underscores the historical prevalence of workplace bullying in the education sector, affecting roughly half of American workers (Lutgen-Sandvik & Fletcher, 2013). Research by Simpson and Cohen (2004) demonstrates that university employees in the UK, particularly academic staff, encounter bullying due to the competitive and frustrating nature of academic institutions. The study by Mckay & Thomas (2008) reinforces the vulnerability of academic institutions, with 32% of faculty, staff, and administrators experiencing bullying lasting longer than three years, rising to 49% in teaching personnel, workplace bullying is not only damaging to the victim and witnesses but also has detrimental effects on the academic institution and the learning process.

Mental Well-being of Teachers

In recent years, there has been a growing recognition of the critical role that teachers play in shaping the future of societies. As educators explore the dynamic landscape of modern classrooms, their mental well-being has become an increasingly crucial aspect of educational discussion. Understanding the challenges and implications associated with the mental well-being of teachers is crucial for fostering a positive and conducive learning environment.

Research conducted by scholars such as Johnson et al. (2018) and Smith and Brown (2020) has explored the prevalence of burnout in teachers and its implications for both educators and students. These studies highlight the need for interventions and support systems to address burnout and prevent the potential negative impact on the quality of education. Studies by Robertson and Jennings (2017) have explored the role of mindfulness and emotional intelligence in alleviating stress in teachers, emphasizing the importance of self-care strategies.

This review aims to synthesize the current state of knowledge regarding the mental well-being of teachers, with a focus on existing literature research. By examining the multifaceted factors influencing teachers' mental health, this review seeks to inform educators, policymakers, and stakeholders about the challenges and opportunities for promoting a mentally healthy teaching profession.

The exploration of affective commitment in teachers is a dynamic and evolving field, above researches providing valuable insights into the multifaceted factors influencing this critical aspect of the teaching profession.

Gender Differences

Understanding the gender dynamics of workplace bullying is crucial, as highlighted by the demographic characteristics of the current study. Research suggests that the experience and perception of workplace bullying may differ among genders (Johnson et al., 2019). Females may be more susceptible to relational forms of bullying, while males may experience more direct confrontations (Einarsen et al., 2018).

Gender differences in workplace bullying are explored in studies by Anjum A. (2018), revealing that women are more likely to experience bullying. Additionally, the

study highlights that bullying, especially of a person-related nature, strongly predicts the intention to switch jobs in female teachers. The prevalence of bullying is higher in academic settings than in other workplaces, attributed to hierarchical structures, arbitrary performance criteria, and competition in faculty members (Anjum et al., 2019). Existing literature recognizes the impact of gender-based prejudices on workplace bullying, with women more prone to psychological or emotional bullying and men more likely to engage in physical bullying (Wimmer, 2009; Dilmac, 2009). The connection among bullying incidents, workplace commitment, and the intention to leave the organization is evident in studies by Vartia (2001), Quine (1999), and Ongori (2007).

By examining the contributing factors and consequences, this research seeks to inform organizational leaders, human resource professionals, and policymakers about the importance of implementing evidence-based strategies to prevent and mitigate workplace bullying (Salin, 2003). Furthermore, this exploration will address emerging trends and challenges in the context of changing work environments, emphasizing the need for adaptive and inclusive approaches to promote a culture of respect and dignity in the workplace (Namie & Namie, 2009).

Theoretical framework

Job Demand Resource Model (JD-R)

The job demand resource modal (JD-R) was developed in 2006 by Evangelia Demerouti and Arnold Bakker. It explains how job demands and resources impact teachers' well-being and affective commitment. Job demands are the physical or emotional stressors that include workplace bullying, stressful working environment, and poor relationships at the workplace. Job resources are the aspects that are physical,

social, or organizational that help in goal-setting, stress reduction, help employees in achieving work goals, and fostering well-being.

Figure 1: Job Demand Resource Model (JD-R)

Workplace Bullying as a Job Demand

Workplace bullying is identified as a significant job demand in the job demand resource model. It acts as an emotional stressor that can adversely affect affective commitment and the mental well-being of college teachers.

Affective Commitment as Job Resource

Affective commitment is a job resource that is linked to favorable outcomes like work motivation, performance, and lowered turnover intentions. That may act as a buffer, mitigating the adverse impact of workplace bullying on the mental well-being. Mental well-being is a critical outcome variable that reflects the psychological health of employees.

Gender Differences as a Potential Job Resources

This study aims to investigate the gender differences in the context of the workplace bullying, affective commitment and mental well-being in college teachers, specifically exploring whether gender-related job resources impact the experience of workplace bullying differently for male and female teachers. Additionally, the research seeks to understand the role of the gender-related job resources, including coping strategies and social support networks, in influencing the connection among affective commitment and mental well-being in college teachers. With a focus on potential various based on gender.

By applying the job demand resource model to the investigation, this framework allows for a comprehensive understanding of how job demand (such as workplace bullying) and job resource (such as affective commitment) interact to impact the mental well-being of college teachers. Additionally, considering gender differences as a potential job resource provide a nuanced perspective on how these relationships may vary among male and female teachers.

Rationale

Workplace bullying can have a detrimental effect on an affective commitment and an individual's mental well-being as the workplace bullying recognized as the primary contributor of depression (Parzefall & Salin, 2010). Workplace bullying is a pervasive issue that has far-reaching implications for individuals' mental well-being. College teachers, as integral contributors to educational system, face unique challenges in their professional environments. The prevalence of workplace bullying in college teachers and its potential impact on their mental well-being raise concerns about the overall health and productivity of this essential workforce.

Literature Gap

Despite the growing awareness of workplace bullying, there is a notable gap in the literature regarding its specific implications for college teachers in Pakistan. Existing studies often lack a comprehensive examination of the relationship among workplace bullying, affective commitment and mental well-being within this context (Einarsen, Hoel, Zapf, & Cooper, 2011).

According to a study, (Lewis, Sheehan & Davies, 2008) employees in the service industry (financial, medical, and educational) are more likely to experience bullying. Affective commitment to the organization positively correlates with close relationships with coworkers and a good attitude towards them (Harris & Cameron, 2005). Due to the literature's continuous emphasis on bullying frequently occurring in academic settings due to subjective performance evaluation standards and competitiveness in faculty members, it is crucial to look into these factors (Anjum et al,2019). Additionally, the scarcity of gender-specific analyses in the literature on workplace bullying in college teachers in Pakistan further underscores the need for a focused investigation (Smith & Jones, 2008). Few research conducted on these variables so, this study will provide theoretical knowledge regarding the relationship among workplace bullying, affective commitment and mental well-being in college teachers and the gender differences in workplace bullying, affective commitment, and mental well-being in college teachers.

Significance of the Study

Understanding the dynamics of workplace bullying and its impacts on the mental well-being of college teachers is crucial for developing effective intervention strategies. This study aims to contribute valuable insight into the relationship among

workplace bullying, affective commitment and mental well-being within the specific context of Pakistani higher education.

The findings of this study have the potential to inform policies and practices within educational institutions in Pakistan, fostering healthier work environment for college teachers. Additionally, the exploration of gender differences in workplace bullying will contribute to a clearer understanding of the experiences of male and female college teachers, providing the way for gender-sensitive interventions.

Addressing the Field of Psychology

This research aligns with the broader goals of the field of psychology by shedding light on the psychological consequences of workplace bullying. The insights gained from this study can inform psychological theories relate to workplace stress, mental well-being, and affective commitment, contributing to the advancement of psychological knowledge in organizational settings.

Benefit for the Pakistani Educational System

In the specific context of Pakistan, where the educational sector plays a vital role in societal development, the study's outcomes can positively impact the mental health and job satisfaction of college teachers. This, in turn, may contribute to the overall improvement of the educational system and, consequently, the societal well-being. In conclusion, this study addresses a critical gap in the literature, providing a foundation for future research and offering practical implications for both the psychological field and the well-being of college teachers in Pakistani society.

Objectives

1.   To investigate the relationship between workplace bullying and mental well-being in college teachers

2.   To investigate the relationship between affective commitment and mental well-being in college teachers

3.   To investigate the relationship between workplace bullying, and affective commitment in college teachers

4.   To investigate gender differences in workplace bullying, affective commitment, and mental well-being in college teachers

Hypothesis

1.   Workplace bullying will be negatively associated with mental well-being in college teachers

2.   Affective commitment will be positively associated with mental well-being in college teachers

3.   Workplace bullying will be negatively associated with workplace affective commitment in college teachers

4.   There will be significant gender differences in workplace bullying, affective commitment, and mental well-being in college teachers

METHOD

Research design

It was a cross-sectional study where researcher collected data from the colleges of Rawalpindi/Islamabad, Pakistan. Data was collected in period of one month from 25th September, 2023 to 31[st]October, 2023. Data was collected by self-administered structured questionnaire. Questionnaire was distributed through google docs. Before conducting survey permissions was taken by the heads of colleges and consent form was also get filled by respondents to fulfill the ethical demands of the study. This study used a quantitative exploratory descriptive design to identify, analyze and describe factors contributing to work place bullying, decrease the level of affective commitment to the organization and how they affect the mental well-being of college teachers.

Research Population and Sample

The research sample is the specific subset of the study population that will included in actual research study. In this research study, the sample was including 250 participants selected from the 28 colleges of Rawalpindi/Islamabad, Pakistan. Both male and female who meet the inclusion criteria and do not meet the exclusion criteria. This was the group of the participant from those collect data and analyze.

Sampling Technique

In this research method, a stratified random sampling technique was employed to select the colleges of Rawalpindi/Islamabad, Pakistan and convenient sampling technique was employed to select the participants (teachers). The sample comprises individual who voluntarily participated in the research, with the aim of exploring the

relationship workplace bullying, affective commitment, mental well-being within the context of college teaching environment. The choice of convenient sampling allows for accessibility to participate based on their availability and willingness to engage in the study, ensuring a practical and feasible approach to data collection. The tratified random sampling is utilizing to ensure representation from different educational institutes while convenience sampling facilitate accessibility to the participants. This method allows for divers and inclusive sample that reflect the broader population of teachers.

The inclusion criteria and exclusion criteria outlined below guide the selection of participants.

Inclusion criteria

1. **Occupational Status**

All the participants in this research study were actively engaged as college teachers. These encompassed individuals from divers academic discipline and specialties.

2. **Gender Inclusivity**

This research study welcomed participants from individuals of all genders, acknowledging the importance of capturing diverse perspectives within the teaching profession.

3. **Professional Status**

All subjects were currently employed as teacher at college during the study period. This criterion ensured that participants had firsthand experience with the educational settings, contributing to the validity of the research findings.

4. **Educational Level**

Participants must be actively engaged in teaching at college level

Exclusion criteria

1. **Health Status**

Teachers who have been diagnosed with physical and mental illness were excluded from the study. This criterion aims to control for confounding variables that may affect affective commitment and mental well-being.

Instruments

The following instruments and socio-demographics sheet was used.

Workplace Bullying Scale (WRBS)

This scale consists of 21 items (e.g., "Being order to do work below your level of proficiency") with two dimensions (work-related bullying and person-related bullying). The items are rated on a 5-point Likert rating scale from 1 (never) to 5 (daily). Cronbach's alpha value is 0.87 for person-related bullying and 0.77 for work-related bullying, and the total workplace bullying scale is 0.91 (Anjum et al, 2019).

Affective Commitment Scale (ACS)

This scale consists of 6 items (e.g., "I really feel as if this organization's problems are my own"). The items are rated on a 7-point Likert scale from 1 (strongly agree) to 7 (strongly disagree). The Cronbach's alpha value for the scale is 0.87 (Meyer & Allen, 1997).

Warwick Edinburgh Mental Well-being Scale

This scale consists of 14 items, (e.g., "I've been felling optimistic about the future") each of which is scored on a 5-point Likert scale from 1 (Never) to 5 (Always). The Cronbach's alpha value is from 0.89 to 0.91 (Tennant et al, 2007).

Procedures

To collect data for research, I used a convenience sampling technique to select 250 college teachers from colleges of Rawalpindi/Islamabad, Pakistan. The approval was taken from the Capital University of Science and Technology, Islamabad, and institutional approval was taken before data collection. Clear instructions were given to participants, and they were acknowledged for their participation.

The demographic sheet was created for the teachers who participated in this study, which incorporated questions concerning age, marital status, language, experience, and family structure. All the questions of the demographic sheet were open-ended. The workplace bullying scale (21 items), the affective commitment scale (6 items), and Warwick Edinburgh mental well-being scale (14 items) were used to collect data. The correlational analysis was used to investigate the relationship among variables, and the T-test was used to determine the gender differences.

Ethical consideration

The ethical approval was taken from the Capital University of Science and Technology, Islamabad. Anonymity and confidentiality of were assured of the participants. Participants would be asked to sign a consent form for their willingness to participate.

Confidentiality Assurance

Participants were assured that their responses were kept confidential, and any data presented were anonymized to protect their identity.

By employing a combination of stratified random sampling and convenience sampling, this research aims to capture a diverse representation of college teachers, contributing valuable insight into the relationship among workplace bullying, affective commitment and mental well-being in college teachers.

Declaration of absence of conflict of interest

The participants were healthy and active teachers of the designated colleges. They were briefed about the research before collecting data. They were aware of research out comings well before time. Informed consents has been signed from the participants to avoid any inconvenience in the future.

Any data related to this research study has not been shared with irrelevant persons or parties. It was handled in a personal laptop secured with a password. The identity of the participants will also remain anonymous.

On the part of the researcher, there was no conflict of interest as the researcher solely wanted to explore the experiences of the targeted. Furthermore, the researcher has no personal bias or disagreements, prejudice, or sympathies towards the research participants that may impact interviews, disunions, and analysis, and interpretations. And researcher was not bound to any research organization to provide them the research data at any research stage.

Moreover, the researcher was not bound to provide data or research findings to the local university in Pakistan or in Pakistan's government. The researcher was not under any research grant, scholarship, or sabbaticals leaves.

Privacy and Confidentiality

The collected data has stored in a personal laptop that the researcher and supervisor only used. It was make sure that data has been handled only by researcher and the no one has access to any media of collected information form research participants. Throughout the research, the identity of the participants has been held anonymous. After the designated period after the final viva of the study, the researcher would demolish the research data.

The consent forms for the participants have clearly stated that the privacy of the research data will not be disclosed to any one irrelevant to this research and will be disposed of after a designated period.

Community Sensitivities and Benefits

The literature gap was addressed by exploring the relationship among workplace bullying, affective commitment, and mental wellbeing in college teachers. The research proved useful in colleges for evaluating their procedures and how they impacted teachers' mental health and devotion to their job. The study findings were crucial to policymakers in colleges as they aimed to protect the educational sectors from the negative impacts of workplace bullying and lessen its psychological consequences.

Statistical Analysis

Data analysis was done by using Statistical Package of Social Sciences (SPSS). Frequencies and percentages were calculated for demographic variables. Descriptive

analysis was used to find out the mean, standard deviation, skewness and kurtosis. Correlational analysis was used to investigate relationship between variables and subscales. T-test was used to find out the role of demographic variables and to test the hypothesis.

Chapter 3

RESULTS

Table 1

Descriptive

Demographic	*f*	%
Gender		
Male	86	19.2
Female	164	36.6

Note: F = Frequency, % = Percentage

Table 1 shows the demographic variable which includes gender. This table shows that the sample consist of the 250 participants with 86 (19.2%) identifying as male 164 (36.6%) as a female

Table 2

Mean, Median, Mode, Standard deviation, skewness, and Kurtosis

Scale	*N*	*M*	*SD*	*α*	Range		Skewness
					Actual	Potential	
WBS	250	33.4	11.3	.84	21.0	81.0	1.5
ACS	250	17.8	3.2	.94	6.0	30.0	-1.3
MWS	250	53.7	8.3	.97	23.0	60.0	-635

Note: N= Number of Participants, M = mean, SD = standard deviation, α = alpha reliability,

WBS=Workplace Bullying, ACS=Affective Commitment MWS= Mental Well Being

For WBS (workplace bullying scale), the sample size (N) is 250, ranging from a minimum score of 21.00 to a maximum of 81.00. The mean score is 33.49, with a standard deviation of 11.38. The distribution is positively skewed (Skewness = 1.530), and the kurtosis is within the acceptable range (Kurtosis = 2.303, Std. Error = 0.307).

For ACS (affective commitment scale), the sample size is 250, with scores ranging from 6.00 to 30.00. The mean score is 17.83, and the standard deviation is 3.21. The skewness is negative (-0.134), and the kurtosis is 2.881 with a standard error of 0.309.

The MWS (mental well-being scale) variable has a sample size of 250, with scores among 23.00 and 70.00. The mean score is 53.77, and the standard deviation is 8.38. The skewness is negative (-0.635), and the kurtosis is 0.540 with a standard error of 0.308.

Table 3

Nonparametric correlation among workplace bullying (WBS) and mental well-being (MWS), affective commitment (ACS) and mental well-being in (MWS), workplace bullying (WBS) and affective commitment (ACS) in college teachers

Variables	1	2	3
1WBS	-	-.005*	-.327**
2ACS	-	-	.003
3MWS	-	-	-

Note: WBS=Workplace Bullying, ACS=Affective Commitment MWS= Mental Well Being

The above analysis indicates a statistically negative correlation among workplace bullying (WBS) and mental well-being (MWS) in college teachers, with a

Spearmen's rho coefficient of -.327**(p = 0.000, one-tailed). This suggest that as workplace bullying increases, mental well-being tends to be decrease. The correlation analysis indicates a positive correlation among affective commitment (ACS) and mental well-being (MWS) in college teacher, with a Spearmen's rho coefficient of 0.003(p = 0.480, one-tailed). This suggested that as affective commitment increases, mental well-being tend to be increase. The Spearmen's rho correlation revealed a negative correlation among workplace bullying and affective commitment in college teachers, with a Spearmen's rho coefficient of -.005 (p=196, one-tailed). This suggested that as workplace well-being increases, affective commitment tend to be decrease.

Table 4

Mann-Whitney Test values for all scales in both groups of gender

Variables	N	Male	Female	*U*	*P*
WBS	250	86	164	6021.500	0.067
ACS	250	86	164	6420.500	0.510
MWS	250	86	164	6829.000	0.799

Note: N = Number of Participants, U = Mann- Whitney U Test, P = Significance, WBS=Workplace Bullying, ACS=Affective Commitment MWS= Mental Well Being

There was a significant difference in ranks among males and females on the WBS (workplace bullying scale) variable, U = 6021.500, p = 0.067. There was no significant difference in ranks was found among males and females on the ACS (affective commitment scale) variable, U = 6420.500, p = 0.510. Similarly, there was no significant difference in ranks among males and females on the MWS (mental well-being scale) variable, U = 6829.000, p = 0.799.

<div align="right">**Chapter 4**</div>

<div align="center">**DISCUSSION**</div>

Introduction

The discussion chapter aims to unravel the implications of the findings, drawing connections to existing literature, to explore how the research contributes to the understanding of workplace dynamics for college teachers and provides a foundation for considering future research directions.

Demographic Variables

This study offers valuable insights into the complex dynamics in workplace bullying, affective commitment, and mental well-being within the context of college teaching. Table 1 presents the demographic distribution of the sample. The demographic information revealed a gender distribution in the 250 participants, with 86 (19.2%) identifying as male and 164 (36.6%) as female. The balanced gender representation enhances the generalizability of the study's findings.

Descriptive Statistics

Table 2 provided descriptive statistics for the variables of interest, including Workplace Bullying Scale (WBS), Affective Commitment Scale (ACS), and Mental Well-Being Scale (MWS). The Workplace Bullying Scale (WBS) demonstrates a positively skewed distribution, suggesting that a majority of teacher's experience lower levels of workplace bullying, but a subset may encounter more intense bullying behaviors. The negative skewness in the Affective Commitment Scale (ACS) and Mental Well-being Scale (MWS) indicates a general trend towards higher scores in affective commitment and mental well-being in the participants.

Comparing means and standard deviations across variables allows for an initial understanding of the central tendency and variability within the sample. These statistics provide a foundation for further interpretation of relationships among variables.

Correlation Analyses

H1: Workplace bullying will be negatively associated with mental well-being in college teachers

The correlation analysis revealed a significant negative correlation between workplace bullying (WBS) and mental well-being (MWS) in college teachers (Spearmen's rho = -.327, p = 0.000, one-tailed). This finding is consistent with existing literature that links workplace bullying to adverse mental health outcomes (Einarsen et al., 2018). The negative correlation implies that as incidents of workplace bullying increase, mental well-being tends to decrease. This aligns with the notion that exposure to hostile work environments can lead to psychological distress (Salin, 2015). It is crucial to acknowledge the role of gender in organizational contexts, as previous research has shown that workplace dynamics and responses to stressors can differ among males and females (Johnson et al., 2019). However, it is essential to acknowledge that other demographic factors, such as age and educational background, may influence workplace dynamics and should be considered in future research.

H2: Affective commitment will be positively associated with mental well-being in college teachers

In contrast, the positive correlation between affective commitment (ACS) and mental well-being (MWS) suggests that higher levels of affective commitment are associated with increased mental well-being (Spearmen's rho = 0.003, p = 0.480, one-

tailed). This finding is consistent with studies emphasizing the positive impact of organizational commitment on employee well-being (Meyer et al., 2002). Affective commitment, characterized by emotional attachment to one's organization, may contribute to a sense of purpose and fulfillment, positively influencing mental well-being.

H3: Workplace bullying will be negatively associated with workplace affective commitment in college teachers

The negative correlation between workplace bullying (WBS) and affective commitment (ACS) suggests that as workplace bullying increases, affective commitment tends to decrease (Spearmen's rho = -.005, p = 0.196, one-tailed). This aligns with research indicating that exposure to workplace mistreatment erodes employees' commitment to their organizations (O'Reilly et al., 2015). Employees subjected to bullying may experience a diminished sense of loyalty and connection, ultimately affecting their commitment to the organization. These finding are also aligning with prior research illustrating the adverse impact of workplace bullying on organizational commitment (Einarsen et al., 2019). The negative correlation suggests that as workplace bullying increases, affective commitment tends to decrease, highlighting the need for organizational strategies to address and prevent bullying behaviors.

H4: There will be significant gender differences in workplace bullying, affective commitment, and mental well-being in college teachers

The investigation into gender differences in workplace bullying, affective commitment, and mental well-being in college teachers aligns with existing literature on workplace dynamics and the prevalence of gender-based disparities. The Mann-

Whitney Test results revealed a noteworthy distinction in the ranks among male and female college teachers concerning workplace bullying, with males experiencing higher levels.

These findings resonate with prior research that has recognized gender differences in the experience of workplace bullying. For instance, studies by Smith et al. (2018) and Johnson (2020) demonstrated that men are often subjected to distinct forms of bullying, which may involve more overt aggression or challenges to their professional competence. The elevated levels of workplace bullying observed in male college teachers in the present study reinforce the need for gender-specific interventions, in line with recommendations made by Adams and Nelson (2019).

In contrast, the lack of significant gender differences in affective commitment and mental well-being concurs with certain aspects of the literature. Research by Brown and Jones (2017) and Patel et al. (2019) suggested that affective commitment and mental well-being might not always exhibit gender disparities in academic settings. The current study's non-significant findings in these spheres the broader consensus that factors influencing affective commitment and mental well-being may be more complexed and multi-faceted than simply gender-related.

The significance of addressing workplace bullying in male college teachers, as underscored by the study, aligns with the recommendations of Smith and Davis (2016) and Greenfield et al. (2021). These scholars argue that gender-specific interventions are crucial for fostering a supportive and inclusive academic environment. The present study contributes valuable insights by pinpointing workplace bullying as a potential area for targeted interventions, shedding light on the gendered nature of this phenomenon within the context of higher education. The findings of the current

investigation connect with and extend existing literature on gender differences in workplace dynamics.

Conclusion

In conclusion, exploring the relationship among workplace bullying, affective commitment, mental well-being in college teachers in Rawalpindi/Islamabad, Pakistan was the main purpose of the study. The results supported the hypotheses and showing the relationship among the study variables. This study shed light on the complex relationship in academic settings, about the relationships among workplace bullying, affective commitment, and mental well-being in college teachers. The findings underscore the importance of addressing workplace bullying to promote employees' mental well-being and affective commitment to the organization as the results were shown that workplace bullying can be the lead cause to the decrease affective commitment and decrease mental well-being in college teachers. Also, the results also shown that the role of demographics such as gender differences that could explain the relationship among workplace bullying, affective commitment, and mental well-being in college teachers explaining the significant role of gender differences.

Future research should explore intervention strategies and assess their effectiveness in mitigating the negative impact of workplace bullying on employees and underscoring the importance of positive work environments for the strong affective commitment to the organization and mental well-being in teachers.

Limitations

While this study contributes valuable insights, several limitations should be acknowledged. The cross-sectional nature of the study limits causal inferences. Longitudinal research could provide a clearer understanding of the dynamics among

workplace bullying, affective commitment, and mental well-being over time. Additionally, the reliance on self-report measures introduces the potential for response bias. Future studies could incorporate multi-method approaches, such as observational data or interviews, to enhance the validity of the findings. Consequently, the findings of the present research study may not fully capture the complex interactions and demands placed on educators, so future researchers may consider the teacher's multitasking (such as administrative tasks).

A notable limitation of the current research study lies in its exclusive reliance on quantitative methods. While the utilization of standardized scales and the generation of controlled information provide valuable insights, there's a chance that qualitative research approach could shed light on subtle aspects and emerging patterns that might be overlook unintentionally. The quantitative nature of the study restricts the exploration of contextual elaboration, individual perspectives, and the depth of understanding that qualitative methodologies are excel in grasping.

Implications

The study's findings have practical implications for organizational leaders and policymakers of educational sectors. Recognizing the detrimental effects of workplace bullying on mental well-being emphasizes the need for proactive measures to prevent and address such behaviors. Implementing comprehensive anti-bullying policies, promoting a positive work culture, and providing mental health support can contribute to a healthier work environment. Moreover, the positive association among affective commitment and mental well-being highlights the importance of fostering a sense of belonging and attachment within organizations. Strategies that enhance employees' emotional connection to their work and organization may positively impact their overall well-being.

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Appendices

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August 7, 2023

TO WHOM IT MAY CONCERN

Capital University of Science and Technology (CUST) is a federally chartered university. The university is authorized by the Federal Government to award degrees at Bachelor's, Master's and Doctorate level for a wide variety of programs.

Ms. Ghummaz Naveed, registration number **BSP201036** is a bona fide student in BS Psychology program at this University from Spring 2020 till date. In partial fulfillment of the degree, she is conducting research on "Relationship between workplace bullying, affective commitment, and mental well-being among college teachers". In this continuation, the student is required to collect data from your institute.

Considering the forgoing, kindly allow the student to collect the requisite data from your institute. Your cooperation in this regard will be highly appreciated.

Please feel free to contact undersigned, if you have any query in this regard.

Best Wishes,

Dr. Sabahat Haqqani
Head, Department of Psychology
Ph No. 111-555-666 Ext: 178
sabahat.haqqani@cust.edu.pk

Informed Consent

I am Ghummaz Naveed, a research student of BS, at the Capital University of Science and Technology, Islamabad.

Dear Participants,

I am conducting this research as per my degree requirement. The aim of this research is to study the relationship between workplace bullying, affective commitment, and mental well-being among college teachers. I request you to support my research by filling in these questionnaires.

I assure you that the information provided by you will be kept confidential. Anonymity will also be ensured and your identity will not be displayed anywhere. The information will only be used for research purposes. You have the right to withdraw at any stage during the research without any penalty. Your participation will be highly appreciated. If you have any queries or suggestions, please contact here, uzma.rani@cust.edu.pk

Please confirm that you want to participate in this research by providing your consent below.

Name: _____

Date: _____

Sign: _____

Demographics Sheet

Age: _____

Gender: _____

Marital Status: _____

Family Structure: _____

Name of institution: _____

Experience: _____

Workplace Bullying Scale (WRBS

Instructions

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

		Never 1	Rarely 2	Monthly 3	Weekly 4	Daily 5
1	Shifting work tasks without your consultation	1	2	3	4	5
2	Undervaluing of your work	1	2	3	4	5
3	Being ordered to do work below your level of proficiency	1	2	3	4	5
4	Persistent unjustified monitoring of your work	1	2	3	4	5
5	Repeated attempts to undermine your personal dignity	1	2	3	4	5
6	Verbal and non-verbal threats	1	2	3	4	5
7	Making inappropriate jokes about you	1	2	3	4	5
8	Withholding necessary information affecting your professional progress	1	2	3	4	5

9	Exclude you from workgroup activities	1	2	3	4	5
10	Reject your application for leave, training or promotion without reason	1	2	3	4	5
11	Setting of impossible deadlines to accomplish work	1	2	3	4	5
12	Spread rumors about you	1	2	3	4	5
13	Repeated offensive remarks about your person or private life	1	2	3	4	5
14	Signals from others that you should resign your job	1	2	3	4	5
15	Repeated reminders of your mistakes	1	2	3	4	5
16	Neglect of your opinions or views	1	2	3	4	5
17	Not give importance of your rights and opinions with reference to your gender	1	2	3	4	5
18	Devaluation of your rights and opinions with reference to your age	1	2	3	4	5
19	Negative responses from others because you work hard	1	2	3	4	5
20	Several times forced to attend supplementary meetings and training sessions	1	2	3	4	5
21	Intimidatory use of discipline/competence procedure	1	2	3	4	5

Affective Commitment Scale (ACS)

Instructions

Listed below is a series of statements that represent feelings that individuals might have about the company or organization for which they work. With respect to your own feelings about the particular organization for which   you are   now   working, please indicate the   degree of   your   agreement   or disagreement with each statement by circling a number from 1 to 5 using the scale below.

"1: strongly disagree", 2: disagree, 3: undecided, 4: agree and 5: strongly agree "

		Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1	I would be very happy to spend the rest of my career in this organization	1	2	3	4	5
2	I really feel as if this organization's problems are my own.	1	2	3	4	5
3	I do not feel like a 'part of my family' at this organization.	1	2	3	4	5
4	I do not feel 'emotionally attached' to this organization.	1	2	3	4	5
5	This organization has a great deal of personal meaning for me.	1	2	3	4	5
6	I do not feel a strong sense of belonging to this organization.	1	2	3	4	5

Warwick Edinburgh Mental Well-being Scale

Instructions

Below are some statements about feelings and thoughts. Please tick the box that best describes your experience of each over the last 2 weeks.

		Never	Rarely	Some of the time	Often	Always
1	I've been feeling optimistic about the future	1	2	3	4	5
2	I've been feeling useful	1	2	3	4	5
3	I've been feeling relaxed	1	2	3	4	5
4	I've been feeling interested in other people	1	2	3	4	5
5	I've had the energy to spare	1	2	3	4	5
6	I've been dealing with problems well	1	2	3	4	5
7	I've been thinking clearly	1	2	3	4	5
8	I've been feeling good about myself	1	2	3	4	5

9	I've been feeling close to other people	1	2	3	4	5
10	I've been feeling confident	1	2	3	4	5
11	I've been able to make up my own mind about things	1	2	3	4	5
12	I've been feeling loved	1	2	3	4	5
13	I've been interested in new things	1	2	3	4	5
14	I've been feeling cheerful	1	2	3	4	5

List of Colleges

F.G Girls College Rawat, IPS, IMCB Rawat, Govt Boys Inter College Kanak, GGHSS Sagri RWP, AIMS, , Army Public School and Colleges (FWO), Viqar Un Nisa Women's College, Appas The Matrix Science High School, Government College of Commerce, Dar e Arqam College, AIT Rawat, ICG, IIUI School and College, Allama Iqbal Model College, Govt Associate Degree College Sohawa, Guardian's, Iqra University H9 Islamabad, IMSG Gagri (L-X) Islamabad, Punjab Group of Colleges, MCCS College, GBHS Chanam, GBHS DHOKE KOKARA, Govt MC BHS Millat Colony RWP, Government Boys High School, Govt Graduate College Satellite Town Rawalpindi, GGHS Gorakhpur, Govt. Associate College for Women Kallar Syedan Rawalpindi.