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JOB BULLYING AND ITS RELATIONSHIP TO JOB FRUSTRATION

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ABSTRACT

The current study sought to test the level of contribution of both occupational bullying with its dimensions represented by (physical or material bullying, verbal bullying, physical bullying) and its relationship to occupational frustration with its dimensions represented by (self-frustration, relationship frustration, frustration with merit), as it adopted within its theoretical framework occupational bullying As an independent variable, job frustration came as a dependent variable.

The researcher reached a set of conclusions, the most important of which is that job bullying has a bad impact on the employees of the organization studied as a result of the neglect of its officials regarding the employees and their care and providing them with means of success at work and providing the best services to them despite their commitment to the laws, rules and codes that the organization has established to perform the tasks assigned to it. The most important recommendations were that the organization must strive to encourage the elimination of bullying at work and continue to establish regulations, laws and rules that help overcome this phenomenon among employees and provide the best services in order to reach a high level of task performance.

KEYWORDS: Job Bullying, Job Frustration.



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INTRODUCTION

The phenomenon of bullying has become a widespread phenomenon at the present time. It has spread across various fields and specializations, and has even extended to different work organizations. Therefore, we decided to address this phenomenon at the level of different work organizations and its effects on the individual in the job.

Job bullying behavior does not necessarily occur between a boss and his subordinates. Bullying may arise between co-workers, or bullying may sometimes be practiced by a subordinate against his boss.

Sometimes the work climate and policies followed in the organization help individuals engage in bullying behaviors by not caring about reporting incidents of bullying or not establishing strict policies or procedures that prevent or limit these behaviors.

Hence, the title of the current research was crystallized (job bullying and its relationship to job frustration).

The contribution of this study is embodied in clarifying the cognitive aspects of this topic, and attempting to explain the impact that job bullying plays in working on the frustration of the individual working in the organization.

The aim of the research was to determine the impact of job bullying and its effects on job frustration for workers in various fields and sectors and at the level of all organizations, and to identify the extent of the existence of this phenomenon, as well as to identify the extent of the effect of job bullying, if present, on job frustration and whether it contributed to reducing it or not and to use the results of that in Determining the necessary and appropriate training programs to reduce this negative and unhealthy phenomenon in organizations in general and ministries and government departments in particular. The importance of the research was represented in the importance of the variables of the research itself, which are (job bullying, job frustration) because of their impact on the work of organizations, as well as

in the fact that the research It works to increase the awareness of management and individuals The importance of eliminating frustration in the workplace and the negative repercussions that result from bullying behaviour

The research also represents knowledge enrichment that can be an addition to the current library research available in this field.

The First Topic

First: Research problem:

The idea of this study arose through the researcher's observation of the extent of the practice of professional bullying behavior, through repeated reviews of various organizations and his direct contact with some employees, and the impact of practicing this behavior on employees and negatively on most aspects of their professional and personal lives, as well as through observation during the summer training period in One of the departments and get close to the employees in it and notice the negative impact of this behavior on the performance of employees and cause psychological stress, fatigue and insomnia, states of despair and depression, human self-destruction and make them frustrated to perform their work.

This is what prompted the researcher to investigate the reality of the existence of this problem, and from here the problem of the study is united in the following main question: - (Is there a relationship between job bullying and job frustration?)

Second: The importance of research:

The research topic is an important and vital topic, as it is concerned with two important aspects that cause problems within the organization or the existing work units of individuals in the organization. The study also gains its importance from the importance of its variables and the research topics that it sought to study, as the importance of this study appears on the scientific and practical levels, as explained below.

A: Scientific importance:

- The scientific importance of this study stems from the fact that it addresses one of the modern concepts in management literature, namely organizational bullying. Therefore, the researcher will seek to provide a theoretical framework that can help those in charge of managing organizations in a way that provides an appropriate work environment.

- This study is a modest effort to complement previous studies, which will help some researchers for further study and analysis in this field.

- Providing indicators about the role that bullying causes at work on employee performance through the results that can be reached in this study.

B: Practical importance:

- This study focuses on all organizations and business establishments and the various units of individuals working within one organization, which play a vital role in all business organizations.

- This study derives its importance from its expected results, which can contribute to providing scientific evidence on bullying and its impact on frustration at work, and thus indicators can be obtained that will work to improve the performance levels of these organizations.

Third: Research objectives:

The research seeks to achieve the following goals:

- 1- Identify the most important dimensions of job bullying and its impact on job frustration.
- 2- Identifying the nature of the relationship

between the dimensions of job bullying and the dimensions of job frustration.

3- Determining the impact of the dimensions of job bullying on the impact of job frustration.

4- Are there fundamental differences in the opinions of the study sample according to (age, marital status, education).

5- Attempting to provide a set of recommendations in light of the results and conclusions that will be reached, which would improve the reality of the researched organization for the better.

Fourth: Limits of research:

A- Objective limits:

The research is limited to revealing the relationship between job bullying and job frustration in the Water Department of Babylon Governorate, from the point of view of its employees.

B- Human limits:

The research is limited to workers in the Babylon Governorate Water Department, all units and departments.

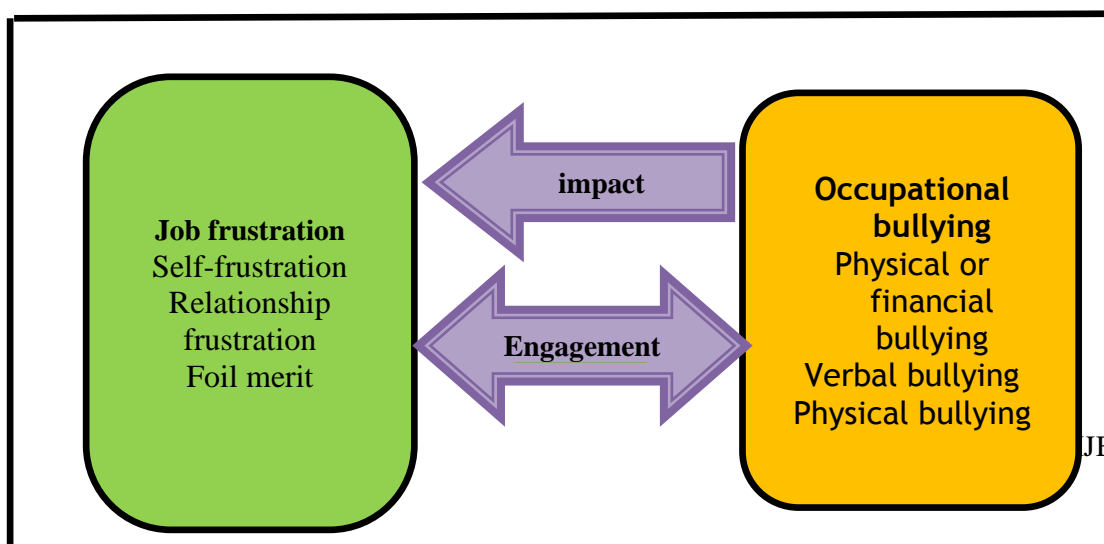
Fifth: Research hypotheses:

The first main hypothesis: There is a significant correlation between occupational bullying (Physical or material, verbal, physical) Functional frustration, individually or in combination.

The second main hypothesis: There is a significant effect of job bullying (physical or material, verbal, physical) and job frustration individually and in combination.

Sixth: Default search scheme:

Figure (1): A diagram of the relationship between job bullying and job frustration



The Second topic

The first side

Occupational bullying

Introduction

Occupational bullying in the work environment is considered one of the most important contemporary problems in Arab and foreign society. The contemporary challenges that the individual experiences in the twenty-first century, and the existence of many crises that require the person to be able to confront them and keep up with developments in the work environment, which may be an incubator for behavior Occupational bullying, which is characterized by a lack of balance and psychological and job security, in order to be able to complete his job tasks away from conflict and distraction of thoughts, and many job tasks that fall on the shoulders of employees that exceed their abilities, and not completing them exposes them to feelings of psychological relapse and intellectual and emotional pressure.

First: The concept of job bullying

The researcher also believes that bullying in the workplace is any physical, verbal, or moral abuse committed by an individual or group of individuals toward their colleagues at work for the purpose of mocking and underestimating their value or for the purpose of frustrating them at work.

Or it is the fact that some of the organization's leaders ridicule the employees within the organization and belittle their human value.

Second: Reasons for practicing occupational bullying behavior:-

Bullying can happen for a number of reasons, but it is often the result of a combination of personal factors and work-related stressors

1. The absence of an effective oversight role that preserves the dignity of all employees and workers.
- 2- The absence of a law that protects the employee from falling into a group of professional bullying.
- 3- Some employees are unaware of their rights and duties regarding their work.
- 4- Not specifying the work duties of each

employee and formally assigning him to do so.

5- Managers and bosses are not subject to psychological medical examination before being appointed to this job.

Third: The importance of studying occupational bullying in the work environment:

The goal of studying bullying in all its fields is to improve the administrative and professional staff, and make the work environment suitable, characterized by job adaptation, psychological health, the employee's personality and social relations, and how to manage the negative bullying he is exposed to. This lies in two basic importance:

The first: The value of work in professional life and its impact on his social and behavioral relationships with the workers surrounding him. His happiness in life is a reflection of his happiness at work and vice versa, as his professional compatibility has effects on his personality, balance, and physical and psychological health, in all other aspects of family and social life.

Second: It is the negative effects of bullying in the work environment, whether on the level of employees or the institution itself, and even on society as a whole. The worker's exposure to bullying in his work environment and his feeling of threat and intimidation causes him stress, anxiety, depression, and stress, affects his production and motivation to achieve at work, and reduces his innovative and creative abilities. Inevitably, specialists must study bullying behaviors in the work environment, and possible means, methods, and guidance and treatment programs to reduce its negative effects.

The Second Side

Job frustration

Introduction

Organizations of all types seek to alleviate the severity and negative manifestations of job frustration on employees and their behavior in order to achieve the goals they seek through the interaction of employees in organizations with each other on a permanent basis, on the one hand, and their interaction with organizations to work hard to achieve the maximum benefit from

the human resources they have. By building an administrative philosophy that includes positive variables towards individuals, which in turn affects their abilities and raises the ability of outstanding job performance, so that the impact of this is reflected in the positive characteristics of the work group such as loyalty, belonging, cooperation, cohesion, and satisfaction (Al-Sarayrah, 2005).

First: The concept of job frustration:

Researchers disagreed about the concept of frustration terminologically, but they agreed on substance, and as some researchers pointed out, job frustration:

The researcher also believes that job frustration is a negative change in the performance of an individual worker or a group of individuals as a result of negative factors (life pressures, individual sarcasm, repeated criticism), which makes them complain about their work and their level of performance decreases.

Second: Reasons for job frustration:

(Alex et al, 2018) indicated that the causes of job frustration are:

A: Organizational factors are:

- Work rules and procedures.
- Organizational Chart.
- Work climate.
- Clients and co-workers.

B: Personal factors, which are:

- Years of Experience.
- Educational level.
- Gender and race.

Third: Types of job frustration:

A - Total job frustration: It appears when there is an obstacle that prevents the employee from achieving any of the goals or ambitions that he has set and wants to achieve now or in the future.

B - Partial job frustration: This occurs when there is an obstacle that prevents the employee from achieving some of his goals or ambitions without achieving others. (Jawda, 2019)

Fourth: Dimensions of job frustration:

1- Self-frustration:

It refers to the individual's feeling that he is able to do anything he wants, as he feels pressure to

perform any tasks or things asked of him at work, and that his daily work represents a series of obligations for him, so he does them while he is forced to do things that he did not want to choose (Takashi & Takuma, 2016).

The researcher also refers to self-frustration as a complex that the individual feels that results in the individual not accomplishing any of the work requirements placed on him.

2- Frustrating relationships:

It refers to the individual's feeling of frustration with those related to him at work, as he feels that his relationship with those around him of his co-workers is very superficial and that he may be excluded from the work group surrounding him, and the matter extends to the individual feeling that he is not loved by the people with whom he spends most of his time. He feels that they are deliberately distancing themselves from him and isolating him from the group. (Takashi & Takuma, 2016)

3- Merit foil:

Frustration of competence appears when the individual feels failure as a result of the mistakes he commits in his work. He usually does not trust his abilities, as he always feels disappointment in his performance at work and constant doubt in his ability to accomplish what is asked of him well. (Takashi & Takuma, 2016), he also adds. The research suggests that the feeling of frustration with his worthiness results from numerous repercussions that make him disappointed in himself.

The Third Topic

The Applied Aspect of Research

First: Description and diagnosis of the research variables

This paragraph aims to present, analyze and interpret the results of the answers of the research sample members regarding the items contained in the questionnaire form by reviewing the values of the weighted arithmetic means, response intensity, standard deviations and coefficients of variation for each paragraph of the research variables. The research determined the level of answers in light of the arithmetic averages by determining their

belonging to any category, and because the research form relies on a five-point Likert scale (completely agree - completely disagree), there are five categories to which the arithmetic averages belong, and the category is determined by finding the length of the range ($5 - 1 = 4$), and then divide the range by the number of categories (5) ($4 \div 5 = 0.80$). After that, (0.80) is added to the lower limit of the scale (1) or subtracted from the upper limit of the scale (5). The categories are as follows: (Dewberry, 2004:15)

1 – 1.80: very low

1.81 – 2.60: low

2.61 – 3.40: moderate

3.41 – 4.20: High

4.21 – 5.0: very high

This aspect will be addressed according to the following paragraphs:

1. Presentation, analysis and interpretation of the responses of the research sample members regarding occupational bullying

The items for this variable will be addressed through the values of the weighted arithmetic means, the values of the response intensity, and the values of the calculated standard deviations, whether at the partial or total level, as shown in the following:

Table (1) Descriptive statistics for the occupational bullying variable

Dimensions	Weighted arithmetic mean	standard deviation	Intensity of answer %
Verbal bullying	3.51	1.06	%70
Physical bullying	3.51	1.12	%70
Physical bullying	3.50	1.06	%70
Occupational bullying	3.62	1.08	73%

Source: SPSS V.26 outputs

It is clear from the data presented in Table (1) that the variable (occupational bullying) achieved a weighted arithmetic mean of (3.62) with an overall standard deviation of (1.08), while the response intensity of the sample members' answers regarding this variable reached (73%). The aforementioned results support the results. Which was reached at the level of sub-dimensions of the study sample's awareness of the availability of dimensions of the functional bullying variable in the organization under investigation.

When observing the results shown in Table (1), we notice the following:

a. Physical bullying

The physical bullying dimension achieved a weighted arithmetic mean of (3.51), meaning that it falls within the category of (moderate), while the value of the intensity of the response

was (70%), while the value of the standard deviation was (1.12). From the above, it is clear that the dimension is present in the organization under investigation.

B. Verbal bullying

The verbal bullying dimension achieved a weighted arithmetic mean of (3.51), meaning that it falls within the category of (moderate), while the severity of the response was (70%), while the value of the standard deviation was (1.06). From the above, it is clear that the dimension is present in the organization under investigation.

C. Physical bullying

The physical bullying dimension achieved a weighted arithmetic mean of (3.50), meaning that it falls within the (moderate) category, while the severity of the response was (70%), while the value of the standard deviation was

(1.06). From the above, it is clear that the dimension is present in the organization under investigation.

1. Presentation, analysis and interpretation of the responses of the research sample members regarding job frustration

The items for this variable will be addressed through the values of the weighted arithmetic means, the values of the response intensity, and the values of the calculated standard deviations, whether at the partial or total level, as shown in the following:

Table (2) Descriptive statistics for the job frustration variable

Dimensions	Weighted arithmetic mean	standard deviation	Intensity of answer %
Verbal bullying	3.02	1.23	%60
Physical bullying	3.62	0.86	%72
Physical bullying	3.48	0.90	%69
Occupational bullying	3.41	1.04	68

Source: SPSS V.26 outputs

It is clear from the data presented in Table (2) that the job frustration variable achieved a weighted arithmetic mean of (3.41), meaning that it falls within the category of (high), while the intensity of the response was about (68%), while the value of the standard deviation was (1.04). The aforementioned results support the results reached at the level of the sub-dimensions of the study sample's awareness of the availability of dimensions of the functional bullying variable in the investigated organization.

When observing the results shown in Table (1), we notice the following:

a. Self-frustration:

Self-frustration achieved a weighted arithmetic mean of (3.02), meaning that it falls within the category of (moderate), while the severity of the response was about (60%), and the value of the standard deviation was (1.23). The aforementioned results support the results that were reached from the perception of a sample. The study is based on the availability of the dimension of self-frustration in the researched organization.

B. Relationship frustration:

The frustration of the relationship achieved a

weighted arithmetic mean of (3.62), meaning that it falls within the category of (high), while the severity of the response was about (72%), and the value of the standard deviation was (0.86). The aforementioned results support the results that were reached from the perception of a sample. The study is based on the availability of a relationship frustration in the researched organization.

C. Foil merit

The merit frustration achieved a weighted arithmetic mean of (3.48), meaning that it falls within the category of (high), while the severity of the answer was about (69%), and the value of the standard deviation was (0.90). The aforementioned results support the results that were reached from the perception of a sample. The study is based on the availability of the dimension of self-frustration in the researched organization.

Second: Testing the hypotheses of correlation and influence between the study variables

It aims to test the correlation and influence relationships between the research variables, where the correlation and influence relationships will be tested at the level of the sub-hypotheses that emerged from the main

hypotheses, as well as testing the correlation and influence relationships at the overall level through the use of the simple correlation coefficient (Pearson) and the simple linear regression coefficient.

1- Testing the first main hypothesis related to the association between job bullying and job frustration.

(There is a significant correlation between job bullying and job frustration)

It has three sub-hypotheses, as shown below:

1. There is a significant correlation between physical bullying and job frustration.
2. There is a significant correlation between verbal bullying and job frustration.
3. There is a significant correlation between physical bullying and job frustration.

Table (3) shows the matrix of simple correlation coefficients (Pearson) between these variables and their dimensions. Before entering into testing this hypothesis, Table (3) also indicates the sample size (30) and the type of test (2-tailed). The abbreviation (Sig.) in the table refers to the test of the significance of the correlation coefficient. If there is a sign (*) on the correlation coefficient, this means that the correlation is significant at the level of (5%). However, if there is a sign (**) on the correlation coefficient, this means that the correlation is significant at the level of (1%). The strength of the correlation coefficient is judged in light of the rule (Cohen, 1977:79-81), as follows:

1. The correlation is low: if the value of the correlation coefficient ranges between (0.10 to 0.29).
2. The correlation is moderate: if the value of the correlation coefficient ranges between (0.30 to 0.49).
3. The correlation relationship is strong: if the value of the correlation coefficient ranges between (0.5 to 1).

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