

CAPITAL UNIVERSITY OF SCIENCE AND
TECHNOLOGY, ISLAMABAD



**Impact of Workplace Bullying on
Group Cohesion Using Emotional
Exhaustion as Mediator and
Neuroticism as Moderator**

by

Sommaya Siddique

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

in the

Faculty of Management & Social Sciences

Department of Management Sciences

2018

Copyright © 2018 by Ms. Sommaya Siddique

All rights reserved. No part of this thesis may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, by any information storage and retrieval system without the prior written permission of the author.

The dissertation is dedicated for the sake of Allah, my Creator and my Master. My great teacher and messenger, Muhammad (May Allah bless and grant him), who enlightened the purpose of our life. I dedicate this work to my family and friends who never stop giving of themselves in countless ways, their prayers, and the lessons they taught me to work hard with dedication and confidence. They made me believe that my imaginations will drive, I can get anything I want, but to have firm belief behind all my ideas, to stick with my goals and have an undying faith.



CAPITAL UNIVERSITY OF SCIENCE & TECHNOLOGY
ISLAMABAD

CERTIFICATE OF APPROVAL

**Impact of Workplace Bullying on Group Cohesion Using
Emotional Exhaustion as Mediator and Neuroticism as
Moderator**

by

Sommaya Siddique
(MMS 151074)

THESIS EXAMINING COMMITTEE

S. No.	Examiner	Name	Organization
(a)	External Examiner	Dr. Saima Naseer	IIUI, Islamabad
(b)	Internal Examiner	Dr. S. M. M. Raza Naqvi	CUST, Islamabad
(c)	Supervisor	Dr. Mueen Aizaz Zafar	CUST, Islamabad

Dr. Mueen Aizaz Zafar
Thesis Supervisor
February, 2018

Dr. Sajid Bashir
Head
Dept. of Management Sciences
February, 2018

Dr. Arshad Hassan
Dean
Faculty of Management & Social Sciences
February, 2018

Author's Declaration

I, **Sommaya Siddique** hereby state that my MS thesis titled “**Impact of Workplace Bullying on Group Cohesion Using Emotional Exhaustion as Mediator and Neuroticism as Moderator**” is my own work and has not been submitted previously by me for taking any degree from Capital University of Science and Technology, Islamabad or anywhere else in the country/abroad.

At any time if my statement is found to be incorrect even after my graduation, the University has the right to withdraw my MS Degree.

(Sommaya Siddique)

Registration No: MMS 151074

Plagiarism Undertaking

I solemnly declare that research work presented in this thesis titled “**Impact of Workplace Bullying on Group Cohesion Using Emotional Exhaustion as Mediator and Neuroticism as Moderator**” is solely my research work with no significant contribution from any other person. Small contribution/help wherever taken has been dully acknowledged and that complete thesis has been written by me.

I understand the zero tolerance policy of the HEC and Capital University of Science and Technology towards plagiarism. Therefore, I as an author of the above titled thesis declare that no portion of my thesis has been plagiarized and any material used as reference is properly referred/cited.

I undertake that if I am found guilty of any formal plagiarism in the above titled thesis even after award of MS Degree, the University reserves the right to withdraw/revoke my MS degree and that HEC and the University have the right to publish my name on the HEC/University website on which names of students are placed who submitted plagiarized work.

(Sommaya Siddique)

Registration No: MMS 151074

Acknowledgements

First and foremost thanks to Almighty Allah for blessing me with wisdom and strength to complete the dissertation. The research on the Impact of workplace bullying on group cohesion using emotional exhaustion as mediator and neuroticism as moderator has been undertaken for the partial fulfillment of the requirement of the degree of Master in Science (Human Resources Management).

Being the MS graduate at Capital University of Science and Technology has been a magnificent as well as challenging experience to me. During the degree, I have found influential directions in shaping my academic career. Here is a humble tribute to all those people.

I am highly obligated to the respectable Dr. Mueen Aizaz Zafar for supervising and motivating me all throughout the way to accomplish this thesis. Moreover, I would like to pay the high regards to all of my teachers of CUST for their constant motivation and lessons of high morale. I would also like to express my cordial gratitude towards my Sweet Ami and Abu g, my annoying brothers Mudassir E and the Conspirator Madni, my loving little sister Yusrah, my best friend Komal, her baby Arham and my dear Bear for always being there in those times when I felt that it was impossible to complete my thesis.

Abstract

The purpose of this study was to examine the relation of Workplace bullying and Group cohesion in different public sector organizations of Pakistan. The study also explored the mediating role of emotional exhaustion in this particular relationship. The study also tested the moderating role of Neuroticism between the relationship of “Workplace bullying and emotional exhaustion”. Conservation of Resource Theory was the underpinning theory in the study. Data was collected from 295 individuals working in public sector organizations through convenience sampling technique.

Workplace bullying was found to have a negative and significant relationship with Group cohesion. The mediating role of emotional exhaustion between the relationship of workplace bullying and group cohesion was found significant in the results. However the moderating role of neuroticism in the relation of workplace bullying and emotional exhaustion yielded non-significant results.

Key words: Workplace Bullying, Emotional Exhaustion, Group Cohesion, Neuroticism, Conservation of Resources theory.

Contents

Author's Declaration	iv
Plagiarism Undertaking	v
Acknowledgements	vi
Abstract	vii
List of Figures	x
List of Tables	xi
1 Introduction	1
1.1 Introduction	1
1.2 Gap Analysis	4
1.3 Problem Statement	5
1.4 Significance of the Study	5
1.5 Underpinning Theory	6
1.6 Research Questions	7
1.7 Research Objectives	7
2 Literature Review	9
2.1 Workplace Bullying	9
2.2 Group Cohesion	11
2.2.1 Workplace Bullying and Group Cohesion	12
2.3 Emotional Exhaustion	13
2.3.1 Emotional Exhaustion as a Mediator	14
2.4 Neuroticism	15
2.4.1 Neuroticism as a Moderator	16
2.5 Research Model	18
3 Research Methodology	20
3.1 Research Design	20
3.1.1 Type of Study	20
3.1.2 Study Setting	21

3.1.3	Unit of Analysis	21
3.2	Population and Sample	21
3.3	Instrumentation	22
3.3.1	Workplace Bullying	22
3.3.2	Neuroticism	22
3.3.3	Emotional Exhaustion	22
3.3.4	Group Cohesion	22
3.3.5	Control Variables	23
3.4	Data Analysis Tools	23
3.5	Demographic Characteristics	24
4	Results and Analysis	26
4.1	Descriptive Statistics	26
4.2	Correlation Analysis	26
4.3	Regression Analysis	28
4.4	Mediation Analysis	28
4.5	Moderation Analysis	29
4.6	Hypotheses Results	30
5	Discussion and Conclusion	31
5.1	Discussion	31
5.1.1	Discussion on First Research Question	31
5.1.2	Discussion on Second Research Question	32
5.1.3	Discussion on Third Research Question	33
5.2	Theoretical Implications	34
5.3	Practical Implications	34
5.4	Limitations and Future Directions	36
5.5	Conclusion	37
	Bibliography	38
	Questionnaire	53

List of Figures

2.1 Model of the research.	18
------------------------------------	----

List of Tables

3.1	Variables, Sources, Reliability and Number of items.	23
3.2	Age.	24
3.3	Gender.	24
3.4	Education.	25
3.5	Experience.	25
4.1	Descriptive Statistics.	27
4.2	Means, standard deviations and correlations.	27
4.3	Regression analysis for direct effect of Workplace Bullying on Group cohesion.	28
4.4	Mediation effect of emotional exhaustion between workplace bullying and group cohesion.	29
4.5	Moderation Analysis of Neuroticism between workplace bullying and Emotional Exhaustion.	29
4.6	Hypothesis results summary.	30

Chapter 1

Introduction

1.1 Introduction

Workplace bullying is a phenomenon that exists in almost every organization which brings up several harmful consequences. Bullying at work is a widespread behavior which received noticeable attention of research scholars (Giorgi, Leon-Perez, & Arenas, 2015). As bullying behaviors gained attention of researchers in recent decades; its outcomes are focused to be measured in many countries such as Australia, European and other countries (Power, et al., 2013). In this era workplace bullying is a major phenomenon that reduces the productivity of any organization, either big or small enterprise (Bergbom, Vartia, & Kinnunen, 2015). Bullying at work is exists within continuum of negative behaviors starting from rudeness to violence (Baron & Neuman, 1998). In the past two decades workplace bullying has become a very important area of research in management studies. Workplace bullying is given several names such as emotional abuse at work and workplace mobbing (Branch, Ramsay, & Barker, 2013). Some researchers discussed that presence of workplace bullying eve in a very little percentage should be considered as an alarming situation (Einarsen, Hoel, Zapf, & Cooper, 2011). On a global level, workplace bullying is considered as an undesirable behavior which damages the interest of individual in any context (Omari & Paul, 2015).

Bullying can directly or indirectly affect physiological, psychological and work related behaviors of an individual (Plopa, Plopa, & Skuzińska, 2017). Workplace bullying is not only related to hierarchical position, it can be perpetrated by anyone in the organization such as co-worker, subordinate or leader (Samnani & Singh, 2012). It has been reported from several studies that workplace bullying has become the reason of decreased commitment, low concentration and increasing rate of absenteeism (MacIntosh, 2005). According to Hoel and Einarsen (2010) workplace bullying resulted into significant cost such as loss in productivity, third party intervention cost, and high claim of compensation by worker. Moreover it costs on legal liabilities. Bullying and harassing behaviors at work are more likely to decrease cohesion among members in group settings (Raver & Gelfand, 2005). As study mentioned that bullying behaviors are directed towards individuals and group as well; sometimes it targets individuals and sometimes it impacts the groups and teams working in organizations (Roscigno, Lopez, & Hodson, 2009). Therefore present study also relates to study the impact of workplace bullying in the organizations on group.

Cohesion is referred as improved team motivation and strength (Greene, 1989), it also escalates both job and group satisfaction (Ahronson & Cameron, 2009), boosts team learning (Mullen & Copper, 1994) and enhances well-being of employees (Bliese & Halverson, 1996). Group cohesion represents the extent of likelihood among group members which enables them to share common goals and enhances feelings of attachment with each other (Brawley, Carron, & Widmeyer, 1987). Group cohesion or cohesiveness in the group contributes to the effectiveness of a group which is based upon the connectivity between the members and the positive group climate that develops the sense of belongingness in that group (Burlingame, McClendon, & Alonso, 2011). Focus of present study is to identify the relationship between workplace bullying and group cohesion as group performance is affected by bullying type of managerial behavior. According to literature there is a possibility that workplace bullying result negatively upon cohesiveness and effectiveness of group (Coyne, Craig, & Chong, 2004). Exposure to bullying behaviors between the target and perpetrator can lead to increased negative emotions to the victims

(Porath & Erez, 2009). There is evidence in studies that bullying in group will result into producing more bullying behaviors by that group (Ramsay et al., 2010). This study also aims to explore the mediation of emotional exhaustion between workplace bullying and group cohesion. Emotional exhaustion refers to the feeling of being emotionally strained and exhausted of individuals' emotional resources (Maslach, 1993). In response to the bullying behavior, the members of the group will likely respond negatively to the organization depending upon their perceptions of power distance. Studies related to work behaviors of employees reflect the emotional responses of the workers (Miner & Hulin, 2005).

Personality is a difficult phenomenon to describe due to its broad prospective that influences individuals' feelings and behaviors. According to literature big five personality traits named as neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness (Costa & McCrae, 1995), have an impact upon emotional exhaustion (Petersen, Jordan, & Soutar, 2011). Warr (2007) discussed in his book that people have different reactivity level to the work related stressors present in their environment; therefore those people who possess neurotic personality trait are at high risk to become victims of workplace bullying. A person with neurotic personality is an anxious and worrying individual who is overly emotional and reacts too strongly to all types of stimuli (Eysenck, 1975). People with high levels of neuroticism react negatively to the stressful conditions in environment. They infer normal situations as a threat which results into feelings of frustration and hopelessness (Widiger, 2011). Studies from past also indicated that neuroticism can predict emotional exhaustion (McManus, Winder, & Gordon, 2002). Basim, Begenirbas and Yalcin (2013) studied that neuroticism and emotional exhaustion have a positive relation. Present study proposes to investigate the moderation relationship of neuroticism between workplace bullying and emotional exhaustion.

Previous researchers have highlighted the negative effects of workplace bullying on different variables such as intentions to leave, organizational performance, employees creativity and organizational commitment but there is no study about the impact of workplace bullying on group cohesion with respect to Pakistani context.

Peng and his colleagues suggested that workplace bullying do not only affect the individual behavior but also at group. They proposed that future studies could examine the effect of workplace bullying on group cohesion. Due to lack in literature it is needed to examine how workplace bullying impacts group cohesion among employees (Peng, Chen, Chang, & Zhuang, 2016). As Einarsen (2000) stated workplace bullying affects behavior of an individual but it also has an impact upon groups at organizational level, specifically as Pakistan is a collectivist society (Hofstede, 1980).

1.2 Gap Analysis

This study is focusing on the gaps in the literature of workplace bullying and group cohesion. As we know, bullying has been identified as major social stressor at work and has been repeatedly linked to negative outcomes. However this study involves a reciprocal relation because there is little research regarding the inverse outcomes such that increase in workplace bullying will decrease its outcome (Rodriguez-Munoz, Moreno-Jimenez, & Sanz-Vergel, 2015). Researchers have outlined the negative effects of workplace bullying on different variables such as intentions to leave, organizational performance, employees creativity and organizational commitment but there is no study about the impact of workplace bullying on group cohesion in accordance to Pakistani context. A study by Peng and his colleagues mentioned that workplace bullying impacts not only the target's individual behavior but also within groups (Peng, Chen, Chang, & Zhuang, 2016). They suggested that future studies could examine the effect of workplace bullying on group cohesion. Alarcon and his fellow researchers discussed that most of the studies focused upon environmental factors as antecedent of emotional exhaustion (Alarcon, Eschleman, & Bowling, 2009), few studies tested the impact of individual factors on emotional exhaustion or burnout (Kim, Shin, & Swanger, 2009). Therefore this study will involve workplace bullying as an environmental factor and neuroticism as an individual factor to influence emotional exhaustion and then its impact upon group cohesion will be tested. Hence, in Pakistani context such model has never

been tested before so it will be an thought-provoking study to examine the impact of workplace bullying on group cohesion through emotional exhaustion. Moreover the role of neuroticism as moderator will further enhance this model to give significant results under the Pakistani context of organizations where organizations tend to have a stressful environment and workplace bullying is high among the organizations.

1.3 Problem Statement

Workplace Bullying in a country like Pakistan is very high which leads to emotional exhaustion but its impact upon group cohesion is never tested before. This study used a moderator neuroticism that affects the relation of workplace bullying and emotional exhaustion. As neurotic personality has a weak mechanism to cope the stressful situations which results into negative outcomes. Highly neurotic employees are more sensitive to external environment as compared to low neurotic ones; they only focus on the negative aspects of situation which leads to drainage of their emotional strength and results into emotional exhaustion (Kammeyer-Mueller, Simon, & Judge, 2016). None of the study in Pakistan has yet been conducted to test such relation of variables to study.

1.4 Significance of the Study

The significance of this study is that this study will help the organizations to understand how workplace bullying can affect group cohesion. This study will help to develop awareness among organizations regarding the workplace bullying and behavior of employees. It will give an insight to the management that how group cohesion can impact upon the groups and teams. Present study will help organization and its policy makers to deal with these destructive problems of workplace bullying and its impact on groups. In Pakistani context where there is collectivist culture therefore this study will create more understanding about

the impact of negative behaviors within groups. Moreover this study is using personality trait called neuroticism as a moderator of the study to analyze bullying behaviors along with impact of personality traits. With help of this study organizations can develop a managerial environment that avoids bullying behavior and create a supporting environment to influence and inspire employees individually as well as in groups and teams so their performance will be enhanced. On further notes this study will also help managers to keep a healthy environment where employees could show their skills and competencies and they could easily contribute to the success of organization. This study will also contribute towards developing a need to understand the emotional states of work.

1.5 Underpinning Theory

The study takes conservation of resources (COR) theory as the foundational theory to explain the relationship between study variables. Hobfoll (1989) stated that “the threat of a net loss of resources, the net loss of resources or a lack of resource gain following the investment of resources. Both perceived and actual losses or lack of gain is imagined as sufficient for producing stress”. According to the conservation of resources theory, workers who face excessive stress will first determine whether they have the ability or resources to cope with the stress (Wright & Hobfoll, 2004). If they are incapable of coping and their resources are constantly drained without replenishment, the workers will develop negative physiological and emotional reactions (Hobfoll & Shirom, 2001). Among these, emotional exhaustion is the most common negative reaction to stressful situations. In accordance to COR theory Lee & Ashforth (1996) discussed that when individuals experience emotional exhaustion, they feel that don’t have the psychological resources and emotional energy to maintain a cohesive environment at work. Use of a negative personality called neuroticism trait will also contribute to link conservation of resource theory to the model of the study.

O’Neill & Xiao (2010) further added that emotionally exhausted individuals will detach themselves emotionally and cognitively from their work group settings to

conserve their psychological resources; they will show an indifferent attitude towards work due to negative emotions. Moreover, these negative emotions will decrease the cohesiveness among the members because they won't be able to exhibit group tasks. Further, due to group cohesion, these negative emotions will affect the whole group and they will only perform tasks that are important for the job retraining and will not exhibit organization citizenship behavior or commitment to organizational goals.

1.6 Research Questions

This study aims to explore the association between workplace bullying and group cohesion by using emotional exhaustion as a mediator and negative personality trait "neuroticism" as a moderator between workplace bullying and emotional exhaustion.

The present study intended to find the answer of the following research questions:

Question: 1 What is the relationship between workplace bullying and group cohesion?

Question: 2 Does emotional exhaustion mediate between workplace bullying and group cohesion?

Question: 3 Does neuroticism play a moderating role between workplace bullying and emotional exhaustion?

1.7 Research Objectives

The overall objective of the study is to develop an integrative model by examining the impact of workplace bullying on group cohesion using emotional exhaustion as a mediator and will further explain the role of personality trait "neuroticism" as a moderator between workplace bullying and emotional exhaustion.

On the basis of research questions developed for the study, the following objectives of the study are developed:

1. To find out the impact of work bullying on group cohesion.
2. To investigate that neuroticism is moderating between workplace bullying and emotional exhaustion
3. To explore the mediation of emotional exhaustion between workplace bullying and group cohesion.

Chapter 2

Literature Review

This chapter aims to elaborate variables of the study based upon existing literature related to workplace bullying, group cohesion, emotional exhaustion and neuroticism. This chapter will also demonstrate the studies in which various researchers studied different relationships impact between the variable used in present study.

2.1 Workplace Bullying

The first research on bullying at work was published by Heinz Leymann back in 1990. Leymann (1996) mentioned that workplace bullying is an outcome of complex and dynamic process that happens at different levels in the organization which includes, work environment and climate, organizational culture, job design and leadership. According to Einarsen (2000) workplace bullying happens when the target or victim experiences negative acts on regular basis for a long time period and he becomes unable to defend himself. Bullying is explained as a scenario where one or more than one person observes or experiences negative actions from their surroundings on continuous basis which makes difficult for them to cope with those actions positively (Nielsen, et al., 2009). There are different types of bullying behaviors explained by researchers such as dispute related bullying (interpersonal conflict is the root cause), discriminatory bullying (caused by racism factors), authoritative bullying (caused by abusive behavior from the authoritative positions)

and organizational bullying (caused by tyrannical environment) (Lutgen-Sandvik, Namie, & Namie, 2009). Bullying is a broader concept; it isn't labeled with one or two negative behaviors because it consists of a set of repeated and prolonged negative behaviors that directly affects psychological state of victims (Einarsen & Mikkelsen, 2003).

Lewis and Gunn (2007), discussed that bullying can be initiated from hierarchy where the managers bullies his subordinate or where one person exploits his co-worker by knowing his weakness for example ethnicity and disability (Fevre, Robinson, Lewis, & Jones, 2013). Hence these behaviors at work make the victim unable to defend against these negative acts (Hoel, Lewis, & Einarsdottir, 2014). There is another dimension of bullying that it's explicit and observed by others while sometimes its hidden and other people are not aware that their fellow workers are victims of bullying unless they express it (Hood, Jacobson, & Buren, 2010). Negative features of working environments such as lack of goal clarity and deprived social climate works as an antecedent of workplace bullying (Skogstad, Torsheim, Einarsen, & Hauge, 2011).

In terms of addressing negative outcomes of bullying, studies found that it impacts upon victims and overall organizations as well (Ayoko, Callan, & Hrtel, 2003). Employees who get affected by workplace bullying experience damage to their health and wellbeing. These damages include increase in anxiety, depression (Hansen, Hogh, Persson, Karlson, Garde, & Orbaek, 2006) and negative emotions (Bowling & Beehr, 2006; Vie, Glaso & Einarsen 2012). Targets also report higher levels of burnout and emotional exhaustion (Wu & Hu, 2009). Robinson and O'Leary-Kelly (1998) found that victimizing behaviors experienced by one group member led to other members engaging in those behaviors. Therefore this can result in group norms that become accepting of bullying behavior which effects cohesiveness (Salin, 2003). A longitudinal study also supported this concept about increase in anxiety among employees due to long time exposure of bullying behaviors at work (Rodrguez-Muoz, Moreno-Jimnez, & Sanz-Vergel, 2015).

2.2 Group Cohesion

Lieberman and other colleagues defined group cohesion as feelings of belongingness for the group members or attraction that motivates to work in group (Lieberman, Yalom, & Miles, 1973). Carron, Widmeyer and Brawley (1985) presented cohesion as a multidimensional variable that is distinguished according to perceptions of group integrations on task, group integration on social context, individual interest related to the task aspect of the group and individual interest with reference to social aspect of the group. Group cohesion is also defined as a self-motivated process that reveals the degree to which a group remains united to achieve mutual goals and objectives along with understanding each other's emotional states (Carron, Brawley, & Widmeyer, 1998). Caset-Campbell and Martens (2009) considered group cohesion as a state of bonding among group members which is based upon likelihood and social links with each other. A shared group identity among individuals can result into cohesion among group members (Organ, Podsakoff, & MacKenzie, 2005), which creates a feeling of attachment and care among members due to cohesive environment. House and his colleagues mentioned in their book that collectivist societies are more likely to have high group cohesion due to their communication settings and bonding among members. Therefore cohesive groups are more focused towards group goals rather than individual goals (House, Hanges, Javidan, Dorfman, & Gupta, 2004).

Group cohesion at work is mainly linked with on the job relations formed by an employee; these relations could be formal or informal relations with other people to work within groups and teams (Mitchell, Holtom, Lee, Sablinski, & Erez, 2001). In groups there is an impact of group cohesion upon the knowledge processing practices (Fritsch & Kauffeld-Monz, 2009). According to a research it is noticed that group cohesion results into collective identification within groups that leads to increase learning processes (Vegt & Bunderson, 2005) Roberson and Colquitt (2005) stated that cohesiveness is the intensity to which people interact with each other on frequent basis. Tourangeau and his colleagues attributed group cohesion as the ability among group members to work collectively with effective communication (Tourangeau et al., 2010). They further mentioned that mutual

understanding develops in groups through cohesiveness formed by the intensity of their interaction.

2.2.1 Workplace Bullying and Group Cohesion

Workplace bullying has a strong impact upon the organizations by increasing absenteeism, decreasing work engagement and commitment; and also decreases the productivity by the employees (Einarsen, Skogstad, Rorvik, Lande, & Nielsen, 2016). The existence of workplace bullying has an impact upon group norms and group cohesion (Cropanzano, Li, & Benson, 2011). Group cohesion is based upon the level of satisfaction among the members for each other forming an effective communication in that group (Algesheimer, Dholakia, & Gurau, 2011). Balducci and his fellows discussed that work-related stressors are antecedents of bullying (Balducci, Cecchin, & Fraccaroli, 2012). They further added that inadequate resources, excessive job demand, and lack of job control can result into severe perceptions about bullying. A study explained that workers who were exposed to bullying behaviors on frequent basis resulted into several negative outcomes which included less control on job and decrease in cohesiveness and social contacts with other co-workers at work (Agervold & Mikkelsen, 2004).

Bullying and harassing behavior at work is more likely to decrease cohesion among members in group settings (Raver & Gelfand, 2005), as bullying behaviors cause feelings of detachment which leads to decrease in group cohesion. Another study indicated that bullying at work is negatively related to cohesiveness and co-worker support (Harvey, Treadway, & Heames, 2007). Targets of bullying might show less autonomy and interest when they work in groups (Arcangeli, Giorgi, Ferrero, Mucci, & Cupelli, 2014). A study mentioned that negative behaviors such as bullying at work affects groups and teams which results into low cohesion which eventually leads to relational loss among the group members (Mueller, 2012). Paulhus (2014) mentioned that bullying might have some short term benefits; but targets of bullying will reduce the cohesion and social bonds among group members in the long run. As group cohesion refers to the feelings of belongingness but presence of bullying decreases the belongingness and attachment among members therefore it

decreases the cohesion which leads to understand that bullying negatively predicts group cohesion, which results into test and develop the following hypothesis:

H1: Workplace bullying is negatively and significantly related to group cohesion.

2.3 Emotional Exhaustion

Emotional exhaustion is referred as feelings of emotionally overstrained and exhausted to do work and the individual tends to exhibit physical tiredness along with emotionally drained feelings (Wright & Cropanzano, 1998). Burnout or exhaustion is triggered by contextual variables or individual variables (Shirom, 1993). Abel & Sewell (1999) discussed about contextual variables include organizational characteristics such as working environment, role stressor, lack of resources and social support etc. Some demographic characteristics such as age, gender or marital status are considered as individual variables (Billingsley & Cross, 1992). Moreover personality traits or personality structure (Mills & Huebner, 1998; Zellars, Perrewe & Hochwarter, 2000) and perceived self-efficacy are also considered as individual variable that can trigger emotional exhaustion (Dick & Wagner, 2001). Emotional exhaustion mainly occurs due to excessive job demand at work which is also a factor of bullying at work; moreover low social support also predicts emotional exhaustion (Janssen, Jonge, & Bakker, 1999). A cross sectional study revealed that targets of bullying reports low self-esteem levels and high levels of negative emotions (Bowling & Beehr, 2006). Burisch (2002) worked on importance of many contextual and individual variables as predictors of emotional exhaustion. Thus in his longitudinal study, he found that neuroticism is also a relevant factor as predictive variable for emotional exhaustion.

Studies indicated that incidence of bullying resulted into several outcomes; there is a significant relationship between bullying and emotional burnout (Lambert, Hogan, Barton-Bellessa, & Jiang, 2012). However, bullying at work is mainly linked to psychological distress which includes increase in emotional exhaustion level of employees (Giorgi, Arenas, & Leon-Perez, 2011). Presence of bullying and

observing bullying behaviors is related to psychological reactions which are further associated to stress and results into decrease in emotional stability (Varti, 2001). Emotional exhaustion is also considered as a prolonged condition of physical and psychological depletion (Cropanzano, Rupp, & Byrne, 2003).

2.3.1 Emotional Exhaustion as a Mediator

Burnout is considered as a syndrome of emotional exhaustion which leads to decrease in personal accomplishment that can occur among individuals at workplace (Maslach & Jackson, 1982). Emotional exhaustion refers to feelings of being emotionally overextended and drained by others (Schaufeli & Greenglass, 2001). Miner and his fellows obtained empirical results that accorded with affective events theory which explained that various work events encountered by employees on daily basis affect their emotional state, which in turn affects their behaviors. Because workplace bullying involves long-term and sustained negative behaviors demonstrated by perpetrators on their targets, it is considered a negative work event (Miner, Glomb, & Hulin, 2005). Hobfoll & Shirom (2001) mentioned that in accordance to conservation of resource theory, employees who face stressful situation makes them unable to cope with the stress which leads them to develop negative physiological and emotional reactions.

Bullying is also linked with severe consequences that can be physical and psychological as well, these consequences include anxiety, anger, isolation and depressive state which can further lead to suicidal incidents (Einarsen & Mikkelsen, 2003). Bullying at work can produce symptoms of stress, including tension, anxiety, fear, and depression, among the targets of bullying (Nielsen & Einarsen, 2012). Wu & Hu (2009) stated in their study that workplace bullying leads to increase in burnout and emotional exhaustion among the victims of bullying. Lambert and his colleagues' study indicated that incidence of bullying resulted into several outcomes; there is a significant relationship found between bullying and emotional burnout (Lambert, Hogan, Barton-Bellessa, & Jiang, 2012). Many researchers argued that besides the negative impact of emotional exhaustion on individual's

health and wellness, it escalates several negative outcomes for the organizations as well (Kenworthy, Fay, Frame, & Petree, 2014).

According to the stressor and emotion model developed by Spector and Fox (2005), emotions are considered as a response generated from work related stressors. With reference to the underpinning theory that is COR theory by Lee & Ashforth (1996). It is discussed that when individuals experience emotional exhaustion, they feel that don't have the psychological resources and emotional energy to maintain a cohesive environment at work. According to the conservation of resources theory, workers who face excessive stress caused by bullying will first determine whether they have the ability or resources to cope with the stress (Wright & Hobfoll, 2004). If they are incapable of coping and their resources are constantly drained without replenishment, the workers will develop negative physiological and emotional reactions (Hobfoll & Shirom, 2001). A study discussed that presence of positive emotions will create a positive scenario to enhance group cohesion (Lawler, Thye, & Yoon, 2000), which means that emotional exhaustion will result into decrease in group cohesion. Presence of negative emotions at work is negatively related to cohesion within groups, such that if one individual is experiencing negative emotions like emotional exhaustion then he will less likely to be cohesive with other members of group (Aydin & Oztutuncu, 2001). This leads to develop the third hypothesis of the study which is stated as follow:

H2: Emotional exhaustion mediates the relationship between workplace bullying and group cohesion.

2.4 Neuroticism

Neuroticism reveals the tendency or degree to which an individual can experience negative and stressful emotions that will shape his behavior and develop his cognitive traits according to neuroticism; these traits include fearfulness, low self-esteem, social anxiety and helplessness (Costa & McCrae, 1987). Bolger and Zuckerman (1995) mentioned that neuroticism is specifically linked with the experience of negative mood and emotions. There is evidence found that ability to cope

with negative stimuli is associated with personality traits (Dornick & Ekehammar, 1990), so neuroticism is negatively linked with high tolerance level of stress which results into more emotional distress. A person with neurotic person is more likely to experience conflicts at work and he will have less communication (Barrick, Stewart, Neubert, & Mount, 1998). Friedman & Booth-Kewley (1987) mentioned that neuroticism is likely to cause mental illness among individuals. Neurotic individuals show other attributes such as moody personality, nervousness and a sensitive attitude in uncomfortable situations (Nevid & Rathus, 2009). Kardum and Krapic (2001) found that neuroticism weakens the coping mechanism among individuals which results into negative outcomes. Several researchers agreed that workers who score high level of neurotic characters are more likely to have low level of satisfaction at work (Avery, Smillie, & Fife-Schaw, 2015). A person with neurotic personality trait exhibits these characteristics such as having doubts about others, anxiety and feeling uncomfortable towards undesirable stimuli (Liao, Yang, Wang, Drown, & Shi, 2013). Neurotic behavior escalates some consequences such as doubtful feelings, burden and instability of emotions (Carver, 2005). Several researchers from past discussed about outcomes of neuroticism which includes decrease in self-esteem (Watson, Suls, & Haig, 2002). According to Hettema and other fellows, neuroticism brings several consequences among individuals which include anxiety disorders (Hettema, Neale, Myers, Prescott, & Kendler, 2006). Wilkowski and Robinson (2008) mentioned the consequences of neuroticism in their study; they discussed anger and aggression as main consequences of neuroticism. A study indicated that neurotic personality is likely to be the perpetrator of bullying behavior at work (Coyne, Chong, Seigne, & Randall, 2003). A recent meta-analysis study revealed that being a bullying person is linked with a neurotic trait of personality (Mitsopoulou & Giovazolias, 2015).

2.4.1 Neuroticism as a Moderator

Burisch (2002) carried out a three-year longitudinal study on the predictive importance of numerous contextual and disposition variables in burnout. He found that neuroticism became relevant in emotional exhaustion. A person with neurotic

personality is an anxious and worrying individual who is overly emotional and reacts too strongly to all types of stimuli (Eysenck, 1975). Canli (2004) explained in his study that neurotic individual's brain reacts more to negative stimuli received from environment. Suls and Martin (2005) argued about neurotic personalities that negative individuals display more negative emotions when they experience problems from their environment. Røvik and his fellows discussed that personality trait named neuroticism is a predictor of emotional exhaustion and stress at work (Rvik, et al., 2007). According to Basim, Begenirbas and Yalcin (2013) it was founded that neuroticism and emotional exhaustion have a positive relation. Another study also revealed the significant relation between neuroticism and emotional exhaustion (Ghorpade, Lackritz, & Singh, 2007). LePine and his fellows stated on the relationship between neuroticism and burnout that individuals who are high in neuroticism are more likely to exhibit high feelings of emotional exhaustion at workplace (LePine, LePine, & Jackson, 2004). Swider & Zimmerman (2010) observed in their study that individuals who have high neuroticism are likely to be more emotionally exhausted as compared to those individual who are less directed to neurotic personality trait. A study indicated that bullying environment at work is a threatening situation for individuals who have a neurotic personality (Langelaan, Bakker, Van, & Schaufeli, 2006) as they are more directed towards thinking an ordinary situation a threat as well therefore bullying will impact more upon the emotions of a person with neurotic personality trait.

A study discussed that neurotic personality at work will lead to negative emotions; it will also create a conflicting situation in terms of dealing with other people within groups which will eventually result into low work engagement (Leung, Wu, Chen, & Young, 2011). They also mentioned that neurotic kind of people have a high tendency to get involved in feelings of anxiety, anger and depression which can easily impact upon their emotional state. Another study revealed that targets with neurotic personality are more likely to be effected by bullying and harassment as compared to other personality traits (Nielsen, Glasø, & Einarsen, 2017). Kammeyer-Mueller and his colleagues also contributed about the effects of neurotic personality, they discussed that highly neurotic employees are more sensitive

to external environment as compared to low neurotic ones; and they only focus on the negative aspects of situation which leads to drainage of their emotional strength and results into emotional exhaustion (Kammeyer-Mueller, Simon, & Judge, 2016). The results of a cross sectional study by Djurkovic, McCormack and Casimir (2006) indicated that workplace bullying and neuroticism have independent effects on negative emotions. The above discussion explains that there is positive relation between workplace bullying and emotional exhaustion, therefore presence of neurotic personality will strengthen the relationship. This leads to develop following hypothesis:

H3: Neuroticism moderates the positive relationship between workplace bullying and emotional exhaustion in such a way that the positive relationship is strengthened when neuroticism is high and it is weakened when neuroticism is low.

2.5 Research Model

Impact of workplace bullying on group cohesion, using neuroticism personality trait as a moderator and emotional exhaustion as mediator.

Figure 2.1 is representing the model of this study. According to the model this study will determine the impact of workplace bullying and group cohesion with the mediating role of emotional exhaustion and moderating effect of Neuroticism.

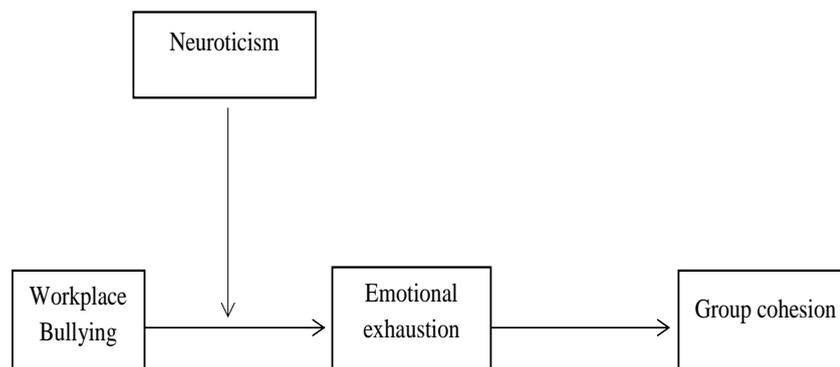


FIGURE 2.1: Model of the research.

Given bellow hypothesis are developed on the basis of literature review in previous chapter:

H1: Workplace place bullying is negatively and significantly related to group cohesion.

H2: Emotional exhaustion mediates the relationship between workplace bullying and group cohesion.

H3: Neuroticism moderates the positive relationship between workplace bullying and emotional exhaustion in such a way that the positive relationship is strengthened when neuroticism is high and it is weakened when neuroticism is low.

Chapter 3

Research Methodology

This chapter discussed methods of research that are to be used to test the proposed hypothesis from the previous chapter. It also discussed the details about research design, instrumentation for research and one way ANOVA testing for control variables.

3.1 Research Design

The present study investigates the impact of workplace bullying on group cohesion among the employees working in public sector organizations of Rawalpindi and Islamabad. It also studies the mechanism of emotional exhaustion through which workplace bullying decreases the cohesion in groups. The study also focused upon the impact of neuroticism as moderator to further enhance the relationship between workplace bullying and emotional exhaustion.

3.1.1 Type of Study

This research was quantitative and cross sectional research. Data was collected in one time frame (August 2017-September 2017) from public sector employees through structured questionnaires. Public sector is chosen for the study because if an employee is facing a bullying environment at work yet he will not intend to leave organization due to permanency of his job.

3.1.2 Study Setting

The study was conducted in twin cities Rawalpindi and Islamabad. The questionnaires were distributed among the employees working in public sector organizations. Questionnaires were self-administered and anonymity of the respondents was maintained.

3.1.3 Unit of Analysis

Unit of analysis can be entity, unit or person that is to be analyzed for the research. In this research unit of analysis is employee who is working in Public sector organizations located in Rawalpindi and Islamabad.

3.2 Population and Sample

The data was collected from public sector organizations located in Rawalpindi and Islamabad and the population of the study was 400 employees of public sector organizations. It includes Oil and Gas Company Private Limited (OGDCL), National Bank of Pakistan (NBP), Capital Development Authority (CDA), Bank of Punjab (POB), Fatima Jinnah Women University (FJWU), COMSATS Institute of Information Technology, and The National Database and Registration Authority (NADRA). Convenience sampling technique is used for the study and questionnaires were self-administered. First, consent of the employees was taken and then only agreed employees were given questionnaires. Respondents were assured that this study is for academic purpose and their identity will be kept anonymous. Out of 400 questionnaires, 348 were received back and after screening those 53 were not usable for analysis as some of them were incomplete and some of them were not filled properly. The valid set of response was 295 with response rate of 73.75%.

3.3 Instrumentation

The items of all the variables, i.e. workplace bullying, emotional exhaustion, neuroticism and group cohesion were responded to 5-points Likert-scale and have to be filled by the employees only.

3.3.1 Workplace Bullying

Negative Acts Questionnaire? Revised (NAQ-R) was used to assess bullying in the workplace (Einarsen, Hoel, & Notelaers, 2009). 2-item scale has been developed to measure the frequency of exposure to negative behaviour that is considered to constitute bullying if they occur on a daily basis. (For example, your managers do persistent attempts to belittle and undermine your work).

3.3.2 Neuroticism

Neuroticism will be measured by using a subscale of The Big five trait taxonomy developed by John & Srivastava, (1999). This comprises of 8 items that evaluate the neuroticism of employees with sample questions as “I dislike myself” and “I panic easily”.

3.3.3 Emotional Exhaustion

Emotional exhaustion will be assessed by using a subscale of the Maslach Burnout Inventory General Survey (MBI-GS) developed by Maslach and Jackson (1981). It comprises of 8 items that evaluate the emotional exhaustion of employees (e.g., I feel emotionally drained from my work). All items are rated on a 5-point scale ranging from 1 (strongly disagree) to 5 (strongly agree)

3.3.4 Group Cohesion

The new scale proposed consists of cohesion and engagement elements derived from one of the previous research on group therapy and its outcomes by Wongpakaran,

Esrock, Leszcz, & Lancee, (2006). It contains 7 scale items with 5 point likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) to evaluate the cohesion among employees (e.g. “in my group we trust each other”)

3.3.5 Control Variables

One way ANOVA test was run in the study before controlling the variables to check that whether there is an impact of demographics on other variables or not. If the results show significant correlation then they will be controlled. In current study age ($p=.278$), gender ($p=.214$), education ($p=.309$) and experience ($p=.224$) had non-significant correlation with group cohesion. Therefore on the basis of these values, none of demographic variable was controlled in further analysis.

3.4 Data Analysis Tools

After collecting the data from questionnaire we analyzed it by using IBM SPSS version 20. We applied different types of statistical methods like descriptive statistics, correlations, regression and moderation analysis. Mediation analysis was done through Preacher and Hayes (2008) mediation analysis method. Cornbach’s alpha test was used to check the reliability of the instrument which is as follow.

TABLE 3.1: Variables, Sources, Reliability and Number of items.

Variables	Source	Reliability	No. of Items
WB	Einarsen (2009)	.78	22
EI	Maslach and Jackson (1981)	.86	9
N	John & Srivastava (1999)	.71	8
GC	Wongpakaran, Esrock, Leszcz, & Lancee, (2006)	.88	7

The above table shows the reliability of the instrument, workplace bullying has .78 which means the instrument is acceptable. The mediator emotional exhaustion

has value of .86 which means it's good. Whereas the moderator of the study neuroticism has value of .71 which means it is acceptable. The last one is the dependent variable of our study which has a value of .88 which means it's good to perform further analysis.

3.5 Demographic Characteristics

Personal information of the respondents includes Age, Gender, Experience and education which were also asses to get the clear picture of the demographic characteristics of our respondents of this study. Following tables gives the detailed information about each characteristic.

TABLE 3.2: Age.

Age group	Frequency	Percentage	Cumulative Percentage
20-30	171	58	58.0
31-40	116	39.3	97.3
41-50 and above	8	2.7	100.0
Total	295	100	

Out of 295 respondents we had 58% respondents who belonged to the age between 20-30 years old which is the highest percentage. The second highest percentage was 39.3% people who belonged to 31-40 years old and only 2.7% people belonged to 41-50 age groups.

TABLE 3.3: Gender.

Gender	Frequency	Percentage	Cumulative Percentage
Male	184	62.37	62.37
Female	111	37.63	100
Total	295	100	

Out of 295 respondents we had male more than female respondents with a percentage of 62.37 whereas females were at 37.63% of the data.

TABLE 3.4: Education.

Degree level	Frequency	Percentage	Cumulative Percentage
Bachelors	193	65.42	65.42
Masters	88	29.84	95.261
MS/M.Phil	14	4.74	100
Total	295	100	

We had 65.42% respondents who had done Bachelors while 29.84% were having Masters Level. Only 4.74% were having Ms/MPhil degree.

TABLE 3.5: Experience.

No. of years	Frequency	Percentage	Cumulative Percentage
1-3	203	68.82	68.82
3-5	76	25.76	94.58
More than 5	16	5.42	100
Total	295	100	

We had 68.82% people who were having work experience less than 3 years. 25.76% were having experience between three to five years and only 5.42% were having experience more than 5 years.

Chapter 4

Results and Analysis

4.1 Descriptive Statistics

The descriptive statistics are used to give a clear picture about the size of the sample. It helps us to find the details about mean and standard deviation of our data along with their maximum and minimum values of the data. Table 4.1 will describe the descriptive statistics of our data. The sample size of the data was 295 respondents. Workplace bullying, neuroticism, emotional exhaustion and group cohesion is 4.26, 3.67, 3.35 and 3.85 respectively. The standard deviation is shown in the last column of Table 4.1; values of the above variables are 0.781, 0.633, 0.684 and 0.813.

4.2 Correlation Analysis

Table 4.2 explains the extent to which the variables of our study are linked to each other. According to the above table Workplace bullying is highly and significantly correlated to Neuroticism($r = .695$, $p < .01$) that is the highest value among other correlations which means that the variable is valid for further study. Moreover WPB is positively and significantly correlated to Emotional Exhaustion($r = .580$, $p < .01$) and significantly but negatively correlated to Group Cohesion($r = -.534$, $p < .01$). Whereas Neuroticism is also significantly and positively correlated to

TABLE 4.1: Descriptive Statistics.

Variables	Size	Minimum	Maximum	Mean	Std.
Age	295	1	3	-	-
Gender	295	1	2	-	-
Education	295	1	3	-	-
Experience	295	1	3	-	-
WPB	295	1	5	4.26	.781
N	295	1	5	3.67	.633
EI	295	1	5	3.35	.684
GC	295	1	5	3.85	.813

(WPB = Workplace Bullying, N = Neuroticism, EI = Emotional Exhaustion and GC = Group Cohesion)

Emotional Exhaustion($r = .509$, $p < .01$), negatively and significantly correlated to Group Cohesion($r = -.427$, $p < .01$). And at the end we see that Emotional Exhaustion is moderately but significantly and negatively correlated to Group Cohesion($r = -.408$, $p < .01$).

As correlations only explain the direction of the relationship among variables, it does not explain the cause and effect of the relationship. To analyze the cause and effect relationship, regression analysis of the data collected has been carried out.

TABLE 4.2: Means, standard deviations and correlations.

Variables	Mean	Std.	1	2	3	4
WPB	4.26	.788	1			
N	3.67	.632	.695**	1		
EI	3.35	.684	.580**	.509**	1	
GC	3.85	.813	-.534**	-.427**	-.408**	1

$n = 295$, **Correlation is significant at the 0.01 level (2-tailed)
(WPB = Workplace Bullying, N = Neuroticism, EI = Emotional Exhaustion and GC = Group Cohesion)

4.3 Regression Analysis

To measure the effect of independent variable on dependent variable regression analysis technique has been used. It creates an understanding about the value of criterion variable changes when a variation occurs in one or more independent variables. That is how it explains the causal relationship between variables whereas correlation just explains the direction between variables. Regression analysis is carried out by different tools such as tool by Barron and Kenny (1986) which is outdated nowadays because it enforces a condition of total effect of causality during mediation but according to some researchers' point of view it's not necessarily required and it causes an interference in the way of assessing the true impact of the variables (Preacher and Hayes, 2008). On the basis of suitability and convenience we used Hayes (2012) method for analysis.

Table 4.3 explains workplace bullying is positively and significantly related to group cohesion ($B = 0.2347$, $T = 3.5537$, $p < .05$). As we can see that there is no zero present between the lower limit and upper limit at 95% confidence intervals (.3078, .5837). This results into the acceptance of our first hypothesis which was stated as workplace bullying is significantly and positively related to group cohesion.

TABLE 4.3: Regression analysis for direct effect of Workplace Bullying on Group cohesion.

Variables	B	SE	T	p	LL 95% CI	UL 95% CI
WPB →GC	.2347	.057	3.5537	.000	.3078	.5837

* $p < .05$, ** $p < .01$, *** $p < .001$

4.4 Mediation Analysis

The mediator of our study is emotional exhaustion and according to the second hypothesis, the mediator emotional exhaustion mediates the relationship between workplace bullying and group cohesion. In Table 4.4, we observed it that there is no zero present between the upper and lower limits of the indirect effect of

workplace bullying on group cohesion through emotional exhaustion. As the lower limit value is 0.8876 and upper limit is .6537 in the 95% confidence interval. The overall model is also highly significant with values $F = 56.81$ and $p = .0000$. Therefore, this results into a conclusion that the second hypothesis of our study is significantly accepted.

TABLE 4.4: Mediation effect of emotional exhaustion between workplace bullying and group cohesion.

Effect of IV on M		Effect of M on DV		Direct Effect of IV x M on DV		Total Effect of IV on DV		Bootstrap Results for indirect effect	
B	t	B	t	B	T	β	t	LL95%CI	UL95%CI
.28**	3.66	0.097	2.05	.50**	9.48	.56**	9.47	.8876	.6537

$n = 295$, ** $P < .01$

(IV = Workplace Bullying, M = Emotional Exhaustion, DV = Group Cohesion)

4.5 Moderation Analysis

The third hypothesis of the research was that Neuroticism moderates the relationship between workplace bullying and emotional exhaustion such that if neuroticism is high then the relationship between workplace bullying and emotional exhaustion will also strengthen. By observing lower and upper limit values in Table 4.5, it is seen that there is zero present in the 95% confidence interval, therefore it means that the data does not support the third hypothesis of the study hence it is concluded that last hypothesis about the moderator is rejected.

TABLE 4.5: Moderation Analysis of Neuroticism between workplace bullying and Emotional Exhaustion.

Effect of IV on Med		Effect of Mod on Med		Direct Effect of IV x Mod on Med		Bootstrap Results for indirect effect	
B	t	B	T	B	t	LL95%CI	UL95%CI
-.09	-.26	-.12	-.45	.11	.96	-.16	.37

* $p < .05$, ** $p < .01$, *** $p < .001$

(IV = Workplace Bullying, Med = Emotional Exhaustion, Mod = Neuroticism)

4.6 Hypotheses Results

TABLE 4.6: Hypothesis results summary.

H1: There is a negative and significant association between workplace bullying and group cohesion. **(Accepted)**

H2: Emotional exhaustion mediates the relationship between workplace bullying and group cohesion. **(Accepted)**

H3: Neuroticism moderates the positive relationship between workplace bullying and emotional exhaustion such that the positive relationship is strengthened when neuroticism is high and it is weakened when neuroticism is low. **(Rejected)**

Chapter 5

Discussion and Conclusion

5.1 Discussion

The study identified three research questions and further proposed hypothesis related to those questions. This chapter aims to study and discuss the results obtained after the analysis of data in previous chapter. It will help to develop the understanding of the results and how they are related to previous studies. Moreover this chapter will answer the research questions mentioned earlier along with discussion on the hypothesis. In this chapter practical and theoretical implications will also be elaborated. Limitations and future directions of the study will also be discussed in this chapter.

5.1.1 Discussion on First Research Question

Question: 1 What is the relationship between workplace bullying and group cohesion?

The first research was that what the relationship between workplace bullying and group cohesion was. On the basis of literature review we developed the first hypothesis of the study that workplace bullying has a negative and significant relation with group cohesion. After collecting data and analyzing it in previous chapter, the first hypothesis was accepted. As correlation analysis described that

both variables are significantly correlated. Moreover the regression analysis proved that first hypothesis is accepted. These results indicated that high workplace bullying environments will lead to decrease in cohesiveness among group members which will eventually affect the overall performance of the organization. Moreover this will lead to group burnout that will create more damage to the organization. Regardless of the size of organization, employees who experience bullying are not directed towards handling the negative outcomes of bullying. Organizations should tend towards interventions to avoid bullying in the work environment. Presence of bullying behaviors at workplace within groups can have severe consequences in terms of cost and finances of organizations as well. Organizations should create an assistive environment for the employees to eradicate the presence of bullying behaviors (Saunders, Huynh, & Goodman-Delahunty, 2007). A study discussed that job demand must match the capabilities and resources to prevent bullying scenarios, moreover work overload should be measured also (Lai, Saridakis, & Blackburn, 2015). There should be a strong emphasis on treating the employees fairly to avoid the bullying incidents among workers.

5.1.2 Discussion on Second Research Question

Question: 2 Does emotional exhaustion mediate between workplace bullying and group cohesion?

The second hypothesis of our research was that emotional exhaustion mediates the relationship between workplace bullying group cohesion. According to our data analysis and results, the second hypothesis of the study was accepted which gives us a clear understanding that workplace bullying will influence emotional exhaustion and it will inversely impact upon the group cohesion such that it will decrease the cohesiveness among the members. Emotional exhaustion will be a key factor to decrease the group performance because members would likely to isolate themselves in group due to high emotional exhaustion.

As it is stated above that bullying can be from any person in the organizations so bullying in the group may also result into emotional exhaustion and decrease

in group cohesion. In Pakistani context organizations should tend to focus upon identifying the emotional states of workers and provide a supportive culture to eliminate the negative emotions at work. Moreover they should focus upon identifying the bullying perpetrators within the organizations. Moreover it is understood that emotional exhaustion is very common within the organizational work environment therefore implementing anti bullying policies will decrease the exhaustion and enhance the group cohesion among the employees.

5.1.3 Discussion on Third Research Question

Question: 3 Does neuroticism play moderating role between workplace bullying and emotional exhaustion?

The third hypothesis of the study proposed that neuroticism will moderate the relationship between workplace bullying and emotional exhaustion in such a way that its presence will strengthen the relationship. All the results indicated that neuroticism does not moderate the relationship between bullying and emotional exhaustion. The study does not moderate the effect of neuroticism on workplace bullying and emotional exhaustion because there are people with different personality traits working in public sector organizations, so it's difficult to identify neurotic personality first and then do further analysis. As we mentioned earlier that Pakistan is a collectivist culture so in such culture individual effect of personality is neutralized by the collective approach of whole community. Hofstede (1980) also mentioned that in Pakistan there is high power distance society so there are barriers or tall hierarchical levels for employees working in organizations. Therefore neurotic person individually might not be a threat for the organization between its hierarchal levels.

Organizations should focus on identifying the personality of their workers and reduce the negative feelings by motivating them and giving them a peaceful working environment where they can overcome their neurotic behaviors and work with positive attitude towards organizational goals. Moreover this will help to reduce the chances of emotional exhaustion at work for such employees.

5.2 Theoretical Implications

In terms of theoretical implications, the study supported conservation of resource theory. According to COR employee who face bullying at work will end up into increase in emotional exhaustion it will ultimately affect his psychological resources (Hobfoll & Shirom, 2001). In stressful situations when a person becomes emotionally exhausted, then it will be very difficult for him to deal with his emotions and give productive performance. Thus the worker won't be able to cope with cohesive environment in the group settings. Therefore this will eventually decrease the group cohesion among employees in the organization. Hence this study will contribute to create a need to understand the emotions of workers to enhance a cohesive environment.

As it is discussed above that victim of bullying will result into conserving their resources and will become less cohesive in groups. A study says that emotionally exhausted employees will get involved in further destructive behaviors such as counterproductive work behaviors (Bolton, Harvey, Grawitch, & Barber, 2012). Workplace deviance can be another form of destruction caused by this state of bullied victims (Raman, Sambasivan, & Kumar, 2016). Therefore organizations should consider the possibility of every negative outcome from such behaviors. By implementing anti bullying practices will eradicate the chances of negative work behaviors and decrease in cohesion among the employees.

5.3 Practical Implications

The present study suggests very important practical implications regarding bullying culture in organizations. The results of the study indicate that organizations should step forward towards analyzing the level of workplace bullying to prevent its psychological, physiological and social outcomes that result into decrease in cohesiveness in the groups. Moreover understanding the emotions of workers should

be highlighted in workgroup settings. In our findings we see that emotional exhaustion is a destructive outcome of workplace bullying that leads to isolation and decrease in group cohesion.

On practical basis it is necessary to identify the perpetrators of bullying within the organization as bullying is not subjected to hierarchal positions in the organization (Samnani & Singh, 2012). Moreover organizations should focus on improving a cohesive work environment to reduce the chances of isolation in the group. A weak cohesion in groups will lead to decrease in performance and increase in negative emotions at work that may result into group burnout. Practically this study will enable and their policy makers to cope with these destructive problems of workplace bullying and its impact on groups. With reference to the study conducted by Woodrow and Guest (2013) in a healthcare setting, it is being observed that HR practices play a vital role to avoid bullying and harassment at work. This study they can contribute in terms of developing a managerial environment and certain implementing HR practices that avoid bullying behavior and create a supporting environment to influence and inspire employees individually as well as in groups and teams so their performance will be enhanced within the organizations.

A recent study by Giorgi and his colleagues also discussed the importance of identifying bullying and burnout behaviors by supervisors at work; this will impact positively on both individual and groups as well (Giorgi et al., 2016). Organization should focus upon addressing all factors that induce a bullying environment at work and improve leadership styles where it can help to reduce the bullying consistency and its consequences (Hershovis & Barling, 2016). Moreover, organizations should strictly focus upon improving climate of trust and enhancing good interpersonal relationships to increase cohesiveness.

Moderating effect of individual personality did not moderate workplace bullying and emotional exhaustion in the study; use of other personality traits such as introversion and extroversion will give more profound knowledge about understanding current relationship between bullying and emotional exhaustion. Using other personality traits will give different moderation results as compared to neuroticism.

5.4 Limitations and Future Directions

In terms of limitations there are some limitations that should be avoided to carry future study. First limitation of the study was regarding sampling and data collection. The sample of the study was small hence it can't represent the whole population of workers in Pakistan that are being bullied at work. Moreover sample was public sector employees only but for future studies with private sectors can give different results.

This study was based upon self-reporting questionnaires filled by workers only, even though self-reporting is the most common method for analysis but it cannot be fully acknowledged as unbiased response of employees that were victims (Aquino & Lamertz, 2004). A study also indicated that research based upon peer level response will give different results that will give a clear understanding about group behaviors (Keegan, Harwood, Spray, & Lavallee, 2009). Hence in future studies, the perpetrators of bullying should also be included for analysis to get a clear picture of bullying scenario.

Another limitation was that the sampling technique used for the study was convenience sampling technique due to time and resources constraint. For adequacy of data in future, a longitudinal study might give a clear understanding of bullying behaviors and its impact in Pakistani context. Cross sectional research design is another limitation of the study.

Further research can be carried as a comparison between two separate demographics that would give different results on the basis of comparative analysis. This study can be further used along with other variable such as locus of control as a moderator to examine its impact upon emotional exhaustion. Moreover this study can be tested by using group empathy as moderator where groups tend towards empathetic behavior for each other.

5.5 Conclusion

The purpose of this study was to examine the impact of workplace bullying on group cohesion. It also investigated the role of emotional exhaustion as a mediator and neuroticism as moderator in workgroup settings bullying have an impact at individual, group and organizational level. Use of emotional exhaustion as mediator indicated that presence of negative emotions at work will lead to decrease in cohesiveness among the individuals working in groups. With reference to results and analysis, it is understood that bullying culture is common within the organizational work environment therefore implementing anti bullying policies will enhance the group cohesion among the employees. This study used neuroticism as a moderator which was non-significant to the findings, therefore it is concluded that there are people working with different types of personality. Hence individual effect of personality can be neutralized due to collective approach in work environment with a collectivist culture.

Bibliography

- Abel, M., & Sewell, J. (1999). Stress and burnout in rural and urban secondary school teachers. *Journal of Educational Research*, 92, 287-299.
- Agervold, M., & Mikkelsen, E. G. (2004). Relationships between bullying, psychosocial work environment and individual stress reactions. *Work & Stress*, 18(4), 336-351.
- Ahronson, A., & Cameron, J. E. (2007). The nature and consequences of group cohesion in a military sample. *Military Psychology*, 19(1), 9.
- Alarcon, G., Eschleman, K. J., & Bowling, N. A. (2009). Relationships between personality variables and burnout: A meta-analysis. *Work and Stress*, 23(3), 244-263.
- Algesheimer, R., Dholakia, U. M., & Gurău, C. (2011). Virtual team performance in a highly competitive environment. *Group & Organization Management*, 36(2), 161-190.
- Aquino, K., & Lamertz, K. (2004). A relational model of workplace victimization: social roles and patterns of victimization in dyadic relationships. *Journal of Applied Psychology*, 89(6), 1023.
- Arcangeli, G., Giorgi, G., Ferrero, C., Mucci, N., & Cupelli, V. (2014). Prevalence of workplace bullying in a population of nurses at three Italian hospitals. *Giornale italiano di medicina del lavoro ed ergonomia*, 36(3), 181-185.
- Ashforth, B. (1994). Petty tyranny in organizations. *Human relations*, 47(7), 755-778.

- Avery, R. E., Smillie, L. D., & Fife-Schaw, C. R. (2015). Employee achievement orientations and personality as predictors of job satisfaction facets. *Personality and individual differences*, 76, 56-61.
- Aydin, B., & Oztutuncu, F. (2001) Examination of adolescents' negative thoughts, depressive mood, and family environment, *Adolescence* 36(141): 77-83.
- Ayoko, O. B., Callan, V. J., & Härtel, C. E. (2003). Workplace conflict, bullying, and counterproductive behaviors. *The International Journal of Organizational Analysis*, 11(4), 283-301.
- Balducci, C., Cecchin, M., & Fraccaroli, F. (2012). The impact of role stressors on workplace bullying in both victims and perpetrators, controlling for personal vulnerability factors: A longitudinal analysis. *Work & Stress*, 26(3), 195-212.
- Baron, R. A., & Neuman, J. H. (1998). Workplace aggression—the iceberg beneath the tip of workplace violence: Evidence on its forms, frequency, and targets. *Public Administration Quarterly*, 446-464.
- Baron, R. M., & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of personality and social psychology*, 51(6), 1173
- Barrick, M. R., Stewart, G. L., Neubert, M. J., & Mount, M. K. (1998). Relating member ability and personality to work-team processes and team effectiveness. *Journal of applied psychology*, 83(3), 377.
- Basim, H. N., Begenirbas, M., & Can Yalcin, R. (2013). Effects of Teacher Personalities on Emotional Exhaustion: Mediating Role of Emotional Labor. *Educational Sciences: Theory and Practice*, 13(3), 1488-1496.
- Bergom, B., Vartia-Vaananen, M. & Kinnunen, U. (2015), "Immigrants and natives at work: exposure to workplace bullying", *Employee Relations*, Vol. 37, No. 2, pp. 158-175.
- Billingsley, B. S., & Cross, L. H. (1992). Predictors of commitment, job satisfaction, and intent to stay in teaching: a comparison of general and special educators. *The Journal of Special Education*, 25, 453-471.

- Bliese, P. D., & Halverson, R. R. (1996). Individual and Nomothetic Models of Job Stress: An Examination of Work Hours, Cohesion, and Well-Being. *Journal of Applied Social Psychology*, 26(13), 1171-1189.
- Bolger, N., & Zuckerman, A. (1995). A framework for studying personality in the stress process. *Journal of personality and social psychology*, 69(5), 890.
- Bolton, L. R., Harvey, R. D., Grawitch, M. J., & Barber, L. K. (2012). Counterproductive work behaviors in response to emotional exhaustion: a moderated mediational approach. *Stress and Health*, 28(3), 222-233.
- Bowling, N. A., & Beehr, T. A. (2006). Workplace harassment from the victim's perspective: a theoretical model and meta-analysis.
- Branch, S., Ramsay, S., & Barker, M. (2013). Workplace bullying, mobbing and general harassment: A review. *International Journal of Management Reviews*, 15(3), 280-299.
- Brawley, L. R., Carron, A. V., & Widmeyer, W. N. 1987. Assessing the cohesion of teams: Validity of the group environment questionnaire. *Journal of Sport Psychology*, 9: 275-294.
- Burisch, M. (2002). A longitudinal study of burnout: the relative importance of dispositions and experiences. *Work and Stress*, 16, 1-17.
- Burlingame, G. M., McClendon, D. T., & Alonso, J. (2011). Cohesion in group therapy.
- Canli, T. (2004). Functional brain mapping of extraversion and neuroticism: learning from individual differences in emotion processing. *Journal of personality*, 72(6), 1105-1132.
- Carron, A. V., Brawley, L. R., & Widmeyer, W. N. (1998). The measurement of cohesiveness in sport groups. *Advances in sport and exercise psychology measurement*, 23(7), 213-226.
- Carron, A. V., Widmeyer, W. N., & Brawley, L. R. (1985). The development of an instrument to assess cohesion in sport teams: The Group Environment Questionnaire. *Journal of sport psychology*, 7(3), 244-266.

- Carver, C. S. (2005). Impulse and constraint: Perspectives from personality psychology, convergence with theory in other areas, and potential for integration. *Personality and social psychology review*, 9(4), 312-333.
- Carver, C. S., Scheier, M. F., & Weintraub, J. K. (1989). Assessing coping strategies: a theoretically based approach. *Journal of personality and social psychology*, 56(2), 267.
- Casey-Campbell, M., & Martens, M. L. (2009). Sticking it all together: A critical assessment of the group cohesion-performance literature. *International Journal of Management Reviews*, 11(2), 223-246.
- Costa Jr, P. T., & McCrae, R. R. (1995). Domains and facets: Hierarchical personality assessment using the Revised NEO Personality Inventory. *Journal of personality assessment*, 64(1), 21-50.
- Costa, P. T., & McCrae, R. R. (1987). Neuroticism, somatic complaints, and disease: Is the bark worse than the bite? *Journalism of Personality*, 55(2), 299-316.
- Coyne, I., Craig, J., & Smith-Lee Chong, P. (2004). Workplace bullying in a group context. *British Journal of Guidance & Counselling*, 32(3), 301-317.
- Coyne, I., Smith-Lee Chong, P., Seigne, E., & Randall, P. (2003). Self and peer nominations of bullying: An analysis of incident rates, individual differences, and perceptions of the working environment. *European journal of work and organizational psychology*, 12(3), 209-228.
- Cropanzano, R., Li, A., & Benson III, L. (2011). Peer justice and teamwork process. *Group & Organization Management*, 36(5), 567-596.
- Cropanzano, R., Rupp, D. E., & Byrne, Z. S. (2003). The relationship of emotional exhaustion to work attitudes, job performance.
- Dick, V. R., & Wagner, U. (2001). Stress and strain in teaching: a structural equation approach. *British Journal of Educational Psychology*, 71, 243-259.
- Djurkovic, N., McCormack, D., & Casimir, G. (2006). Neuroticism and the psychosomatic model of workplace bullying. *Journal of Managerial Psychology*, 21(1), 73-88.

- Dornic, S., & Ekehammar, B. (1990). Extraversion, neuroticism, and noise sensitivity. *Personality and Individual Differences*, 11(9), 989-992.
- Einarsen, S. (2000). Harassment and bullying at work: A review of the Scandinavian approach. *Aggression and violent behavior*, 5(4), 379-401.
- Einarsen, S., & Mikkelsen, E. G. (2003). Individual effects of exposure to bullying at work. *Bullying and emotional abuse in the workplace: International perspectives in research and practice*, 6.
- Einarsen, S., Hoel, H., & Notelaers, G. (2009). Measuring exposure to bullying and harassment at work: Validity, factor structure and psychometric properties of the Negative Acts Questionnaire-Revised. *Work & Stress*, 23(1), 24-44.
- Einarsen, S., Hoel, H., Zapf, D., & Cooper, C. L. (2011). The concept of bullying and harassment at work: The European tradition. In S. Einarsen (Ed.), *Bullying and harassment in the workplace: developments in theory, research, and practice* (pp. 3-40). Boca Raton, FL: Taylor and Francis.
- Einarsen, S., Skogstad, A., Rrvik, E., Lande, Å. B., & Nielsen, M. B. (2016). Climate for conflict management, exposure to workplace bullying and work engagement: a moderated mediation analysis. *The International Journal of Human Resource Management*, 1-22.
- Eysenck, H. J., & Eysenck, S. E. G. (1975). *Manual: Eysenck Personality Inventory*. San Diego, CA: Educational and Industrial Testing Service.
- Fevre, R., Robinson, A., Lewis, D., & Jones, T. (2013). The ill-treatment of employees with disabilities in British workplaces. *Work, employment and society*, 27(2), 288-307.
- Friedman, H. S., & Booth-Kewley, S. (1987). The disease-prone personality: A meta-analytic view of the construct.
- Fritsch, M., & Kauffeld-Monz, M. (2010). The impact of network structure on knowledge transfer: an application of social network analysis in the context of regional innovation networks. *The Annals of Regional Science*, 44(1), 21-38.
- Ghorpade, J., Lackritz, J., & Singh, G. (2007). Burnout and personality: Evidence from academia. *Journal of Career Assessment*, 15(2), 240-256.

- Giorgi, G., Arenas, A., & Leon-Perez, J. M. (2011). An operative measure of workplace bullying: the negative acts questionnaire across Italian companies. *Industrial health*, 49(6), 686-695.
- Giorgi, G., Leon-Perez, J. M., & Arenas, A. (2015). Are bullying behaviors tolerated in some countries? Evidence for a curvilinear relationship between bullying and job satisfaction among Italian workers. *Journal of Business Ethics*, 131, 227-237.
- Giorgi, G., Mancuso, S., Fiz Perez, F., Castiello D'Antonio, A., Mucci, N., Cupelli, V., & Arcangeli, G. (2016). Bullying among nurses and its relationship with burnout and organizational climate. *International journal of nursing practice*, 22(2), 160-168.
- Greene, C. N. (1989). Cohesion and productivity in work groups. *Small Group Research*, 20(1), 70-86.
- Hansen, Å. M., Hogh, A., Persson, R., Karlson, B., Garde, A. H., & Ørbæk, P. (2006). Bullying at work, health outcomes, and physiological stress response. *Journal of psychosomatic research*, 60(1), 63-72.
- Harvey, M., Treadway, D. C., & Heames, J. T. (2007). The occurrence of bullying in global organizations: A model and issues associated with social/emotional contagion. *Journal of Applied Social Psychology*, 37(11), 2576-2599.
- Hayes, A. F. (2012). PROCESS: A versatile computational tool for observed variable mediation, moderation, and conditional process modeling.
- Herschcovis, M. S., & Barling, J. (2010). Towards a multi-foci approach to workplace aggression: A meta-analytic review of outcomes from different perpetrators. *Journal of Organizational Behavior*, 31(1), 24-44.
- Hettema, J. M., Neale, M. C., Myers, J. M., Prescott, C. A., & Kendler, K. S. (2006). A population-based twin study of the relationship between neuroticism and internalizing disorders. *American journal of Psychiatry*, 163(5), 857-864.
- Hobfoll, G. H. & Shirom, A. (2001), *Handbook of organizational behavior*. Marcel Dekker. New York.

- Hobfoll, S. E. (1989). Conservation of resources: A new attempt at conceptualizing stress. *American psychologist*, 44(3), 513.
- Hobfoll, S. E. (2001). The influence of culture, community, and the nested-self in the stress Process: Advancing conservation of resources theory. *Applied Psychology: An International Review*, 50, 337-421.
- Hoel, H., & Einarsen, S. (2010). Shortcomings of antibullying regulations: the case of Sweden. *European Journal of Work and Organizational Psychology*, 19(1), 30-50.
- Hoel, H., Lewis, D., & Einarsdottir, A. (2014). *The Ups and Downs of LGBs' Workplace Experiences: Discrimination, Bullying and Harassment of Lesbian, Gay and Bisexual Employees in Britain*. Manchester Business School.
- Hofstede, G. (1980). Motivation, leadership, and organization: do American theories apply abroad? *Organizational dynamics*, 9(1), 42-63.
- Hood, J. N., Jacobson, K. J., & Van Buren III, H. J. (2010). Creating ethical organisational cultures by managing the reactive and proactive workplace bully. *International Journal of Economics and Business Research*, 3(1), 29-41.
- House, R. J., Hanges, P. J., Javidan, M., Dorfman, P. W., & Gupta, V. (Eds.). (2004). *Culture, leadership, and organizations: The GLOBE study of 62 societies*. Sage publications.
- Janssen, P. P., De Jonge, J., & Bakker, A. B. (1999). Specific determinants of intrinsic work motivation, burnout and turnover intentions: a study among nurses. *Journal of advanced nursing*, 29(6), 1360-1369.
- John, O. P., & Srivastava, S. (1999). The Big-Five trait taxonomy: History, measurement, and theoretical perspectives. In L. A. Pervin & O. P. John (Eds.), *Handbook of Personality: Theory and Research*, 2, 102-138. New York: Guilford Press.
- Kammeyer-Mueller, J. D., Simon, L. S., & Judge, T. A. (2016). A head start or a step behind? Understanding how dispositional and motivational resources influence emotional exhaustion. *Journal of Management*, 42(3), 561-581..

- Kardum, I., & Krapić, N. (2001). Personality traits, stressful life events, and coping styles in early adolescence. *Personality and individual differences*, 30(3), 503-515.
- Keegan, R. J., Harwood, C. G., Spray, C. M., & Lavallee, D. E. (2009). A qualitative investigation exploring the motivational climate in early career sports participants: Coach, parent and peer influences on sport motivation. *Psychology of sport and exercise*, 10(3), 361-372.
- Kenworthy, J., Fay, C., Frame, M., & Petree, R. (2014). A meta-analytic review of the relationship between emotional dissonance and emotional exhaustion. *Journal of Applied Social Psychology*, 44(2), 94-105..
- Kiffin-Petersen, S. A., Jordan, C. L., & Soutar, G. N. (2011). The big five, emotional exhaustion and citizenship behaviors in service settings: The mediating role of emotional labor. *Personality and Individual Differences*, 50(1), 43-48.3.
- Kim, H. J., Shin, K. H., & Swanger, N. (2009). Burnout and engagement: A comparative analysis using the Big Five personality dimensions. *International Journal of Hospitality Management*, 28(1), 96-104.
- Lai, Y., Saridakis, G., & Blackburn, R. (2015). Job Stress in the United Kingdom: Are Small and Medium? Sized Enterprises and Large Enterprises Different? *Stress and Health*, 31(3), 222-235.
- Lambert, E. G., Hogan, N. L., Barton-Bellessa, S. M., & Jiang, S. (2012). Examining the relationship between supervisor and management trust and job burnout among correctional staff. *Criminal Justice and Behavior*, 39(7), 938-957.
- Langelaan, S., Bakker, A. B., Van Doornen, L. J., & Schaufeli, W. B. (2006). Burnout and work engagement: Do individual differences make a difference? *Personality and individual differences*, 40(3), 521-532.
- Lee, R. T., & Ashforth, B. E. (1996). A meta-analytic examination of the correlates of the three dimensions of job burnout. *Journal of Applied Psychology*, 81(2), 123-133.

- LePine, J. A., LePine, M. A., & Jackson, C. L. (2004). Challenge and hindrance stress: relationships with exhaustion, motivation to learn, and learning performance. *Journal of Applied Psychology*, 89(5), 883.
- Leung, A. S., Wu, L. Z., Chen, Y. Y., & Young, M. N. (2011). The impact of workplace ostracism in service organizations. *International Journal of Hospitality Management*, 30(4), 836-844.
- Lewis D & Gunn R. W. (2007). Workplace bullying in the public sector: Understanding the racial dimension. *Public Administration and International Quarterly* 83(3): 641-665.
- Leymann, H. (1996). The content and development of mobbing at work. *European Journal of Work and Organizational Psychology*, 5, 165-184
- Liao, F. Y., Yang, L. Q., Wang, M., Drown, D., & Shi, J. (2013). Team-Member Exchange and Work Engagement: Does Personality Make a Difference? *Journal of business and psychology*, 28(1), 63-77.
- Lieberman, M. A., Yalom, I. D., & Miles, M. B. (1973). *Encounter groups: First facts*. Basic Books (AZ).
- Lutgen-Sandvik, P., Namie, G., & Namie, R. (2009). Workplace Bullying. *Destructive organizational communication: Processes, consequences, and constructive ways of organizing*, 10, 27.
- MacIntosh, J. (2005). Experiences of workplace bullying in a rural area. *Issues in Mental Health Nursing*, 26(9), 893-910.
- Maslach, C. (1993). *Burnout: A multidimensional perspective*.
- Maslach, C. and Jackson, S. E. (1981), "The measurement of experienced burnout", *Journal of Occupational Behavior*, Vol. 2, pp. 99-113.
- Maslach, C., & Jackson, S. E. 1982. Burnout in health professions: A social psychological analysis. In G. S. Sanders & J. Suls (Eds.), *Social psychology of health and illness* (pp. 227-251).

- McManus, I. C., Winder, B. C., & Gordon, D. (2002). The causal links between stress and burnout in a longitudinal study of UK doctors. *The Lancet*, 359(9323), 2089-2090.
- Mills, L. B., & Huebner, E. S. (1998). A prospective study of personality characteristics, occupational stressors, and burnout among school psychology practitioners. *Journal of school psychology*, 36(1), 103-120.
- Miner, A., Glomb, T., & Hulin, C. (2005). Experience sampling mood and its correlates at work. *Journal of Occupational and Organizational Psychology*, 78(2), 171-193.
- Mitchell, T. R., Holtom, B. C., Lee, T. W., Sablinski, C. J., & Erez, M. (2001). Why people stay: Using job embeddedness to predict voluntary turnover. *Academy of management journal*, 44(6), 1102-1121.
- Mitsopoulou, E., & Giovazolias, T. (2015). Personality traits, empathy and bullying behavior: A meta-analytic approach. *Aggression and violent behavior*, 21, 61-72.
- Mueller, J. S. (2012). Why individuals in larger teams perform worse. *Organizational Behavior and Human Decision Processes*, 117(1), 111-124.
- Mullen, B., & Copper, C. (1994). The relation between group cohesiveness and performance: An integration. *Personalities on Emotional Exhaustion: Mediating Role of Emotional Labor*. *Educational Sciences: Theory and Practice*, 13(3), 1488-1496.
- Nevid, J. S., & Rathus, S. A. (2009). *Psychology and the Challenges of Life*. John Wiley & Sons.
- Nielsen, M. B., Glasø, L., & Einarsen, S. (2017). Exposure to workplace harassment and the Five Factor Model of personality: A meta-analysis. *Personality and individual differences*, 104, 195-206.
- Nielsen, M. B., Skogstad, A., Matthiesen, S. B., Glas, L., Aasland, M. S., Notebaers, G., & Einarsen, S. (2009). Prevalence of workplace bullying in Norway: Comparisons across time and estimation methods. *European Journal of Work and Organizational Psychology*, 18(1), 81-101.

- O'Neill, J. W., & Xiao, Q. (2010). Effects of organizational/occupational characteristics and personality traits on hotel manager emotional exhaustion. *International Journal of Hospitality Management*, 29(4), 652-658.
- Omari, M., & Paull, M. (Eds.). (2015). *Workplace abuse, incivility and bullying: Methodological and cultural perspectives*. Routledge.
- Organ, D. W., Podsakoff, P. M., & MacKenzie, S. B. (2005). *Organizational citizenship behavior: Its nature, antecedents, and consequences*. Sage Publications.
- Paulhus, D. L. (2014). Toward a taxonomy of dark personalities. *Current Directions in Psychological Science*, 23(6), 421-426.
- Peng, Y. C., Chen, L. J., Chang, C. C., & Zhuang, W. L. (2016). Workplace bullying and workplace deviance: The mediating effect of emotional exhaustion and the moderating effect of core self-evaluations. *Employee Relations*, 38(5), 755-769.
- Plopa, M., Plopa, W., & Skuzińska, A. (2017). Bullying at work, personality and subjective well-being. *Journal of occupational health psychology*, 22(1), 19.
- Porath, C. L., & Erez, A. (2009). Overlooked but not untouched: How rudeness reduces onlookers' performance on routine and creative tasks. *Organizational Behavior and Human Decision Processes*, 109(1), 29-44.
- Power, J. L., Brotheridge, C. M., Blenkinsopp, J., Bowes-Sperry, L., Bozionelos, N., Buzády, Z., & Madero, S. M. (2013). Acceptability of workplace bullying: A comparative study on six continents. *Journal of Business Research*, 66(3), 374-380.
- Preacher, K. J., & Hayes, A. F. (2008). Assessing mediation in communication research. *The Sage sourcebook of advanced data analysis methods for communication research*, 13- 54.
- Raman, P., Sambasivan, M., & Kumar, N. (2016). Counterproductive work behavior among frontline government employees: Role of personality, emotional intelligence, affectivity, emotional labor, and emotional exhaustion. *Revista de Psicología del Trabajo y de las Organizaciones*, 32(1), 25-37.

- Raver, J. L., & Gelfand, M. J. (2005). Beyond the individual victim: Linking sexual harassment, team processes, and team performance. *Academy of Management Journal*, 48(3), 387-400.
- Roberson, Q.M., & Colquitt, J.A. (2005). Shared and configural justice: A social network model of justice in teams. *The Academy of Management Review*, 30, 595-607.
- Robinson, S. L., & O'Leary-Kelly, A. M. (1998). Monkey see, monkey do: The influence of work groups on the antisocial behavior of employees. *Academy of Management Journal*, 6, 658-672.
- Rodríguez-Muñoz, A., Moreno-Jiménez, B., & Sanz-Vergel, A. I. (2015). Reciprocal relations between workplace bullying, anxiety, and vigor: a two-wave longitudinal study. *Anxiety, Stress, & Coping*, 28(5), 514-530.
- Roscigno, V. J., Lopez, S. H., & Hodson, R. (2009). Supervisory bullying, status inequalities and organizational context. *Social forces*, 87(3), 1561-1589.
- Røvik, J. O., Tyssen, R., Hem, E., Gude, T., Ekeberg, Ø., Moum, T., & Vaglum, P. (2007). Job stress in young physicians with an emphasis on the work-home interface: a nine-year, nationwide and longitudinal study of its course and predictors. *Industrial health*, 45(5), 662-671.
- Salin, D. (2003). Ways of explaining workplace bullying: A review of enabling, motivating and precipitating structures and processes in the work environment. *Human Relations*, 56, 1213-1232.
- Salman, M. (2015). Hofstede Dimensions of Culture: A Brief Comparison of Pakistan and New Zealand.
- Samnani, A., & Singh, P. (2012). 20 years of workplace bullying research: A review of the antecedents and consequences of bullying in the workplace. *Aggression and Violent Behavior*, 17, 581-589.
- Saunders, P., Huynh, A., & Goodman-Delahunty, J. (2007). Defining workplace bullying behavior professional lay definitions of workplace bullying. *International journal of law and psychiatry*, 30(4), 340-354.

- Schaufeli, W. B., & Greenglass, E.R. (2001). Introduction to special issue on burnout and health. *Psychology and Health*, 16, 501-510.
- Shirom, A. (1993). Burnout in work organizations. In W. B. Schaufeli, C. Maslach, & T. Mareck (Eds.), *Professional burnout: Recent developments in theory and research* (pp. 25-48). Washington, DC: Taylor & Francis.
- Skogstad, A., Torsheim, T., Einarsen, S., & Hauge, L. J. (2011). Testing the work environment hypothesis of bullying on a group level of analysis: Psychosocial factors as precursors of observed workplace bullying. *Applied Psychology*, 60(3), 475-495.
- Spector, P. E., & Fox, S. (2005). *The Stressor-Emotion Model of Counterproductive Work Behavior*.
- Suls J., Martin R. (2005). The daily life of the garden-variety neurotic: Reactivity, stressor exposure, mood spillover, and maladaptive coping. *Journal of Personality*, 73(6), 1485-1509.
- Swider, B. W., & Zimmerman, R. D. (2010). Born to burnout: A meta-analytic path model of personality, job burnout, and work outcomes. *Journal of Vocational Behavior*, 76(2), 487-506.
- Tourangeau, A., Cranley, L., Spence Laschinger, H. K., & Pachis, J. (2010). Relationships among leadership practices, work environments, staff communication and outcomes in long-term care. *Journal of nursing management*, 18(8), 1060-1072.
- Van Der Vegt, G. S., & Bunderson, J. S. (2005). Learning and performance in multidisciplinary teams: The importance of collective team identification. *Academy of management Journal*, 48(3), 532-547.
- Vartia, M. A. (2001). Consequences of workplace bullying with respect to the well-being of its targets and the observers of bullying. *Scandinavian journal of work, environment & health*, 63-69.
- Vie, T. L., Glas, L., & Einarsen, S. (2010). Does trait anger, trait anxiety, or organizational position moderate the relationship between exposure to negative

- acts and selflabelling as a victim of workplace bullying? *Nordic Psychology*, 62, 67-79.
- Warr, P. (2007). *Work, happiness, and unhappiness*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc
- Watson, D., Suls, J., & Haig, J. (2002). Global self-esteem in relation to structural models of personality and affectivity. *Journal of personality and social psychology*, 83(1), 185.
- Widiger, T. A. (2011). Personality and psychopathology. *World Psychiatry*, 10(2), 103-106.
- Widmeyer, W. Neil, Lawrence R. Brawley, & Albert V. Carton. 1985. *The Measurement of Cohesion in Sport Teams: The Group Environment Questionnaire*. London, Canada: Sports Dynamics.
- Wilkowski, B. M., & Robinson, M. D. (2008). The cognitive basis of trait anger and reactive aggression: An integrative analysis. *Personality and Social Psychology Review*, 12(1), 3-21.
- Wongpakaran, T., Esrock, R., Leszcz, M., & Lancee, W. (2006). Tracking process and outcome in group psychotherapy: A feasibility study. Paper presented at the 27th CGPA Annual Conference, Fort Garry Hotel, Winnipeg, Manitoba, Canada.
- Woodrow C & Guest DE (2013) When good HR gets bad results: Exploring the challenge of HR implementation in the case of workplace bullying. *Human Resource Management Journal* 24(1): 38-56.
- Wright, T. A., & Cropanzano, R. (1998). Emotional exhaustion as a predictor of job performance and voluntary turnover. *Journal of Applied Psychology*, 83(3), 486-493.
- Wright, T. A., & Hobfoll, S. E. (2004). Commitment, psychological well-being and job performance: An examination of conservation of resources (COR) theory and job burnout. *Journal of Business and Management*, 9(4), 389.

- Wu, T. Y., & Hu, C. (2009). Abusive supervision and employee emotional exhaustion: Dispositional antecedents and boundaries. *Group & Organization Management*, 34(2), 143-169.
- Zellars, K. L., Perrewe, P. L., & Hochwarter, W. A. (2000). Burnout in health care: The role of the five factors of personality. *Journal of Applied Social Psychology*, 30(8), 1570-1598.

Questionnaire

Dear Respondent,

I am an MS scholar at Capital University of Science and technology Islamabad, intending to conduct research on the topic of “Impact of workplace bullying on group cohesion using emotional exhaustion as mediator and neuroticism as moderator”. In this regard, I have prepared the following questionnaire, and request you to kindly fill all the questions and return the questionnaire. I appreciate your cooperation in filling out this questionnaire. This research is expected to contribute good insight into the topic. Anonymity and confidentiality in filling this questionnaire will be taken with extra care.

Thank you For Your Cooperation!

Summaiya Siddique,

MS Scholar,

Capital University of Science and Technology, Islamabad.

SECTION I: DEMOGRAPHIC INFORMATION				
Your Organization:				
Your gender:	1. Male	2. Female		
Your age	20-30	31-40	41-5	51-60
Your education (actual total years of studying):				
Your job title in the organization:				
Working years in the organization:				

In second section please respond by relating the questions to your work environment, and answer on scale from 1-5 where; **1=Never, 2=Now and then, 3=Monthly, 4=Weekly, 5=Daily**

SECTION II:		1	2	3	4	5
1	Someone withholding information which affects your performance					
2	Being ordered to do work below your level of competence					
3	Having your opinions ignored					
4	Being given tasks with unreasonable deadlines					
5	Excessive monitoring of your work					
6	Pressure not to claim something to which by right you are entitled (e.g. sick leave, holiday entitlement, travel expenses)					
7	Being exposed to an unmanageable workload					
8	Being humiliated or ridiculed in connection with your work					
9	Having key areas of responsibility removed or replaced with more trivial or unpleasant tasks					
10	Spreading of gossip and rumors about you					
11	Being ignored or excluded					
12	Having insulting or offensive remarks made about your person, attitudes or your private life					
13	Hints or signals from others that you should quit your job					
14	Repeated reminders of your errors or mistakes					
15	Being ignored or facing a hostile reaction when you approach					
16	Persistent criticism of your errors or mistakes					

17	Practical jokes carried out by people you don't get along with					
18	Having allegations made against you					
19	Being the subject of excessive teasing and sarcasm					
20	Being shouted at or being the target of spontaneous anger					
21	Intimidating behaviors such as finger-pointing, invasion of personal space, shoving, blocking your way					
22	Threats of violence or physical abuse or actual abuse					
In the following questions (Section III, IV and V) please respond on a scale of 1-5 where; 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree						
SECTION III:		1	2	3	4	5
1	I feel emotionally drained from my work					
2	I feel used up at the end of the workday					
3	I feel fatigued when I get up in the morning and have to face another day on the job					
4	Working with people all day is really a strain for me					
5	I feel burned out from my work					
6	I feel frustrated by my job					
7	I feel I am working too hard on my job					
8	Working with people directly puts too much stress on me					
9	I feel like I am at the end of my rope					
SECTION IV:		1	2	3	4	5
1	I dislike myself.					
2	I am often down in the dumps.(I feel myself useless)					
3	I have frequent mood swings					
4	I panic easily					
5	I am filled with doubts about things.					

6	I feel threatened easily.					
7	I get stressed out easily.					
8	I often feel blue.(I feel low)					
SECTION V:		1	2	3	4	5
1	I feel accepted by the group.					
2	In my group, we trust each other.					
3	The members like and care about each other					
4	The members try to understand why they do the things they do; try to reason it out.					
5	The members feel a sense of participation					
6	The members appear to do things the way they think will be acceptable to the group.					
7	The members reveal sensitive personal information or feelings.					