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Workplace Bullying in Higher Education Institutions

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Abstract

Workplace Bullying in Higher Education Institutions

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Abstract

Workplace Bullying gains an increasing interest as the world globalizes. Over the past decade, public and private organizations grew, and one can hear complaints, experiences, and sufferings employees share regarding workplace bullying. Accordingly, public universities as the type of organizations with CEOs, administrative staff, and technical workers are not the exception, and they may encounter workplace bullying. Thus, I decided to investigate workplace bullying in public universities. The focus of this study was to examine if workplace bullying existed in public universities and the types of workplace bullying that administrators and faculty members were exposed to. I, furthermore, strived to explore the effects of workplace bullying on the physical and emotional well-being of administrators and faculty members, as well as the quality of their services. The research employed a constructivist qualitative research design. Overall, six department heads and twelve faculty members were interviewed, and their perceptions and experiences related to workplace bullying were disclosed. The results of the study revealed that in that public university administrators and faculty members were aware of workplace bullying. Furthermore, the study uncovered several

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negative effects on both the physical and emotional well-being of academic administration and staff, and the quality of their services by creating physical illnesses, depression and self-inflicted injuries, and negligence and carelessness. The study also offered three strategies to handle workplace bullying, namely, solving the issue by discussing with the bully, turning the problem to authorities, and leaving the job based on answers of research participants to interview questions. The study adopted Maslow's Hierarchy of Needs as a theoretical framework and participants' perceptions and experiences were analyzed through three levels: Esteem, Social, and Safety.

To prevent workplace bullying, respondents mentioned that there might be conferences, seminars, and special training dealing with workplace bullying in universities. Hence, I would recommend educational leaders and professionals rethink the policies and practices of public universities to maintain proactive behavior toward workplace bullying. Furthermore, launching special departments within each public university which may provide informative gatherings, healing sessions, and offer issue solutions may lead to the effective prevention method of workplace bullying and its consequences.

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Chapter I: Introduction

One of the most demanding problems employees encounter is bullying, which is “psychological terror or mobbing behavior” towards one or a group of people by one or a few individuals (Lester, 2012, p.2). Given the importance of the issue, workplace bullying has been studied by many researchers through latest two decades (Djurkovic et al., 2005; Safarzadeh et al., 2021).

Academics often define workplace bullying as an excessive, unpleasant, and persistent kind of emotional abuse in the workplace accomplished mostly via verbal and nonverbal communication (Keashly & Jagatic, 2010; Lutgen-Sandvik, 2005).

According to American Nurses Association, in 2012 up to 31 percent of nurses faced bullying in their workplaces (An et al., 2016), whereas another survey done by the consulting firm “Newswire press” (2014) revealed that 44 percent of employees left their jobs because of workplace bullying. The reviewed literature disclosed that, although it is a society of adult and educated people, higher education institutions staff members also suffer from bullying behavior by their administrators or peers (Keashly & Neuman, 2010; King & Piotrowski, 2015; Raineri et al., 2011). According to Lester (2012), workplace bullying behaviors can be observed in higher education institutions including aggression, emotional abuse, verbal bullying, overwork, harassment, and rough supervision. Having several detrimental effects on bullied and bully, the term *workplace bullying* indicates violent and nonviolent acts toward people that affect them psychologically and physically (Djurkovic et al., 2005).

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Researchers define bullying as a process that decreases the quality of services provided by university staff harms the employees' mental wellness, and health issues like hypertension, heart failure, and depression (Chesler, 2014; Gluschoff et al., 2017). Thus, the State Strategy of Education Development (October 24, 2013) in Azerbaijan emphasizes the importance of quality of education and raising awareness about workplace bullying remains crucial.

Problem Statement

Several researchers drew attention to the topic which examines the types of bullying and bullying cases that happen in higher-education settings among workers (Heffernan, 2021; Hollis, 2015; Thomas, 2005). One of the studies conducted at the University of Midwest revealed that 35 percent of 786 workers who were female encountered bullying in their workplace (King & Piotrowski, 2015).

Regarding the Azerbaijani context, bullying is recognized as a relatively recent and demanding problem that has not been studied thoroughly; thus, there is limited literature on the topic. Although it has not been investigated academically, some preliminary data from shared stories by victims and observers are available.

Case 1. Indirect Bullying.

Ms. Dadashova (a symbolic name) was victimized when she first began teaching as an inexperienced instructor. At that time, she needed guidance from more experienced faculty members and administrators. For that reason, she was oftentimes monitored and provided feedback by them. While teaching that session, she attempted to engage all students as well as observers. Yet she noticed that faculty members and the department

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head were already discussing the positives and negatives associated with her method of teaching during the observation. She found the scenario frustrating as for the inexperienced or experienced teachers, the feedback provided in a whispering manner would distract their attention and negatively impact their performance.

Case 2. Verbal Bullying

Even though she was over 35 years old and had been teaching in the Science department for several years, the department head referred to her as “hey, girl”-“ay qız,” stated Ms. Aslanova. His referencing term “hey, girl”-“ay qız” was often used to refer to young females or to despise someone verbally by implying that they were in a lower position or strength than he was. She noted that her section head's calling way upset her greatly.

Case 3. Sexual Bullying.

One of my professors, Ms. Balayeva was a witness to sexual harassment that was committed against a student in a class that she was observing. At that time, she was an adjunct faculty member and requested to observe one of the senior faculty member's classes. During the observation, she witnessed sexual bullying committed toward one of the female students. Next time she requested permission to observe the class again. Her request was rejected.

Considering the above-mentioned types of bullying cases and their harmfulness as well as their effects on victims' physical and mental well-being, it is everyone's responsibility to raise awareness and learn strategies to cope with it (Lester, 2012).

Thus, I decided to further explore workplace bullying notion in higher education with

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the purpose to unfold whether the educational leaders and professionals are aware of it or not.

Purpose of the Study

The primary goals of this study were as follows:

- To explore workplace bullying in one of the public universities
- To identify the forms of bullying that faculty members and administrators encounter
- To investigate the perceived effects of workplace bullying on faculty members' and administrators' physical and emotional well-being, and the quality of their services.

Significance of the Research

The research may contribute valuable insights to the acknowledgment of existing workplace bullying in higher education institutions and the experiences of leaders and professionals related to it and the types and effects of workplace bullying that academics were exposed to. Moreover, the researcher strived to provide a better understanding of how to rethink policies and practices to maintain proactive behavior towards bullying within higher education institutions (HEIs). The study will also raise awareness of the types of bullying so that people realize if they are bullied or not. Besides, the findings of the study may attract researchers' attention to workplace bullying in HEIs and encourage a larger study on it in Azerbaijan.

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Research Questions

1. What are the faculty members' and administrators' perceptions and experiences of workplace bullying in Azerbaijani higher education?
2. What are the perceived in accordance effects of workplace bullying on the physical, and emotional well-being of academics, and the quality of their services?

Definition of Terms

Workplace Bullying: Bullying in the workplace is the repetitive, unreasonable behavior of one worker or group of employees by another worker or group of workers. The behavior poses a threat to health and safety (Bullying in the Workplace - Fair Work Ombudsman, n.d.).

Public University: A public university is primarily sponsored by the public through the national government. The tuition is significantly less than that of private universities. It must comply with governmental requirements (Law on Education, 2009).

Higher Education Institutions: Taking into account the needs of the economy, labor market, and society at the levels of higher education, higher education institutions implement the formation of an internationally competitive higher education system that ensures the transfer of scientific innovations to production, the training of highly qualified specialists and scientific-pedagogical personnel for individual educational programs (Laksov, 2021).

The Department Head: Department head is an academic with administrative responsibilities. They determine the curriculum of the department, manage faculty

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schedules, mediate faculty and student disagreements, and sometimes supervise research. As contact between a department and the administration, the department chair reports to the dean (Klara, 2021).

Faculty Member: This phrase refers to an individual who works in a university's department or division. They are typically allocated to permanent tenured, tenure-track, or instructor jobs (Mancing, 1991).

Chapter II: Literature review

I have started the research on workplace bullying in higher education institutions by collecting information from the world libraries. JSTOR, Google Scholar, Sage journals, ResearchGate, and Taylor and Francis's Online have been searched, and I could obtain necessary data from the countries in near and far geographical proximity. The literature reviewed was divided into three sections:

1. Organizational Culture and Its Importance;
2. Bullying in The Workplace and Its Types;
3. Workplace Bullying in Higher Educational Institutions.

While researching, I realized that countries in near geographical proximity also attended to workplace bullying. Yet in bordering countries, people shared different perceptions of workplace bullying; namely, in March 2020 one quarter of Russian people expressed the seriousness of the bullying problem (Statista Research Department, 2020).

Furthermore, the research studies conducted in Iran, Turkey, Russia, and Armenia revealed the fact that employees encountered bullying behaviors such as sexual bullying, harassment-aggressive pressure, and intimidation, cyberbullying- the type of bullying taking place over digital and electronic devices, and bullying a person by a group (Aidis & Balasanyan, 2019; Cernyayeva, 2013; Difazio, 2018; Hosseini et al., 2020; Yıldız & Tuzunturk, 2008).

Organizational Culture and Its Importance

Mulej and Lynn (2008) defined organizational culture as a system of historically developed common beliefs, symbols, values, traditions, informal and formal rules of behavior of administration and staff, and their relations with each other and with the environment. Organizational culture is intangible, and it is not possible to measure it with the help of quantitative indicators. Nowadays, most companies attempt to sustain an organizational culture in their activities, modernizing and supplementing it according to changes in the internal and external environment. Nonetheless, quite often neither employees nor the management understand the role and significance of organizational culture in the company management system and apprehend organizational culture in a narrow sense, namely, only as of the corporate identity of the entity (Linstead, 2001). This circumstance is caused by the management of the companies seldom tracing the interrelation of organizational culture, and expenses on its formation and development with the ultimate results of the activity.

Organizational culture is inextricably linked with organizational behavior, in which it is necessary to distinguish individual behavior, group behavior, and the behavior of the manager. The major objective of organizational behavior is to help people perform their duties more productively and get more satisfaction from it (Li, 2015). To realize this goal, the values of each individual and the organization should be formed.

Tambur and Vadi (2012) state that an effective culture implies a culture that forms the conditions for the effective development and functioning of the company and increases the degree of manageability, stability, and innovation of the modern economic entity.

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Nonetheless, in certain cases, corporative culture is toxic which is reflected in the loyalty of employees as well as their productivity. The authors further add that one of the potential consequences of toxic organizational culture is bullying in the workplace (Tambur & Vadi, 2012).

Bullying in the Workplace and Its Types

Bullying can be defined as the harnessing of an advantage in power with the purpose to inflict intellectual, emotional, or physical harm. It is continually repeated unwanted behavior, mostly based on unwarranted criticism, isolation, being singled out, treated differently, yelled at, over-controlled, and attacked with verbal and written warnings.

Bullying in the workplace can be expressed in a deliberately arrogant attitude toward an employee when all his actions are criticized and even ridiculed; in bullying, the *attacker* often tries to prove unprofessionalism and professional unfitness of his *victim* by all means (Cowie, Rivers, & Smith, 2002).

According to Saunders, Huynh, and Goodman-Delahunty (2007), bullying does not have any connection with managing and as a rule, its purpose is to hide inferiority.

Individuals shift their sense of inferiority on others to avoid addressing it and having to do anything about it, to ignore accepting responsibility for their behavior, and to minimize their fear of recognizing what they are, namely weak, inferior, and frequently incompetent people. Bullying is a form of abuse and bullies opt for various methods to silence their victims including disciplinary measures, firing, and harassment.

Scholars differentiate various types of bullying in the workplace, namely stress bullying, corporative bullying, organizational bullying, institutional bullying, customer

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bullying, serial bullying, indirect bullying, vertical bullying, and horizontal bullying (Waschler et al., 2013). Stress bullying or unintentional bullying is when a stressful situation causes behavior to deteriorate: an individual becomes irritable, and may swear or yell at others (Manalo, Abelardo, & Guevarra, 2021). Everyone does this from time to time, but when the stressful situation is over, the person becomes normal, realizes the inappropriateness of their behavior, corrects it and can apologize, and most importantly, draws conclusions from the experience and knows how best to handle it and behave the next time in a similar situation. Corporate bullying refers to cases when an employer abuses his power being aware of impunity and difficulty to find a job (Waschler, Ruiz-Hernandez, & Jimenez-Barbero, 2013). In other words, language that is profane, threatening, or insulting, as well as any type of verbal abuse, harsh criticism in the presence of other employees, issuing negative or unfair tasks regularly, purposefully excluding professionals from meetings or events they should be attending, as well as other related behaviors, are symptoms of a bully superior (Clark & Ritter, 2018). In turn, organizational bullying can be regarded as an amalgam of corporate bullying and stress bullying, where an organization tries to adapt to market changes, revenue cuts, budget cuts, and other stressors.

Like corporate bullying, institutional bullying also takes place within the organizations; hence, institutional bullying occurs when it becomes the recognized and acknowledged standard of the organizational culture. Long contracts are replaced by shorter ones for less convenient terms, and they are accompanied by threats, workload increases, and career advancement is halted or limited. In the case of customer bullying, employees are bullied by the people they serve, instructors are bullied by parents and students, nurses

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by patients and their relatives, and social workers by their clients. It is quite widespread when customers make demands for better service in an insulting and demanding manner. Notably customer bullying can also be carried out by the staff toward the customer. In turn, serial bullying refers to situations when the source of all disruptive actions can be one person who picks employees one by one and destroys them. Such behavior can be regarded as the most common type of bullying and most individuals know at least one person who is prone to bullying (Zabrodska& Kveton, 2012).

Indirect bullying implies situations when two parties contribute to an adversarial interaction or conflict, and the aggressor may or may not be a direct participant in the conflict (Akella, 2016). One party becomes a tool of harassment and is intimidated and manipulated by the other party. For instance, indirect bullying is when a serial bully creates a conflict between an employee and an employer, sometimes engaging in it to exacerbate the conflict, but rarely actively participating in it himself or herself.

Moreover, according to Rai and Agarwal (2016), workplace bullying can be divided into vertical and horizontal. Vertical bullying refers to cases when the victim is bullied by the manager or boss. In this case, the members of the team also join the mood of the boss, and therefore, the manager strengthens his or her position. The reasons for vertical bullying can be different including envy and the fear of being replaced by a certain employee. If the boss is not very competent in professional matters, he or she can compensate for his lack of competence by bullying a highly qualified employee.

Like vertical bullying, horizontal one is also impossible without the involvement of the boss. If he or she is not competent enough, he or she can distribute the workload

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unequally. Such distribution will be an incentive for the occurrence of bullying and there may be two scenarios. According to the first scenario, the employees who get more assignments may become angry and turn against employees who have less workload. The second scenario presupposes the opposite: employees who have less workload will bully their overworked colleagues out of idleness (Zabrodska & Kveton, 2012).

Workplace Bullying in Higher Educational Institutions

Workplace bullying in higher education has also gained the interest of different authors worldwide. Fritz (2015) defined it as *negative group dynamics* including physical and verbal abuse, devaluing someone, and imposing or suppressing one's will which estranges those of a positive environment. Hollis (2015) reports that more than 40 percent of support staff in the USA universities had been bullied in the past 18 months. In accord with him, Raskauskas (2006) asserts that in New Zealand universities, this percentage is even higher, namely around 60 %. Statistics also show that the problem of bullying in universities is quite widespread.

According to Conco, Baldwin-Regaven, and Christofides (2021), one of the reasons that trigger the mechanism of bullying in universities is internal tension which can be hidden for a while. As a rule, such tension arises for various reasons related to the organization of work, namely unclear strategies and goals, unequal requirements for different teachers, constant *reshuffling* of the teaching load between the teachers, and equal pay regardless of scientific and pedagogical performance. As soon as a member of staff provokes aggression against him, this one-time aggression fueled by the accumulated

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general tension escalates into emotional harassment. Consequently, problems existing in the collective worsen, and not only the victim of bullying but also his persecutors become stressed and depressed, and also their health deteriorates considering that bullying a person requires expending a lot of mental and physical energy.

In his study, Hollis (2015) considers the issue of workplace bullying in American universities from the perspective of employee disengagement. He notes that bullying disrupts the entire education process since it causes the disengagement of the victim which, in turn, is reflected in his or her performance and interaction with students. Therefore, the presence of bullying in American universities becomes costly for them and directly influences the quality of provided education. Besides, Hodgins and McNamara (2019) examine workplace bullying in Irish universities and indicate that one-sixth of employees are exposed to it. The authors accentuate that even though relevant implemented policies that included a clearly expressed commitment to a work environment free of bullying in any form, as well as specific procedures for flagging contravening situations and behaviors, organizational responses to bullying are poor as the continuation of portraying bullying like an interpersonal aggressiveness contributes to policy failures to tackle it.

Along with direct participants, the effects of workplace bullying on bystanders have also been investigated by different researchers. Nickerson et al. (2008) assert that people who witness bullying but do not participate directly either as a bully or a target are known as bystanders. Some reserahcers argued that bystanders may not be called *passive witnesses* as most of them support either the victim by protecting him from any

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verbal and physical bullying or support the bully by confirming their beliefs (Lutgen-Sandvik, 2006). Their research data show that 80 percent of staff members witnessed workplace bullying.

Numerous studies have uncovered the fear of being a target is a significant factor that prevents bystanders from intervening when they witness inappropriate behavior in an organization (Bauman & Del Rio, 2006). Secondly, one of the perceived effects of workplace bullying on bystanders was identified as emerging stress and physical illnesses (Lutgen & Sandvik, 2006). The authors emphasized that even though there were a group of bystanders who tended to not react, most of them intervened in bullying behaviors, by turning the action to the authorities, calling the police, supporting one of the conflict sides, and in some cases, they engaged in bullying behavior.

The literature reviewed on bullying in higher education institutions of Azerbaijan was extremely limited, and there could be found no information or data regarding workplace bullying that would benefit the researcher to add up the context. However, only one study could be found where the researcher highlighted a suicide of a young student-Elina which occurred because of bullying by her teachers and the administrator's ignorance (Mahmudova, 2019; Zeynalov, 2019). Yet, it should also be noted that having done in a school context, the research did not reveal any data regarding workplace bullying in higher education institutions which was the focus of this study. Based on the indirect evidence, the researcher believed that bullying notion generally was not recognized in higher education institutions in Azerbaijan.

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Regarding prevention, Mahmudova (2019) stated that each school should educate its teachers and staff on bullying, how to identify it, the consequences it might have, and where it can occur. Using the National Education Association database of 2,163 teachers and 2,901 other school staff in the United States, the researchers at Johns Hopkins University discovered that "school environment and school staff interactions include school safety, quality of relationships, disciplinary practices, and are multilevel structures that contain aspects of the physical environment" (O'Brennan et al., 2014, p.871 as cited in Mahmudova, 2019). Mahmudova (2019) also concluded that when instructors got acquainted with anti-bullying policies, they felt more accountable in the battle against bullying. The researcher believed that for public and private organizations in Azerbaijan, it was crucial to implement internal policies regarding bullying.

Maslow's Hierarchy of Needs

According to Abraham Maslow (1943b), the process of meeting needs explains human behavior (McLeod, 2018). Martin and Otterman (2015) have stated that workplace bullying, in the form of verbal, sexual, and organizational that affects an employee's health and opportunity to succeed, might limit an employee's ability to achieve the degree of personal and professional satisfaction in the workplace. Thus, attracting and keeping a talent pool of high-achieving, well-trained, and successful employees requires establishing an efficient, well-provided, and motivated workforce.

Figure 1.

Maslow's Hierarchy of Needs.



Maslow's well-known hierarchy of needs includes physiological requirements, safety needs, belongingness and love needs, esteem needs, and the desire for self-actualization (McLeod, 2018). By linking the bullying occurring in higher education to Maslow's theory, university employees' safety should be the priority of needs. Furthermore, peer relationships are critical to an employee's sense of belonging (Gorman, 2010), in this study, an employee's mood shifts, and his or her engagement in work becomes more active. Thus, based on Maslow's theory (McLeod, 2018), meeting social needs of an employee helps to develop healthy work communication between peers and administrators which is one of the key barriers to workplace bullying. The creation of self-esteem in employees, which is one of the main stages of Maslow's *pyramid*, is the aspect impacted by the administrator-employee connection (McLeod, 2018). When all the above-mentioned needs are met, an employee is prepared to proceed with self-actualization, and employees get a feeling of their capacity to reach more goals, as well

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as a sense of what they want to aim for (Gorman, 2010). As well Maslow concludes that a person is continually *developing* and never remains static in these terms (McLeod, 2018).

In conclusion, the presented literature review discussed the research conducted on workplace bullying in different countries. It commenced with the importance of the extension of the investigations on workplace bullying that higher education institution (HEIs) administrators and staff members encountered and more research studies on the issue. The significance of the study for Azerbaijani education could be remarkable since the Government's State Programs to modernize the education system provided rich ground for future research. The literature review then showed that many employees worldwide suffered from being disrespected, a fear of being replaced by another worker, unequal workload division, physical or sexual intimidation, and abusive behavior by peers or administrators which were the key indicators of workplace bullying (Zabrodska & Kveton, 2012). As a result, I have argued that the Ministry of Education, as well as public and private institutions of higher education, should include paragraphs on workplace bullying in their internal policies. Lastly, I was unable to find studies on workplace bullying in the Azerbaijani higher education sector.

Chapter III: Research Methodology

The paradigm of inquiry was primarily qualitative. The methodology of this study was exploratory. This exploratory research entailed gathering data on the less investigated topic (Leavy, 2017), which is workplace bullying.

Research Design

As a constructivist research practitioner, I believed that people developed their perceptions and understanding of the world by experiencing something and reacting to it (Honebein, 1996). This approach was helpful to examine the research questions from the perspective of social justice. Given that qualitative research helped me to interact with the participants to apprehend the phenomena and find an answer to the research questions (Denzin & Lincoln, 2008). I adopted Maslow's theory and used it to obtain the necessary results.

Research Site

The study was conducted among the faculty members and administrative staff in one of the public universities in Azerbaijan. The reason underlying this choice was anecdotal evidence from my mother who told me the story of a killed dean by his student's brother in 1996. It was believed he was killed because of his verbal bullying and sexual harassment toward the girl when my mother was a student at that university. The second reason for the selection was the convenience of near geographical proximity and the little amount of time required for the site. I visited the research site for conducting interviews at the beginning of the academic year 2022-2023, namely between 19-24 September 2022.

Participants

I initially intended to conduct interviews with the representatives of three -six schools. To be more specific, three to six department heads and six to twelve faculty members were intended to be questioned. Fortunately, the maximum number of persons could have been reached by interviewing six department heads and twelve faculty members. In total, I could reach six departments of five schools from that public university.

Sampling

Based on my desire, as an investigator, to find, comprehend, and acquire knowledge on workplace bullying, I chose a purposive sampling strategy that aided in selecting the people from whom the most may have been gained (Merriam & Tisdell, 2016).

I utilized convenience sampling depending on the availability and desire of respondents to be interviewed (Creswell, 2012). Given the number of schools the university had, six department heads and twelve faculty members were interviewed.

Research Instrument

Firstly, it is necessary to mention that the first chosen instrument was an in-depth interview. As opposed to other research methods, in-depth interviews had certain advantages, namely the possibility of adapting the interview technique to the conditions of a particular situation, the ability to speak freely to respondents who were not inclined to discuss certain issues publicly or who were overly sensitive to the comments of others, the ability to observe nonverbal reactions of the respondent, formation of a more serious attitude of the respondent to the process due to the individual interview, the

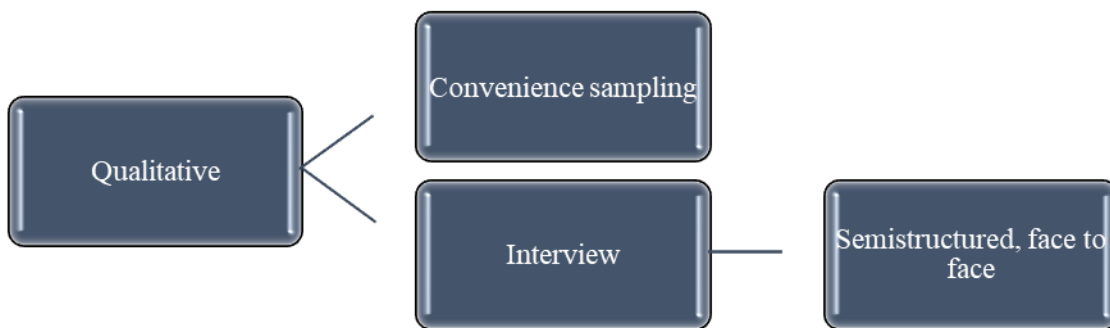
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ability to obtain more detailed information about the motives, opinions, and perceptions of the respondent, and the control of the completeness of the received information (Johnson, 2010; Showkat & Parveen, 2017).

The interviews were conducted in a face-to-face semi-structured format which increased the quality of communication. The questions were open-ended which had several advantages. One of the advantages was that such questions allowed the interviewee to answer without restriction (Seidman, 2006). Moreover, the respondent was free to talk about their feelings and comments on bullying accidents they faced. The other advantage was that open-ended questions provoked reflection and analysis of participants' actions and thoughts, which might not have occurred to them before. The interviews were in the Azerbaijani language so that the interviewees could be able to easily express their thoughts. The duration of interviews with each respondent was an hour as planned.

Figure 3.

Research design.



Ethical Issues

The trustworthiness of any study is a factor that has a direct impact on the quality of the research. The study's trustworthiness was used in research to demonstrate the amount of confidence in the offered data, interpretation, and research techniques for doing the research (Pilot & Beck, 2014). To keep the level of trustworthiness high, several steps were carried out.

The questions of the interview were designed in English and Azerbaijani languages to make sure that respondents would understand them correctly. The other measure consisted in recording all the interviews with the help of a Dictaphone to avoid relying on memory and notes.

To ensure the credibility of the results, the researcher utilized the following procedures. Firstly, I designed interview protocols that enabled me to improve the reliability of the interview process (Montoya, 2016). Secondly, data collection techniques, data analysis, and also triangulation employed increased dependability and internal validity (Creswell, 2013). Two groups' replies to the interview questions were triangulated. Then I requested to comment on the validity of assertions and provide permission to include direct personal quotes in the research through member checks (Doyle, 2007). Besides, I had an external auditor for the research work to be reviewed.

Undoubtedly, participants were informed about the recording and their consent was obtained beforehand which was the only way to make sure that all the ethical procedures were observed. I should emphasize that I was not exposed to any stereotypes, and impartially examined the results. What is more, I ensured the participants' anonymity, and the confidentiality of data. I also reserved their rights to

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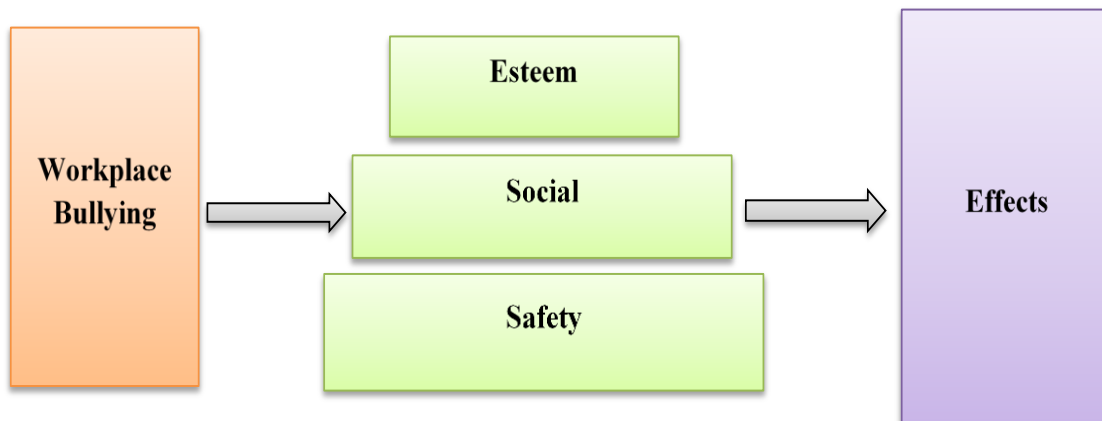
withdraw from the research at any time (Yin, 2018). All the participants were provided with informed consent forms indicating the data taken from the study would be stored in a safe place.

Data Analysis

Findings were analyzed through three levels namely, safety, social, and esteem needs of Maslow's theory, as shown in the figure below (McLeod, 2018).

Figure 4.

The Levels of Maslow's Hierarchy of Needs This Study Focuses on.



Qualitative research created a lot of data (Patton, 1990), therefore I examined the verbal data for assessment of aspects and patterns that had been obtained directly or indirectly (Flick, 2014). I analyzed the data by applying coding. Firstly, all the interviews were transcribed. To make sure that all the information was in the same language, the results of interviews that were conducted in the Azerbaijani language were translated into English. To confirm the accuracy of the translation, I opted for peer review with the assistance of my bilingual coworkers who were proficient in both Azerbaijani and

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English (Merriam & Tisdell, 2016). Further, all the transcripts were read, and the most significant parts were labeled. After labeling the most relevant parts, several themes were created, and codes were classified and categorized accordingly. At the same time, connections between these categories were established and described. Finally, the obtained results were examined in relation to previous studies discussed in the literature review part. The data from the interviews with faculty members were triangulated with the ones obtained from the administrators to ensure their credibility. I conducted triangulation to acquire a deeper knowledge of the phenomena, compare evidence, and reduce bias, as Patton (2015) argued triangulation improved the credibility of research findings by addressing the possibility that they were not derived from a single source or approach.

Limitations to the Study

One of the limitations was the gender balance that could not be ensured as the number of females interviewed was more than the number of males. Due to a lack of gender balance, the research may be susceptible to bias, and the generalizability of the findings cannot be guaranteed (Faber, 2014). Furthermore, the notion of *bullying* was presented to participants in English. Although the notion was recognized by the majority of participants, still there were the ones who required the translation, I had to translate it as *zorakılıq,ç* which was one of the challenges I faced during the process of data gathering.

In addition, I utilized convenience sampling in this investigation. Given that there were only five days for data collection, some department heads and faculty members who were interested in the topic were unable to participate in the study. Due to the poor

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language abilities of some department heads and faculty members, even though interview protocols were created in English, all the interviews were conducted in the Azerbaijani language, and the findings were coded in Azerbaijani and subsequently translated into English. To ensure the accuracy of the translation, I used the method of peer review suggested by Merriam and Tisdell (2016).

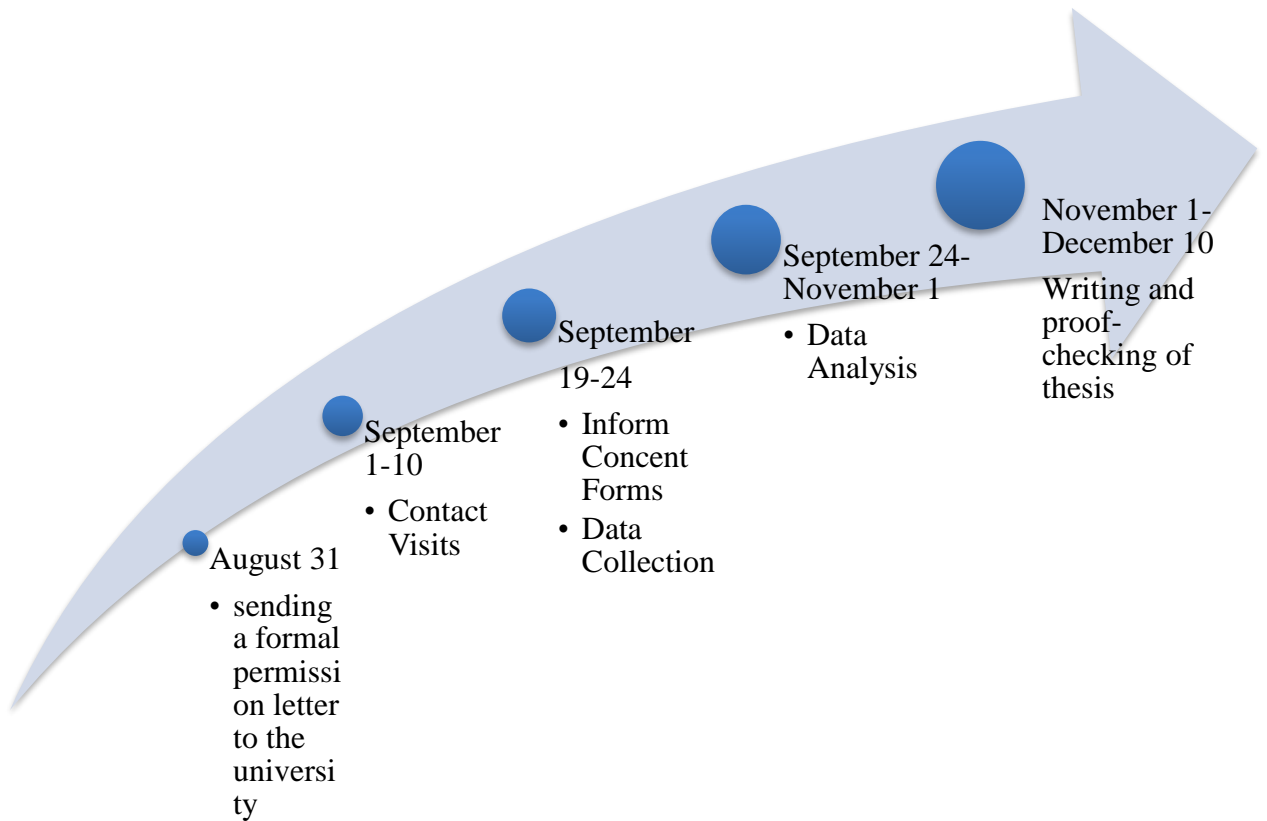
Moreover, I also planned to participate in three of the department meetings one from each school, and to take field notes. I was not invited to monthly faculty meetings. Due to that, I was not able to triangulate the answers of the research participants with the field notes and observation checklist from the department meetings. Moreover, I was planning to note queries, personal thoughts, and wonders while observing three department meetings using a checklist created based on Preventing Workplace Bullying Guide (SafeWork Australia, 2016), because Phillippi and Lauderdale (2018) asserted that field notes were collected to improve data quality and provide a rich context for analysis. Considering the importance of quality and context, I was certain they would allow me to be better informed about workplace bullying activities in a certain higher education institution.

Nevertheless, the trustworthiness of the current study due to the possibility that respondents may deliberately share inaccurate information was not fully guaranteed. Taking into consideration the sensibility of the topic, it might be caused by fear or reluctance to reveal certain facts. As not all victims of bullying could readily accept and communicate their circumstances and emotions, certain material may not be prejudiced or subjective. Merriam and Tisdell (2016) asserted that the researcher would possibly add interpretation and comments to a qualitative study, so research bias was likely to

occur due to the researcher's subjective approach. To ensure the study's credibility, I have attached audit trail appendices, as suggested by Merriam and Tisdell (2016). However, despite being instructed by department heads to invite the researcher to a department meeting, the managers did not contact me. In addition, the lack of prior studies done on the topic also made the process of research difficult.

Figure 2.

Timeline.



Chapter IV: Findings

Description of Participants and Venue of Interviews

This study aimed to explore workplace bullying in higher education institutions, identify the forms of bullying that faculty members and administrators encounter, investigate the perceived effects of workplace bullying on faculty members' and administrators' physical, and emotional well-being, and the quality of their services.

The research was guided by two questions:

1. What are the faculty's and administrators' perceptions and experiences of workplace bullying in Azerbaijani higher education?
2. What are the perceived effects of workplace bullying on the physical, and emotional well-being of academics, and the quality of their services?

The study sample consisted of six department heads and twelve professors from five schools at a public university in one of the big cities of Azerbaijan. I had access to five schools, namely physics, chemistry, philology, history, and mathematics, and it allowed me to conduct interviews with six department chairs and twelve faculty members. Out of six department heads, three interviewees were men. However, keeping a gender balance was not possible because female faculty members' participation outweighed males' by two. All face-to-face interviews with full-time professors and administrative staff were performed in their offices. As intended, each interview took an hour.

This chapter contains five sections that present findings to the research questions. They are the faculty members' and administrators' experiences and perceptions of workplace

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bullying, the effects of workplace bullying on the physical, and emotional well-being of academics, the quality of their services, strategies to handle workplace bullying, Maslow's Hierarchy of Needs, and summary.

The Faculty Members' and Administrators' Experiences and Perceptions of Workplace Bullying.

The first part of Research Question 1 in this line of inquiry sought to determine whether administrators and faculty members were familiar with the concept of workplace bullying to some extent. Thus, the department heads considered bullying something unethical, uncivil, and unfair group of activities. To support this notion, one of the department heads, Bakir stated:

Haqsızlıq kimi başa düşürəm. Qarşısındakını, özündən zəif birini hansısa səbəbdən, ya vəzifə, ya yaşa görə, ya da fiziki gücünə görə aşağılamaq, təhqir etmək.

[I understand it as unfairness. Humiliating and insulting someone weaker than you for some reason; because you are, for example, stronger or older than him.]

Analysis of the responses to the first interview question indicated that all administrators perceived the concept of workplace bullying, and they could define it.

With regard to faculty members, workplace bullying was defined as a state of being worried and troubled. To be more specific, one of the faculty members, Jale, told:

Hər hansı bir zorakılıq fiziki, psixoloji, mənəvi rahatsızlıqdır, yəni insan özünü rahat hiss etmirsə, daim səksəkədədirsə, bu bullinqdir. İstənilən halda, iş yerində belə bir vəziyyət yaratmaq ki, insan iş yerini itirməkdən qorxur, insan özünü təhqir olunmuş və təsir altında hiss edir, bu bullinqdir.

[Any kind of violence, physical, psychological, or mental, if a person does not feel comfortable, and is constantly on edge, this is bullying. In any case, creating such a situation in the workplace that a person is afraid of losing his job, a person feels insulted and under the influence is bullying.]

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Rasim, another instructor, classified workplace bullying as having an excessive amount of work, verbally assaulting instructors by imposing power, and engaging in a physical attack.

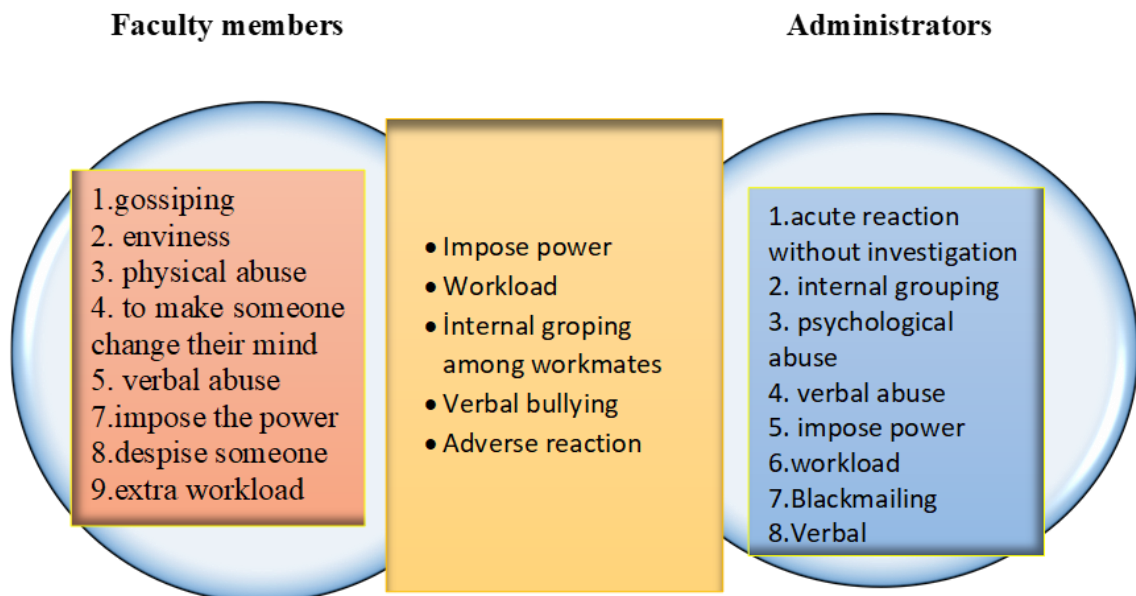
Müəllimlərin üzərinə şəxsi öhdəliklərindən kənar yüklərin qoyulması, əlavə dərslərin keçirilməsi. iş yerində bullinq həmçinin, öz vəzifəsindən sui istifadə edərək kimisə alçaltmaq, təhqir etmək, səhv rəftar etmək, hətta döymək kimi başa düşürəm

[Putting burdens on teachers beyond their obligations, holding extra classes. Bullying in the workplace is also defined as abusing one's position, humiliating, insulting, mistreating, or even beating someone.]

Given both department heads' and faculty members' definitions, workplace bullying as a concept was acknowledged by the study participants as they were exposed to it in their everyday interactions and communication at the university.

Figure 5.

Words and phrases used to define workplace bullying.



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In the second part of research question 1, participants' experiences related to different types of workplace bullying were sought. The analysis of research participants' experiences assisted in defining five main types of workplace bullying:

3. Horizontal bullying
4. Vertical bullying
5. Corporative bullying
6. Institutional bullying
7. Indirect bullying

Theme 1. Horizontal Bullying:

The data collected from the research participants revealed that vertical bullying by peers and workmates was one of the types of workplace bullying that an educational worker could face in the workplace. The tone of participants' voices, and the way they stated or refrained from comments related to incidents of bullying that may have occurred to them, it could be read that they had encountered bullying but were unable to openly discuss it. One of the department heads, Aysu, expressed her bullying experience by her department members:

Özümə qarşı baş verdi yaxınlarda...Özümə qarşı baş verdi və hamı tam sakit durdu. Tam olaraq açıq deyə bilməyəcəm... Fakültə çərçivəsində deyə bilərəm Ama orda iştirakçılar mənim öz kafedra əməkdaşlarım idi və onlar susmağa məcbur oldular.

[Happened to me recently. Happened to me and everyone was completely quiet. I can't say it clearly... I can say it happened within the faculty, but the participants there were my department employees, they were forced to keep silent.]

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Likewise, Elnura, another department head, shared the experience when she witnessed horizontal bullying, happening between two faculty members. According to her, the sexually assaulting glance of an old male faculty member towards a young instructor was noticed by almost all department members. Another faculty member from the same department brought the scenario observed by him to my attention:

Bizim kafedrada bir yaşlı kişi müəllim varıydı bir gənc müəlliməyə cinsi zəmində yaxınlaşırdı. Artıq orda mən özüm bir azərbaycanlı kişisi olaraq o kişiyyə bullinq eləmək istəyirdim ki, özünü yığışdır. O qız çox narahat idi və qıraqdan hiss olunurdu.

[In our department, an older male instructor initiated sexual contact with a younger instructor. Self-inflicted, as an Azerbaijani man, I desired to bully that man there and then. This girl was quite concerned and the issue was evident.]

Overall, administrators and faculty members may have felt the signals of horizontal bullying when they witnessed bullying behaviors such as an intimidating glance, harassment, and violence, according to the shared stories of witnessed cases.

Theme 2. Vertical Bullying

The signs of vertical bullying which was defined as abusive behaviors by people in power towards employees in less powerful situations were also detected in respondents' answers. According to them, for administrative workers to impose the power in their hands and bully the ones in their command was very unpleasant. One of the department heads, Aygun's thoughts supported this opinion, too:

Tərəfdarı deyiləm ki vəzifə səlahiyyətindən istifadə edib kimisə əzəsən, və yaxud da bacarır deyər hər şeyi bir nəfərə yükləyəsən.

[I am opposed to utilizing one's authority to oppress others or assigning everything to a single individual because he can handle it.]

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Similarly, one male instructor revealed his experience of a situation in which he was pressured by his superiors to abandon certain religious practices. Although he believed he handled the matter properly, he did not deny the reality that such situations were common among administrative employees.

Mən inanlı insanam, namazqılanam. Bəzən olub ki, deyiblər iş yerində namaz qılmaq olmaz. Düzdür, buna rəğbət bəsləyən insanlar daha çoxdur. Amma bəzi insanlarda vəzifə səlahiyyətindən istifadə edərək qadağalar qoymağa çalışır ki, sən namaz qılmayasan. Mən də demişəm ki, ərizə yazıb işdən çıxacam, mənə işə görə “namaz qılmayacaqsan” şərtini qoya bilməzsəniz, şükür Allaha. Mənim intellektim, savadım var. Haradasa iş tapıb işləyəcəm. Daha çox rəhbərlikdən tərəfindən olur belə şeylər.

[I am a religious person and I pray. Sometimes they say that you can't pray at work. There are indeed more people who sympathize with it. Yet, some people use their authority to impose restrictions so that you do not pray. I also said that I will write an application and quit my job. I mean, you can't make a deal with me that I don't pray at work. Thank God, I have an intellect and an education. Such things happen mostly from management.]

Respondents noted that to avoid such situations, in some instances they reacted appropriately, however in other instances, they tolerated verbal abuse from their bosses as a joke, as Camal, an instructor stated:

Hərdən rəhbərlik zarafatlaşır ki, sənə təqdimat yazaram, səni işdən qovaram, və ya şəxs rəhbərliyin əksinə müəyyən addımlar atanda rəhbərlik hədələyir ki, səni işdən çıxartdıraram.

[Sometimes they joke that I will write you a presentation and fire you, or if a person performs certain actions against the management's wishes, the management threatens to terminate them” which indicated that they were exposed to verbal bullying timely in the workplace.]

Theme 3. Corporate Bullying

The research participants brought in multiple examples of being bullied. Their superiors abused their position and were aware of the difficulty of finding a new job that may have

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experienced later. The department heads cited a lack of independence because details under their control were questioned and decided instead of them. Interestingly, the victims of workplace bullying identified the bullies with the same trait. They believed corporate bullies were the ones who abused their authority, and they continued to engage in bullying conduct because they were confident that they would not be held accountable since they had a "trustworthy person". Maral, the department head, complained about the mentioned problem.

Mən, kafedra müdiri kimi deyə bilərəm ki, mənim səlahiyyətimdə olan hansısa bir şeyin hesabatını verməyi mən artıq bullinq hesab edirəm. Çünki, bu mənim səlahiyyətimdədir. Əgər sən öz vəzifəndən istifadə edib gəlib məndən onun hesabatın istəyirsənsə, bu artıq bullinqdir.

[As a department head, I may state that I already consider bullying when I report something that is within my authority. Because it is in my power. If you use your position to approach me and request this report, you have already engaged in bullying.]

Similarly, Fikrat, another department head, complained about the acute reaction from the authorities without a thorough investigation of the issue.

Bəzən birinin günahı olub müdiriyyət məni çağırub araşdırmadan yox, çox adamın yanında kəskin formada reaksiya bildirib.

[Someone had done a fault, and management summoned me and reacted angrily in front of several witnesses without any investigation.]

Not only his views, but also those of other participants could reveal the situations in which instructors and administrative personnel were assessed, treated rudely, or called offensive names.

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Likewise, instructors also shared the same opinion with department heads on the criticism in the presence of other people. One of the instructors shared his insights on how he was bullied by his superiors:

Təcrübəsizlikdən olub deyə düşünürəm, bəzən mənim rəhbərlərim məni edib. Bir dəfə mən auditoriyada olanda vəzifəli şəxs tələbələrin içində mənə öz iradlarını bildirib.

[I believe that my bosses occasionally bullied me due to my inexperience. Once while I was in the auditorium, the officers entered the room and scolded me in front of the pupils.]

From the responses of research participants, it was determined that cases of workplace bullying occurred in educational institutions when an instructor or department head was criticized, judged, or treated roughly in the presence of students, when someone had a friend/relative in the workplace who supported his responsibility and when supervisors used an unpleasant calling style.

Theme 4. Institutional bullying

Upon analyzing the responses to certain interview questions, it became apparent that some bullying behaviors, such as threatening to fire someone, placing unreasonable expectations on employees, and increasing and unmanageable workload, had become accepted as part of the workplace culture; all previously mentioned bullying behaviors were the indicators of institutional bullying. Both teachers and administration complained about their inability to deny and concurrently manage an expanding workload along with their job duties.

The instructor, Sevinj, described how she approached the burden:

Daha çox düşünürəm ki onsuzda nə etsəm də xeyri yoxdu ən yaxşısı qoy eliyim. Ama rəfiqəmin başına gəlsəydi mən daha pis reaksiya verərdim. Ama iş yerində bunu eləmək olmur.

[No matter what I do, I believe it is best to accept and complete it. If that happened to my friend, though, I would respond more strongly. However, this is not tolerated at work.]

While asked about extra job duties assigned to them that were not in their job contract, above mentioned opinion was also supported by another faculty Samira saying “O qədər. Arxada danışıb üzdə edirik. Hərlənib fırlanıb özünə geri dönür, ona görə biz etiraz eləmirik- [A lot. We grumble about it from the back, but we still do it; it eventually comes back at us, so we keep quiet”.]

Understanding that the additional workload became an organizational norm and duty in the educational institution, once again, indicated that institutional bullying may have happened in the workplace. Famil, one of the department’s heads, assumed:

Mən sənə deyim qızım. əgər mənə tapşırılıbsa mən vaxtımı bölməyi bacarram. Mənə tapşırılıbsa mən müəyyən qədər vaxtımı bölməklə və ya istirahətimdən kəsməklə o tapşırığı yerinə yetirirəm əgər tapşırılıbsa deməli yerinə yetirilməlidir.

[I will tell you, my daughter. if I am assigned, I can divide my time. If I am assigned, I perform that task by dividing my time or reducing my rest. If it is assigned, then it must be performed.]

Theme 5. Indirect Bullying

As research respondents stated, an educational institution was “full of educated people”; Yet, there were quite many experiences of faculty members and administrators who were exposed to indirect bullying in which one person or a group undermined or attempted to ruin one’s reputation by spreading rumors and gossip behind his or her back. It is worth

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noting that participants in the study were skilled professionals with three months-twenty years of experience, yet, it was noticed that in stressful situations either they were bullied by faculty members or administrators or they bullied the ones unintentionally. One of the department heads, Ramil, shared his views on indirect bullying.

İdarəçi vəzifəsini icra etdiyim zaman həmin qrupda olan qrup işçilərlə qruplaşma edib mənə qarşı çıxmaq olub.

[When I held the position of administrator, a group of employees in that group formed a group and opposed me.]

Analyzed reports showed that faculty members and administrative workers found interaction and organizational behavior crucial in the workplace. One of the faculty members in one of the departments suffered from indirect bullying caused by another department head. Tarana, the department head, described the situation:

Mənim xəbərim olmadan digər kafedra müdiri rektora deyib ki, mənim işçimi keçirsin özünə. Məsələn burasıdır ki, xanımı onun sayəsində işə götürmüşdülər, çünki o rektordan xahiş etmişdi. Qız çox pis vəziyyətdə qalmışdı çünki o çörək verən idi mən isə mənim kafedram isə ona rahat idi və öyrəşmişdi.

[The head of the other department privately asked the rector to move my employee to his department. The point is that he was responsible for the woman's employment, as he was the one who approached the rector about the position. When she was settled and accustomed to my chair, was also struggling because she was the job provider for her.]

The findings indicated that interaction and organizational behavior may have been extremely important factors contributing to both academic and administrative staff's work as a whole.

The Perceived Effects of Workplace Bullying on the Physical, and Emotional Well-Being of Academics, and the Quality of Their Services

The second question of this research sought to determine whether research respondents were aware of the perceived effects they had because of workplace bullying and how they were able to name and classify them. The research participants' insights emphasized that the ones who were bullied at work were more likely to experience the negative effects of bullying on their health and well-being. Also, productivity and performance in the office may have potentially been impacted as a result of bullying, however, only one instructor indicated that the advantage of this situation was that victims became mentally stronger after they were exposed to bullying. It should be noted that the interview respondents including faculty members and administrative workers perceived both physical and mental issues caused by bullying behaviors in the workplace. Given the responses to the questions, the focus groups thought that workplace bullying ended up with several issues in the victim's physical, emotional and professional life.

Overall the triangulation of faculty members' and department heads' answers made me identify the major perceived effects of workplace bullying on the above-mentioned aspects:

- Physical well-being: Illness
- Emotional well-being: Self-inflicted injuries and depression
- The quality of education: Negligence and carelessness

Theme 1. Physical Wellbeing

Illness

According to the responses, it was common knowledge that bullying had a significant negative effect not only on the emotional and professional lives of the bully and his or her victims but also on their physical health. The effects, for one instructor, could be quitting responsibilities for nothing, character responses, and conflicts that ended up with physical wounds.

Another instructor stated how stress and tension affected the physical health of those who were exposed to it.

Şübhəsiz əgər onlar əsəb gərginlik keçirirsə onlarda müəyyən xəstəliklərin yaranmasına zəmin yaranır ona görə fiziki sağlamlığa da öz təsiri vardır.

[It is undeniable that if they are under nervous tension, it lays the groundwork for the development of certain diseases, and as a result, it has its influence on a person's physical health.]

One of the department heads had a complaint about how important it was to consider the attractiveness of female applicants when hiring. She also added the number of diseases that could emerge in the human body because of stress:

Zədə ala bilər, ciddi dəyişikliklər daima qısqılma özünə qapanma fikrini demkdə çətinlik Ümumi danışdıqda pis təsir edər. Harasa işə düzəlmək istəyirsən fakturava baxıb səni işə götürürlər. Bu yaxında bir təşkilatda qadın sonra intihar elədi. Mədəaltı vəzi, qaraciyər xəstəlikləri yarana bilər stressdən. hətta cinayət məəcəlləsində də belə maddələr var.

[Can cause harm, major changes that occur continually, constriction, withdrawal, and trouble expressing thoughts; in general, has a negative effect. If you want to acquire a job anywhere, they will look at the invoice, and if they like what they see, they will hire you. A lady just committed suicide while working for an organization. Pancreas and liver illnesses can happen because of stress. These kinds of items can be found even in the criminal code.]

I was unprepared for the fact that the research participants were initially aware of bullying and its defining characteristics. However, participants in the study also identified several coping mechanisms for addressing bullying issues. While several respondents shared strategies such as "I would say to my friend," "I would not share with anyone," "It must be reported to the authorities," and "I would not react," a large number of interviewees chose and would choose to speak with the bully directly, indicating that they were courageous enough to confront such situations. According to the responses of interviewees, the weak character of the victim and the poor leadership style may have contributed to the occurrence of workplace bullying.

Theme 2. Emotional Well-being.

Depression and Self-inflicted Injuries

The finding that was described as an effect of workplace bullying on faculty members' and administrators' mental health was depression and self-inflicted injuries caused by it that victims of workplace bullying had. According to the respondents, due to the victim's lack of self-control and self-confidence after being bullied, he would portray himself to his family in a negative light. Even if he found a new job, he will still have to deal with it. As such traumatic experience may have shaped their character, those people also may have had the propensity to initiate bullying actions toward others who were less powerful than they were.

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The department head, Minura, confirmed that traumatic experiences may have triggered some individuals to initiate bullying actions against the weaker ones stating the following:

Bullinq qurbanları h rk s ola bil r s n  g r kim s  edirs ns  dem li s nin bařının  st nd  s n  onu eliyirl r. s n onu g rm s n.

[Everyone has the potential to become a victim of bullying. If you engage in bullying behavior toward another person, then you are also subject to being bullied.]

As psychological stress could lead to an emotional explosion, a man may have lost control over himself and become uncontrollable. In other words, he may have not controlled his nerves. Some of the participants stated with certainty that the victim was incapable of speaking favorably to anyone around him at any age and would attempt to intimidate them. Thus, workplace bullying may have been a factor that contributed to psychological trauma and mental sickness.

Bullies as well as their victims might be more likely to suffer from a variety of psychological conditions, which could hurt their mental health. In this regard, Mr. Samir, an instructor stated:

T bii ki , psixoloji pozuntular, ele bilirki hamı ona baxır hamı ona g l c k o biabir olub. Bullyl r is  onlar da qorxurlar ki birden yuxarinin qulagina  atsa m nim bařıma n  g l r onlarda bunun stresi altında yařayırlar.

[Obviously, he has psychological difficulties; he believes that everyone is staring at him and laughing at him; he is a disgrace. And the bullies also fear what would happen to them if the information reaches the superior's ears; they live under this tension.]

Both the victims and the bullies may have had detrimental effects of bullying behaviors on their mental and psychological health.

Theme 3. The Quality of Academic Services.

Negligence

According to respondents, negligence had a crucial effect that should not be overwhelming to a person who had faced bullying. One of the department heads, Samaya told:

O insan işdən soyuyur, həvəsdən düşür , və onda inamsızlıq yaradır.

[It would bring a negative attitude to the workplace, discourage, and sow seeds of distrust in that individual.]

The answer above indicated that if an employee suffered from bullying behaviors in his workplace, he would probably neglect his work, and stop loving and feeling belonging in that workplace.

Supporting Ms. Samaya's comments', a faculty member, Gunay, stated:

Əgər bir işçi bullinqə məruz qalırsa, deyimki, o işçidə çox etinasızlıq və biganəlik yaranır.

[If an employee is being bullied, then he starts to have a significant amount of disregard and disinterest, in my opinion.]

Considering the answers to the interview questions, it pointed out that academic services might be one of the important aspects that workplace bullying affected in educational institutions. Moreover, taking into account one of the instructors' answers who was about to leave his job because of threats related to his religious beliefs supported these ideas that workplace bullying affected the professional lives of victims.

Strategies to Handle Workplace Bullying.

In addition to the primary findings, which analyzed the viewpoints of the research participants, the responses also revealed the secondary findings, which showed the

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strategies faculty members and administrators chose to use to deal with or avoid bullying in the workplace. The reports of faculty members and administrators directed me to 3 main themes:

To talk to the bully.

The first strategy shared by respondents was to talk to the bully. A group of respondents facing bullying approached the bully themselves to learn the reasons for such behavior. The rationale lying behind this strategy, according to them, was the equality of people no matter what their position, age, and gender were.

Mr.Elman, the department head, accentuated:

Birinci, şəxsən özü ilə araşdırardım. Bəlkə mənim səhvim var birinci araşdırardım, əgər mənim səhvim varsa ola bilər insandır üzr istiyərəm, Əgər başa düşməzsə, rəhbərlikdən mən söhbət eliyərəm.

[I would first inspect it myself. I may have made a mistake; first of all, if I did make a mistake, I would apologize; if he did not comprehend, I would speak with management.]

Mr. Elman and others showed how important it was for a group of academic workers to learn the main reasons for bullying behaviors that happened to them and to solve the issue by talking to the bully.

To turn the action into authorities

The second strategy that faculty members and administrative staff used to handle workplace bullying was to turn the behavior or unpleasant accident to the authorities- faculty deans, vice-rectors, or rector, in the last case to the police to solve the issue.

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The faculty member, Samira told:

Şəxsin kim olduğundn asılı olaraq bir pillə yuxarı instansiyaya müraciət edərdəm.
Amma ilk öncə o adamın özüylə dil tapmağa çalışaram

[Depending on the person, I would apply to a higher-ranking individual.
However, I would first attempt to resolve the matter with that person.]

She believed that a person in a higher position might solve the issue, thus, she would have approached authorities. Yet, the group of people who were for telling the issue to the authorities also supported the idea to talk to the bully before.

Not to tell anyone and leave the job

Educational personnel's last strategy for addressing current bullying problems was to withhold information from others inside the institution; if the problem persisted, they tended to leave their jobs. The statement, "Mən də dedim ki, ərizə yazıb işdən çıxacam" [I said that I would leave the job] revealed that certain educational personnel was not interested in resolving the issue but rather escaping it.

In addition, educational personnel in this category seemed less ready to report incidents of workplace bullying. One department head stated, "Belə olan halda, bu məsələni heç kimlə paylaşmazdım" [I would not share with anyone in this institution], while a faculty member asserted "Ən yaxın dostumla bölüşərdim, yəqinki" [I would probably share with my closest friend]; these responses suggested that there may have not been adequate preventive measures or policies in place to address workplace bullying in that institution.

Maslow's Hierarchy of Needs

The theoretical framework of this research was based on Maslow's Hierarchy of Needs, represented in 3 levels: esteem, social, and safety. Out of all the answers, three main themes were discussed in the following paragraphs: Esteem, Social, and Safety.

Theme 1. Esteem

The result that the researcher got from the interviews indicated that academic work may have become fruitful and ecstatic if they had been valued, trusted, and believed in the workplace. According to one of the instructors, Ms. Natavan expressed the reasons why she was satisfied with her workplace:

Birincisi, ortam yaxşıdır. Yaşlı insanlar çoxdur. Əsas fənnlərin tədrisi mənədir, yaxşı ünsiyyət, sevilirəm. Mənə premiyalar (pul mükafatı) verilir. Verilən tapşırığı çalışıram düzgün və yerində edirəm. Burada xoşbəxtəm. Mühazirə mətnləri, böyük kürsülü zallarda çıxışlar məhz mənə verilir deməli etimad var. Ən əsası bizim kafedramızda əməyə qiymət verilir.

[The environment is firstly positive. There are several individuals of the same age. Teaching the main subjects is in my power. I get perks. I attempt to perform the work appropriately. I am satisfied here. I am entrusted with delivering lecture materials and speeches in huge auditoriums, indicating that I am held in high regard. Most significantly, our department values hard work.]

The responses revealed that both faculty members and administrators felt valued and ecstatic if they were entrusted with significant responsibilities and duties at their workplaces; consequently, they added that a positive relationship with their superiors

played a significant role when considering workplace bullying. According to research respondents, evaluating the worker's duties and authority to make decisions might not yield favorable outcomes. While one department head complained that her superiors judged her decisions on occasion, another faculty member expressed his satisfaction with the trust placed in his decisions, indicating that there were contradictory views regarding the esteem level of Maslow's hierarchy of needs in that particular institution.

Theme 2. Social

I came across the moments that made all of the faculty members and heads of departments happy in the workplace were feeling loved by their workmates and students, to have love to the students they taught and the job they were doing. Many respondents acknowledged that it was their first workplace of theirs and because of their love for their students, the job they were going on to tolerate, as well as tried to solve this workplace issue, however, there also were contrary ideas. The department head, Samaya told:

Burda xoşbəxtəm ona görə ki, hardasa zəhmətimin qarşılığını almışam və ona görə kafedra əməkdaşlarıyla mən bugün rahat bir münasibətim var və tələbələr tərəfindən sevildiyimi düşünürəm.

[I am satisfied in my position since my efforts were rewarded, and as a result, I can maintain a cordial connection with the members of the department's staff, and I believe that the students hold a warm regard for me.]

Feeling a part of the institution, as well as having positive relationships with coworkers and superiors, might draw the interviewees closer to their employment and motivated them to perform at their highest level.

Çox mehriban, istiqanlı kollektiv, şanslıyam, şadam ki belə kollektivim var. İşimi sevirəm.

[I feel fortunate and ecstatic to be a member of such a caring and welcoming team. I adore my job.]

On the contrary, some of the instructors, according to instructor Fidan, sometimes had insincere relationships and quarrels while adjusting the teaching schedule:

Bizdə daha çox müəllimlərin əvəz etmə cədvəli barədə mübahisə olur. Ondan gəlib adamın üzünə dururlarki, mənə əvəz etməyə salma, mən filankəsi əvəz etməyəcəm. O niyə mənə əvəz eləmir mən əvəz eliyirəm və s.

[There are usually disputes regarding the replacement schedule for teachers. They approach the individual and say, "Don't replace me, I won't replace him, so and so." Why doesn't he replace me?, or Why do I replace him?]

Taking into account the opposing viewpoints, the university staff might have had friendly colleagues and relationships with one another, but there might also be occasional disagreements over workload and other organizational concerns.

Theme 3. Safety

The responses that were collected by asking the interview questions revealed that the administrative employees and faculty members had beliefs regarding the level of safety that should be provided in their workplace which showed that the level of safety might have not been met in that institution. According to one of the faculty members, Sabina, her superior tended to treat her faculty members kindly to learn their personal beliefs of them towards one another. Yet they were sure that sharing opinions with her was not a good idea as she might easily menace and threaten, afterward:

“Qızımın” deyərək o guya öz işçilərini əzizləyir. Sənsən hansısa sözləri nəyisə alıb səni digər danışdırır. Səndə bilmədən nəyisə ona müəllimlər haqqında məlumat verəndə onu sənə qarşı istifadə edir. Bu onun xasiyyətidir, o insanları əzməyi sevir.

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[Saying "My daughter," she seems to value the faculty. Takes some of your words and forces you to speak. When you inadvertently reveal information about the professor, she uses it against you. This is her nature; she enjoys bullying others.]

The example showed that personal toxic relationships with faculty members and administrators might be a big threat to the feeling of safety of that work in the workplace.

Likewise, another faculty member, Mr. Samir added:

Məsələn insanı işdən çıxarmaqla hədələmək, seçkidə get filankəsə səs ver demək iş yerində zorakılıqdır. Bəzi vəzifəli şəxslər hətta işçidən hansısa səhvini örtbasdır etmək üçün pul tələb edirlər ki, əks halda sənin iş saatından kəsərik.

[For instance, threatening to fire the worker and telling him to vote for someone constitutes workplace violence. Some officials even demand payment from the employee to cover up an error, failing which they would subtract time from the employee's work schedule.]

Overall, the answers to the interview questions revealed that in a specific institution, there may have been many threats to the safety of academic employees, which primarily might take the form of verbal harassment.

The research findings disclosed that out of three levels, Social-belonging to the university, love towards the job, and students were mainly emphasized as being met by the research participants, whereas they had a lower sense of Safety-security from threat, safe working conditions, and job responsibility stability, in the workplace. Regarding the Esteem level, the research findings revealed inconsistent concepts, indicating that the level was not fully reached.

Summary

The findings of this study have shown that both instructors and department heads faced workplace bullying and the situation affected their physical and mental well-being as well as the quality of their services. Even though participants were qualified professionals with

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many accomplishments and loved their profession and got on well with their colleagues and students, they may have faced workplace bullying. They may have been exposed to bullying behaviors and suffered from its effects, yet, they were still passionate and dedicated.

Chapter V: Discussion

Faculty Members' and Administrators' Perceptions and Experiences of Workplace Bullying

The results of the study illustrated that even though faculty members were not able to precisely define workplace bullying, administrators came up with appropriate definitions. As discussed in the literature review part of this research, faculty members and the department heads defined bullying as harnessing a power advantage to inflict intellectual, physical, and emotional harm (Cowie, Rivers, & Smith, 2002). In addition to the definition above, Saunders, Huynh, and Goodman-Delahunty (2007) stated that workplace bullying occurred because the bully wanted to hide their inferiority complexes, namely, the weak and bullied sides of their characters. The authors' conclusions were also reflected in research participants' answers about workplace bullying, the bullies had also been victims of bullying; thus, they wanted to exhibit the same behavior toward others. The common actions which were included in bullying both by faculty members and administrators were an adverse reaction, internal grouping, imposing power, and increasing workload. It should be noted that in the study conducted by Mostafizur, Rayhanul, & Zahangir (2020), being exposed to an unmanageable workload was also considered by participants as one of the forms of workplace bullying.

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Besides, it is necessary to point out that the participants of this study witnessed five kinds of workplace bullying out of nine defined types of it in the literature review part, namely horizontal bullying, vertical bullying, corporate bullying, institutional bullying, and indirect bullying. Horizontal bullying occurs between faculty members, whereas vertical bullying presupposes cases when the position of the bully is higher than the position of the victim (Rai & Agarwal, 2016). Bullying practices that took place between faculty members predominantly had a nature of violence, harassment, and intimidating glance. In turn, certain bosses exposed faculty members to verbal abuse and forced them to abandon their religious practices. Moreover, the participants of the study also encountered corporate bullying, and the bullies were the people who abused their power. These people bullied their subordinates, bearing in mind the difficulty that these subordinates would face difficulty if they wanted to find a new job (Clark & Ritter, 2018). In addition, according to faculty members, certain practices of bullying, namely increasing workloads of faculty members, threats to dismiss them, and placing unreasonable expectations on them have turned into an integral part of organizational culture (Waschglar et al., 2013). Finally, some participants of the study emphasized that they suffered from indirect bullying where the aggressor was not the participant, but the cause of indirect bullying (Akella, 2016). Like this study's results, Zabrodska and Kveton (2012) found that 28.8 % of faculty members of Czech universities reported that they were exposed to indirect bullying in the last twelve months.

The Effects of Workplace Bullying on the Physical, and Emotional Well-Being of Academics, and the Quality of Their Services

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The study results revealed that faculty members acknowledged that workplace bullying might hurt the physical health of victims. More specifically, the workplace might cause the emergence of new diseases due to the stress on victims. As to Mokhtar, Adnan, and Roshazad (2018), there was a significant correlation between workplace bullying and the emergence of headaches and sleep disturbances among victims. Faculty members also mentioned that workplace bullying negatively affected the mental health of employees, which was supported by Rosander, Salin, and Blomberg (2022) and Mokhtar, Adnan, & Roshazad (2018). Rosander, Salin, and Blomberg (2022) stated that workplace bullying may have led to the emergence of extreme emotional reactions such as depression, anxiety, helplessness, and fear, as well as an increase in the risk of more serious mental health problems. In turn, Mokhtar, Adnan, and Roshazad (2018) have established the presence of a significant relationship between workplace bullying and stress, anxiety, and depression among the victims. Apart from this, faculty members also underlined negligence as one of the consequences of workplace bullying. As a result of negligence, the performance of the victims of workplace bullying may deteriorate. Bukhari, Akhter, and Fida (2022) have come to a similar conclusion, namely, according to them, workplace bullying has a detrimental impact on the professional performance of victims. As to their study, workplace bullying may result in the emergence of doubts in the minds of victims about their competence and qualification. Therefore, they either limit or give up their endeavors which, in turn, results in the deterioration of their performance. Likewise, Tag-Eldeen, Barakat, and Dar (2017) stated that workplace bullying negatively influenced the morale of employees and led to lower productivity.

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The results of the study indicated that research participants acknowledged workplace bullying and its negative influence on not only direct but also indirect participants, namely, bystanders. As indirect bullying implies situations where the aggressor and the interaction of conflict is not the direct participant in the process, bystanders may be the ones who may mostly suffer from the indirect type of workplace bullying (Akella, 2016). Workplace bullying leads to stress and other physical reactions on bystanders' physical health. The claim was supported by research participants as one of them mentioned that the conflict of having her in their department created inter-shame and stress on her mental health (Lutgen & Sandvik, 2006).

In addition, it has been discovered that bystanders who have witnessed bullying acts may not always turn into "passive observers" as a result of their exposure to the conduct. Based on the research participants' answers, being a workplace bullying witness leads bystanders to react and become the third party of the process, and observing the situation when a fellow faculty member was sexually intimidating towards a young female teacher may trigger the reaction or desire to do bullying towards himself or herself. Likewise, Academics claimed that bystanders cannot be labeled "passive observers" because the majority of them either shielded the victim from verbal and physical bullying or affirmed the opinions of the abuser (Lutgen-Sandvik, 2006). Similarly, Blagg (2019) observed that while some observers may not respond, the vast majority do so by denouncing bullying to authorities, calling the police, supporting one side, or engaging in bullying themselves.

Strategies to Handle Workplace Bullying

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To tackle the issue of workplace bullying, several measures should be implemented. Sheehan and Rayner (1999) emphasized the significance of raising public awareness about the problem since the more people would know about the more chances that it could be controlled. Similarly, Manalo et al. (2021) suggest the implementation of anti-bullying programs and policies coupled with informational campaigns. Moreover, victims of bullying should take concrete steps to stop it. The participants assumed that victims may have opted for three ways to handle bullying, namely, talk to the bully, inform the management about the accident, and leave the job. Similarly, Botha and Comm (2008) suggested the necessity of showing the offender that his or her behavior would not go unnoticed and unpunished. Their claim was also supported by research participants. They were for the idea to talk to the bully first and attempt to solve the issue between each other. For them, a victim should loudly state his or her position and explain what he or she does not like and why. Further, it is necessary to ask the offender not to do it again. When speaking to the aggressor, the victims should not raise their voices, scandalize, or become abusive. It would be germane to focus on the actions of the opponent, not on his personality. Apart from this, victims of bullying are recommended to ask for help (Botha & Comm, 2008). To be more specific, it is necessary to collect all the facts, obtain the help of colleagues, and tell the management about bullying. This idea was implemented in the research site, in other words, the faculty members and department heads preferred to turn the bullying accidents to the management of the institutions to allow them to handle the issue broadly.

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The management, as a rule, is interested in handling workplace bullying since a toxic work environment reduces employee productivity and leads to high employee disengagement (Hollis, 2015). Considering that some of the faculty members and heads of departments suggested a way not to share the bullying accidents that happened to them in their workplace, and in harsher situations preferred to leave their job, it is commonly understood that workplace bullying decreases the quality of the services, even leads to employee disengagement.

Additionally, witnesses of bullying may significantly contribute to tackling it. More precisely, in the first place, it is important not to fall under the influence of the aggressor and not to become part of his entourage (Botha & Comm, 2008). Even one person standing up for the victim can dramatically change the situation - at the very least, deprive the aggressor of support. Besides, going to the HR manager or supervisor and explaining all that happened in detail is important.

Maslow's Hierarchy of Needs

According to Mehta (2021), companies harness Maslow's theory of motivation with the purpose to increase the level of motivation among employees, boosting creativity among them, and increase their productivity. To motivate employees, their needs on three levels, namely safety needs, social needs, and esteem needs should be satisfied. Interestingly, as reported by participants of the study, the safety needs of faculty members and administrators were not met, while social needs were fully, and esteem needs were partially met. The main reason for the non-satisfaction with safety needs is the prevalence of toxic relationships between administrators and faculty

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members. Therefore, employees are not sure whether they will still be employed tomorrow. Tag-Eldeen, Barakat, and Dar (2017) believe that workplace bullying negatively affects the job security of employees. Paradoxically, faculty members were motivated by the feeling of love toward students and they believed that love allowed them to tolerate an unsafe atmosphere. In addition, regarding esteem needs, it can be stated that certain faculty members are satisfied with the fact that they are entrusted with significant duties and responsibilities. Nonetheless, some other faculty members are not satisfied with the level of trust they have.

Summary and Recommendations

This study aimed to explore workplace bullying in one of the public universities, to identify the forms of bullying that faculty members and administrators encounter, and to investigate the perceived effects of workplace bullying on faculty members' and administrators' physical and emotional well-being, and the quality of their services.

The above-mentioned findings indicate that both faculty members and administrators are aware of workplace bullying and have experienced it in their institutions. In their institution, they encounter indirect, institutional, corporate, vertical, and horizontal forms of workplace bullying. In addition, they are aware of the detrimental effects of workplace bullying on victims' physical and emotional health, as well as their performance. In light of experiences and reflections of research participants, they have already developed several preventative and coping strategies.

To address the problem of workplace bullying, both institutional and governmental actions need to be taken. On an institutional level, educational leaders and professionals

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are encouraged to provide organization of seminars, and conferences on workplace bullying and to employ different approaches and strategies to deal with workplace bullying within an institution. Furthermore, necessary monthly meetings might be arranged so that university staff can cooperate with one other in the university and the university administration and discuss their problems including possible bullying cases.

Secondly, on a governmental level, rethinking policies and practices of public universities might maintain proactive behavior towards workplace bullying in public universities and appropriate state agencies and organizations may distribute information on the detrimental effects of workplace bullying and the means to combat it.

Furthermore, appropriate state agencies might offer the necessary changes and add to the Labor Code and The Law on Education of the Azerbaijan Republic to better inform educational employees about this issue.

However, considering the bystander's perspective, on a personal level, it is advised that victims as well as bystanders of bullying communicate with the bully to convey that behavior is inappropriate. If this does not work, it is vital to gather all available evidence of bullying and alert management. However, management may either overlook this issue or become complicit in bullying; therefore, victims and bystanders might consider engaging authorities or governmental agencies in the issue.

Overall, the study findings indicated that although Azerbaijani Higher Education Institutions are comprised of a community of highly educated persons, both faculty members and administrators face workplace bullying issues. They know the issue and

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solutions for managing the process. However, no comprehensive strategy focused on the prevention and healing of workplace bullying victims was found in the institution where this study was done. Therefore, this research may contribute to the formulation of a new policy for Azerbaijani higher education institutions (HEIs) to accomplish quality education and influence human capital development.

Appendix A

Interview Protocol (*faculty member*)

Introduction: After expressing a warm welcome to the participant, the researcher will offer some personal background information.

Purpose of the study:

1. To explore workplace bullying in higher education institutions
2. To identify the forms of bullying that faculty members encounter
3. To investigate the perceived effects of workplace bullying on faculty members' and administrators' well-being in higher education institutions.

Procedures: The participants will answer open-ended questions and will have the option either to answer or not. The interview will take an hour and will be audio-recorded before being transcribed. Participants' identities will be hidden once the data is gathered. Pseudonyms will be used to substitute their names. The researcher's thesis will be based on the analyzed data.

Consent: Participation in the study is entirely optional, and the participants are requested to sign an informed consent form to express their willingness to participate. Participants will be encouraged to provide information that will remain private and be protected using pseudonyms. The participants will be granted the right to withdraw from the study at any time.

Dialogue: (faculty member)

1. Introduce yourself, please.
2. How long have you been working as a faculty member?
3. What are your responsibilities as a faculty?
4. What is Bullying? How do you define it?
5. What is Workplace Bullying? How do you define it?
6. Have you experienced bullying? If yes, how did it happen and who did it?
7. Have you ever witnessed others being bullied in the workplace? If yes, how did it happen and who did it?

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8. Have you ever been assigned an excessive workload? If yes, what was your reaction?
9. Have you ever bullied someone? If yes, talk about 3 cases you think you have bullied someone.
10. What are bully behaviors? Name at least 3 bully behaviors.
11. What characteristic features do bullies, and victims have? Name three features for each.
12. What type of bullying behaviors have you observed/faced in communication with colleagues and administrators?
13. What may cause workplace bullying? Provide at least 3 examples, please.
14. What three types of workplace bullying may affect faculty members' psychological well-being?
 - What three types of workplace bullying may affect faculty members' physical well-being?
15. What responsibilities does your job contract include? What would your reaction be if you were assigned a task that is not in your contract?
16. Do you feel that you belong to this workplace? If yes, name 3 reasons that make you feel part of this staff
 - Have you ever had a feeling of being fired or have you ever felt unhappy at your work? If yes, name three reasons.
17. Who do you talk to in case you are bullied?
18. What do you think about your organization's culture? Are you satisfied with administrators' behaviors towards faculty members? If yes, name 3 reasons to be satisfied.
19. What policies, procedures, training, or programs does your organization provide you to prevent or resolve workplace bullying? Be specific.

Appendix B

Interview Protocol (department heads)

Introduction: After expressing a warm welcome to the participant, the researcher will offer some personal background information.

Purpose of the study:

1. To explore workplace bullying in higher education institutions
2. To identify the forms of bullying that faculty members encounter
3. To investigate the perceived effects of workplace bullying on faculty members' and administrators' well-being in higher education institutions.

Procedures: The participants will answer open-ended questions and will have the option either to answer or not. The interview will take an hour and will be audio-recorded before being transcribed. Participants' identities will be hidden once the data is gathered. Pseudonyms will be used to substitute their names. The researcher's thesis will be based on the analyzed data.

Consent: Participation in the study is entirely optional, and the participants are requested to sign an informed consent form to express their willingness to participate. Participants will be encouraged to provide information that will remain private and be protected using pseudonyms. The participants will be granted the right to withdraw from the study at any time.

Dialogue: (faculty member)

1. Introduce yourself, please.
2. How long have you been working as an administrator?
3. What are your responsibilities?
4. What is Bullying? How do you define it?
5. What is Workplace Bullying? How do you define it?
6. Have you experienced bullying? If yes, how did it happen and who did it?
7. Have you ever witnessed others being bullied in the workplace? If yes, how did it happen and who did it?
8. Have you ever bullied someone? If yes, talk about 3 cases you think you have bullied someone.

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9. What are bully behaviors? Name at least 3 bully behaviors.
10. What characteristic features do bullies, and victims have? Name three features for each.
11. What type of bullying behaviors have you observed/faced in communication with colleagues and administrators?
12. What may cause workplace bullying? Provide at least 3 examples, please.
13. What three types of workplace bullying may affect faculty members' psychological well-being?
 - What three types of workplace bullying may affect faculty members' physical well-being?
14. What responsibilities does your job contract include? What would your reaction be if you were assigned a task that is not in your contract?
15. Do you feel that you belong to this workplace? If yes, name 3 reasons that make you feel part of this staff
 - Have you ever had a feeling of being fired or have you ever felt unhappy at your work? If yes, name three reasons.
16. Who do you talk to in case you are bullied?
17. What do you think about your organization's culture? Are you satisfied with faculty members' behaviors towards administrators? If yes, name 3 reasons to be satisfied.
18. What policies, procedures, training, or programs does your organization provide you to prevent or resolve workplace bullying? Be specific.

Appendix A

Müsahibə Protokolu (*kafedra müdirləri*)

Təqdimat: Tədqiqatçı iştirakçını salamlayır və özü haqqında qısa məlumat verir.

Tədqiqatın məqsədi:

1. İş yerində bullinq hallarını araşdırmaq;
2. Rəhbər işçi və müəllim heyətinin qarşılaşdıqları bullinq hallarını müəyyən etmək;
3. Bullinqin ali təhsil müəssisələrinin rəhbər işçi və müəllim heyətinin rifahına potensial təsirini araşdırmaq.

Prosedur: Müsahibə iştirakçılarının onlara verilən açıq sualları cavablandırmaq və ya cavablandırmamaq hüququ var. Müsahibə bir saat təşkil edir və səs yazısı qeydə alınacaq. Məlumatlar toplandıqdan sonra iştirakçıların şəxsiyyətləri gizlədiləcək. Onların adlarını əvəz etmək üçün təxəllüslərdən istifadə olunacaq. Tədqiqat təhlil edilmiş məlumatlara əsaslanacaqdır.

Razılıq: Tədqiqatda iştirak tamamilə könüllüdür və iştirakçılardan iştiraka hazır olduqlarını bildirmək üçün razılıq formasını imzalamaları xahiş olunur. Müsahibə iştirakçılarının paylaşdığı məlumatlar tam məxfi qalacaq və onların məxfi iştirakı təxəllüslərdən istifadə etməklə təmin olunacaq. Müsahibə iştirakçılarının istənilən vaxt tədqiqatdan çıxmaq hüququ vardır.

Dialog:

1. Zəhmət olmasa, özünüzü təqdim edin.
2. Nə qədər müddətdir ki, idarəçi işləyirsiniz?
3. Məsuliyyətləriniz nələrdir?
4. Zorbalıq nədir? Bunu necə müəyyənləşdirirsiniz?
5. İş yerində zorakılıq nədir? Bunu necə müəyyənləşdirirsiniz?
6. Siz şəxsən zorakılıqla üzləşmişinizmi? Əgər belədirsə, bu necə baş verib və bunu kim edib?
7. İş yerində başqalarının zorakılığa məruz qaldığının şahidi olmusunuzmu? Əgər belədirsə, bu necə baş verib və bunu kim edib?
8. Heç kimisə təhqir etmişinizmi? Əgər belədirsə, kimisə təhqir etdiyinizi düşündüyünüz 3 hadisə haqqında danışın.

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9. Zorba davranışları hansılardır? Ən azı 3 zorakı davranışı adlandırın.

10. Zorba və qurbanların hansı xarakterik xüsusiyyətləri var? Hər biri üçün üç xüsusiyyət adlandırın.

11. Həmkarlarınız və idarəçilərlə ünsiyyətdə hansı tip zorakılıq davranışları ilə qarşılaşmısınız?

12. İş yerində zorakılığa nə səbəb ola bilər? Ən azı 3 misal göstərin, zəhmət olmasa.

13. İş yerində zorakılığın hansı üç növü professor-müəllim heyətinin psixoloji rifahına təsir edə bilər?

•İş yerində zorakılığın hansı üç növü professor-müəllim heyətinin fiziki rifahına təsir edə bilər?

14. Əmək müqaviləsinə hansı öhdəliklər daxildir? Müqaviləyə daxil olmayan bir vəzifə sizə tapşırılsa, reaksiyanız necə olardı?

15. Bu iş yerinə aid olduğunuzu hiss edirsinizmi? Əgər belədirsə, özünüzü bu heyətin bir hissəsi kimi hiss etdirən 3 səbəbi qeyd edin.

•Heç işdən qovulmaq hissi ilə qarşılaşmırsınız və ya işinizdə özünüzü bədbəxt hiss etmirsiniz? Əgər bu belədirsə, üç səbəbi göstərin.

16. Təcavüzə məruz qaldığınız halda kimlə danışırırsınız?

17. Təşkilatınızın mədəniyyəti haqqında nə düşünürsünüz? Müəllimlərin idarəçilərə münasibəti sizi qane edirmi? Əgər belədirsə, razı qalmağınız üçün 3 səbəbi qeyd edin.

18. İş yerində zorakılığın qarşısını almaq və ya həll etmək üçün təşkilatınız sizə hansı siyasətləri, prosedurları, təlimləri və ya proqramları təqdim edir? Konkret olun.

Appendix B

Müsahibə Protokolu (müəllimlər)

Təqdimat: Tədqiqatçı iştirakçını salamlayır və özü haqqında qısa məlumat verir.

Tədqiqatın məqsədi:

1. İş yerində bullinq hallarını araşdırmaq;
2. Rəhbər işçi və müəllim heyətinin qarşılaşdıqları bullinq hallarını müəyyən etmək;
3. Bullinqin ali təhsil müəssisələrinin rəhbər işçi və müəllim heyətinin rifahına potensial təsirini araşdırmaq.

Prosedur: Müsahibə iştirakçılarının onlara verilən açıq sualları cavablandırmaq və ya cavablandırmamaq hüququ var. Müsahibə bir saat təşkil edir və səs yazısı qeydə alınacaq. Məlumatlar toplandıqdan sonra iştirakçıların şəxsiyyətləri gizlədiləcək. Onların adlarını əvəz etmək üçün təxəllüslərdən istifadə olunacaq. Tədqiqat təhlil edilmiş məlumatlara əsaslanacaqdır.

Razılıq: Tədqiqatda iştirak tamamilə könüllüdür və iştirakçılardan iştiraka hazır olduqlarını bildirmək üçün razılıq formasını imzalamaları xahiş olunur. Müsahibə iştirakçılarının paylaşdığı məlumatlar tam məxfi qalacaq və onların məxfi iştirakı təxəllüslərdən istifadə etməklə təmin olunacaq. Müsahibə iştirakçılarının istənilən vaxt tədqiqatdan çıxmaq hüququ vardır.

Dialog:

1. Zəhmət olmasa, özünüzü təqdim edin.
2. Nə qədər müddətdir ki, müəllimə kimi işləyirsiniz?
3. Məsuliyyətləriniz nələrdir?
4. Zorbalıq nədir? Bunu necə müəyyənləşdirirsiniz?
5. İş yerində zorakılıq nədir? Bunu necə müəyyənləşdirirsiniz?
6. Siz şəxsən zorakılıqla üzləşmişinizmi? Əgər belədirsə, bu necə baş verib və bunu kim edib?
7. İş yerində başqalarının zorakılığa məruz qaldığının şahidi olmusunuzmu? Əgər belədirsə, bu necə baş verib və bunu kim edib?
8. Heç kimisə təhqir etmişinizmi? Əgər belədirsə, kimisə təhqir etdiyinizi düşündüyünüz 3 hadisə haqqında danışın.
9. Zorba davranışları hansılardır? Ən azı 3 zorakı davranışı adlandırın.

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10. Zorba və qurbanların hansı xarakterik xüsusiyyətləri var? Hər biri üçün üç xüsusiyyət adlandırın.

11. Həmkarlarınız və idarəçilərlə ünsiyyətdə hansı tip zorakılıq davranışları ilə qarşılaşmısınız?

12. İş yerində zorakılığa nə səbəb ola bilər? Ən azı 3 misal göstərin, zəhmət olmasa.

13. İş yerində zorakılığın hansı üç növü professor-müəllim heyətinin psixoloji rifahına təsir edə bilər?

•İş yerində zorakılığın hansı üç növü professor-müəllim heyətinin fiziki rifahına təsir edə bilər?

14. Əmək müqaviləsinə hansı öhdəliklər daxildir? Müqaviləyə olmayan bir vəzifə sizə tapşırılsa, reaksiyanız necə olardı?

15. Bu iş yerinə aid olduğunuzu hiss edirsinizmi? Əgər belədirsə, özünüzü bu heyətin bir hissəsi kimi hiss etdirən 3 səbəbi qeyd edin.

•Heç işdən qovulmaq hissi ilə qarşılaşmısınız və ya işinizdə özünüzü bədbəxt hiss etmisiniz? Əgər bu belədirsə, üç səbəbi göstərin.

16. Təcavüzə məruz qaldığınız halda kimlə danışsınız?

17. Təşkilatınızın mədəniyyəti haqqında nə düşünürsünüz? Müəllimlərin idarəçilərə münasibəti sizi qane edirmi? Əgər belədirsə, razı qalmağınız üçün 3 səbəbi qeyd edin.

18. İş yerində zorakılığın qarşısını almaq və ya həll etmək üçün təşkilatınız sizə hansı siyasətləri, prosedurları, təlimləri və ya proqramları təqdim edir? Konkret olun.

Appendix C
Informed Consent Form

Date:

Name of Participant:

Study Name: Workplace Bullying in Higher Education Institutions of Azerbaijan.

Researcher: Khadija Aslanova kaslanova12954@ada.edu.az

Purpose of the Research:

1. To explore workplace bullying in higher education institutions
2. To identify the forms of bullying that faculty members encounter
3. To investigate the perceived effects of workplace bullying on faculty members' and administrators' well-being in higher education institutions

Participants' responsibilities: The participants will be asked to participate in a semi-structured interview, which will last ~~about~~ an hour, and answer the questions asked by the researcher.

Research Benefits: The researcher believes if the phenomenon of workplace bullying is investigated in higher education institutions in Azerbaijan, it will raise awareness on the topic and will increase the quality of the services delivered by the faculty and the administrators in the workplace.

Withdrawal from the Study: You have a right to stop your participation in the study at

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any time, for any reason. If you decide to stop participation, or not answer a specific question, it will not impact your relationship with the researcher.

Confidentiality: The researcher will record the interviews with your consent only. Your identity will be protected, and all responses will be kept anonymous. Research data will only be accessible to the researcher.

Questions About the Research? If you have questions about the research, please feel free to contact me by e-mail (kaslanova12954@ada.edu.az)

Legal Rights and Signatures:

I, (fill in your full name here), consent to participate in (insert study name here)
conducted

by (Khadija Aslanova). I have understood the purpose of this project and want to participate. By signing below, I indicate my consent.

Signature _____

Date _____

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