

**AN ASSESSMENT OF WORKPLACE BULLYING PRACTICE AND ITS  
EFFECT TO TEACHERS PERFORMANCE IN TANZANIA: A CASE  
STUDY OF SELECTED SECONDARY SCHOOL AT TEMEKE  
MUNICIPALITY**

**KISSA KYELLU**

**DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR DEGREE OF MASTER OF HUMAN RESOURCE  
MANAGEMENT OF THE OPEN UNIVERSITY OF TANZANIA**

**2016**

**CERTIFICATION**

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled: **“An Assessment of Workplace Bullying Practice and its Effect to Teachers Performance in Tanzania. A Case Study of Selected Secondary School at Temeke Municipality”**, in partial fulfilment of the requirements for the degree of Master of Human Resource Management of the Open University of Tanzania.

.....

Dr. Salvio Macha  
(Supervisor)

.....

Date

## **COPYRIGHT**

No part of this thesis/dissertation may be reproduced, stored in any retrieval system, or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise without prior written permission of the author or the Open University of Tanzania on that behalf.

**DECLARATION**

I, **Kissa Kyellu**, do hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

.....

Signature

.....

Date

**DEDICATION**

I dedicate this work to my beloved husband; Mr. Shakidula and our family for their prayers, moral support, patience and understanding for the whole time of my studies.

## **AKNOWLEDGEMENT**

This work is a product of contribution from a number of people who gave both moral and material support to its development and completion. I wish to express my sincere gratitude to all people who directly assisted me achieve this desired goal. Despite my desire to mention their names one after another, it seems virtually impossible to do so, in view of this, I apologize to those whose names will not appear.

First and foremost I would like to acknowledge God's grace which was abundant throughout my study time, without Him nothing could have been achieved. I wish to register my sincere thanks and appreciation to my supervisor, Dr Salvio Macha, for his unfailing follow up, guidance and encouragement without which this study would have probably not reached here. His dedication to this work is highly appreciated.

I wish to express my sincere thanks to Dr Proches Ngatuni Dean faculty of Business Management for providing me with all necessary facilities for the Research. Special appreciation goes to my beloved husband; Mr Shakidula for the care, constant cooperation, and understanding and for making home atmosphere conducive for me to accomplish this task. God bless him in abundance. My sincere thanks also goes to my children Grace, Lissa and Dorikasi for their patience and understanding during the time of effort that went into the production of this paper.

I am heavily indebted to my parents, Mwaisumo's Families for appreciating my academic capabilities by imparting educational values very early in my life, this

work is a result of their long –term efforts towards my academic prosperity. Their prayers and moral support were the source of my inspiration.

My gratitude also goes to my employer of Temeke Municipal Director for facilitating my studies, staffs of Temeke Municipal Council from various Departments for their encouragement and making my dissertation report successful. I also wish to register my appreciation to My lecturers of Open University of Tanzania, colleagues of MBA –Human Resources Management of year 2013/2014, my group discussion members deserve a complimentary for their valuable academic challenges and assistance.

It has not been possible to mention all who have contributed in one way or another to the completion of this dissertation report. It is my prayers that may God bless you all.

## **ABSTRACT**

Workplace bullying has become a problem that is too costly to ignore. Many studies indicate that workplace bullying leads to pain, mental distress, physical illness, emotional harm, and career damage. The focus of this study on workplace bullying provides an opportunity to understand workplace bullying practice and its effect to Teacher's performance in Tanzania. A case study of selected secondary School at Temeke Municipality. The study sample comprised of 80 respondents. Closed questionnaire data which were collected through questionnaire were analyzed by SPSS using descriptive analysis. Data which were collected through interview method were analysed by content analysis. The respondents were sampled using simple random and purposive sampling technique. The findings indicate that bullying practice is very common in education system. The findings indicate that teachers are bullied in the form of delaying their payment, promotion, delay of release to study and inappropriate special duty among teachers. The study recommends to reviewing the Human Resources structure and leadership especially at regional and district level. There should be regular training, workshops and seminars to train education officials on the effect of workplace bullying to the development of education. The framework for an external expert panel to investigate serious allegations of bullying and harassment among teachers should be developed. Teachers should be awarded according to their acknowledge and contribution in education development. Teachers should be promoted and paid their arrears on time.

## TABLE OF CONTENTS

<b>CERTIFICATION .....</b>	<b>ii</b>
<b>COPYRIGHT .....</b>	<b>iii</b>
<b>DECLARATION .....</b>	<b>iv</b>
<b>DEDICATION .....</b>	<b>v</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>vi</b>
<b>ABSTRACT .....</b>	<b>viii</b>
<b>LIST OF TABLES .....</b>	<b>xiii</b>
<b>FIGURE.....</b>	<b>xiv</b>
<b>LIST OF APPENDICES .....</b>	<b>xv</b>
<b>LIST OF ABBREVIATIONS.....</b>	<b>xvi</b>
<b>CHAPTER ONE.....</b>	<b>1</b>
<b>INTRODUCTION.....</b>	<b>1</b>
1.1 Introduction.....	1
1.2 Background of Research Problem.....	1
1.3 Statement of the Problem.....	3
1.4 Objectives of the Study .....	4
1.4.1 General Objective of the Study .....	4
1.4.2 Specific Objectives of the Study.....	4
1.5 Research Questions .....	5
1.6 Significance of Study .....	5
1.6 Scope of the Study.....	6
1.7 Limitation and Delimitation of the Study .....	6

1.8	Organization of the Research Report .....	8
	<b>CHAPTER TWO .....</b>	<b>9</b>
	<b>LITERATURE REVIEW .....</b>	<b>9</b>
2.1	Introduction.....	9
2.2	Definition of Key Terms.....	9
2.2.1	Bullying .....	9
2.2.2	Types of Workplace Bullying .....	10
2.4	Workplace Bullying Practice .....	13
2.5	Causes of Bullying at Workplace.....	15
2.6	Effects of Workplace Bullying on Employee .....	16
2.7	Theoretical Framework of the Study .....	18
2.8	Conceptual Framework of the Study .....	22
	<b>CHAPTER THREE .....</b>	<b>24</b>
	<b>RESEARCH METHODOLOGY .....</b>	<b>24</b>
3.1	Introduction.....	24
3.2	Research Design .....	24
3.3	Study Area and Justification for Selection.....	24
3.3.1	Population Size .....	25
3.4	Sample Size and Sampling Procedures.....	25
3.5	Types and Sources of Data .....	27
3.6	Data Collection Methods .....	27
3.6.1	Questionnaires.....	27
3.6.2	Interview.....	28
3.6.3	Documentary Review .....	29

3.7	Data Analysis.....	29
3.8	Validity and Reliability of Data.....	29
3.9	Ethical Issues .....	30
<b>CHAPTER FOUR.....</b>		<b>31</b>
<b>DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS ...</b>		<b>31</b>
4.1	Introduction .....	31
4.2	Characteristics of the Respondents.....	31
4.2.1	Age and Sex of the Respondents .....	31
4.2.2	Marital Status of the Respondents .....	32
4.2.3	Education Level of the Respondents .....	32
4.3	Workplace Bullying Behavior Practice .....	33
4.3.1	Forms/Types of Workplace Bullying .....	35
4.4	Causes of Workplace Bullying Behavior.....	35
4.5	Workplace Bullying Practice and Employee Performance.....	36
4.5.1	Workplace Bullying .....	36
4.5.2	Respondents Satisfaction on Job Performance .....	37
4.5.2	Effect of Workplace Bullying to the Employees Performance .....	39
<b>CHAPTER FIVE.....</b>		<b>45</b>
<b>SUMMARY, CONCLUSION AND RECOMMENDATION .....</b>		<b>45</b>
5.1	Introduction.....	45
5.2	Summary of Findings.....	45
5.3	Conclusion .....	46
5.4	Recommendation of the Study.....	47
5.4.1	Recommendation for Action.....	47

5.4.2 Recommendation for Further Studies.....	48
<b>REFERENCES .....</b>	<b>50</b>
<b>APPENDICES .....</b>	<b>54</b>

**LIST OF TABLES**

Table 3.1 Sample Population.....	26
Table 4.1: Cross Tabulation between Age and Sex of the Respondents .....	31
Table 4.2: Marital Status of the Respondents.....	32
Table 4.3: Education Level of the Respondents.....	32
Table 4.4: Respondents' Experiences on Bully or Mistreatment.....	33
Table 4.5: Gender Experiences on Bully/Mistreatment.....	34
Table 4.6: Forms of Workplace Bullying .....	35
Table 4.7: Causes of Workplace Bullying Practice .....	36
Table 4.8: Respondents' Views on Degree of Workplace Practice .....	37
Table 4.9: Respondents' Views on Satisfaction on Job Performance .....	38
Table 4.10: Causes of Poor Performance .....	39

**FIGURE**

Figure 2.1: Conceptual Framework of the Study ..... 22

**LIST OF APPENDICES**

Appendix I: Questionnaires for Teachers ..... 54  
Appendix II: Questionnaires..... 57

## **LIST OF ABBREVIATIONS**

DEO	District Education Officer
HR	Human Resource
HRM	Human Resource Management
SPSS	Statistical Package for Social Scientists
MS	Microsoft

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction**

This chapter presents background information of the problem, state research problem, state general and specific objectives of the study. Also, the study describes research questions, theoretical framework of the study, significance and scope of the study.

#### **1.2 Background of Research Problem**

Workplace bullying is a problem and is an important organizational and social concern. Workplace aggression is not new. The evidence on bullying behavior and its relationship between bullying behavior and employees' performance needs further investigation. Lutgen-Sandvik (2005) contents that workplace bullying is a pattern of persistent, malicious, insulting, or exclusionary intentional or non-intentional behaviors that a target perceives as intentional efforts to harm, control, or drive a coworker from the workplace.

Developing rules and legislation against workplace bullying is difficult. A target must prove the bullying occurred and the target's subsequent problems originated from a bully's behavior. Several European countries have strong public awareness and government-funded research and have implemented general preventive actions against workplace bullying, including establishing anti-bullying legislation. By 2006, only five states in the United States had pending legislation against workplace bullying, and no state had passed laws against it. Many states have general laws

against harassment, although charges of harassment are difficult to prove. In some states workplace bullying could be addressed with existing laws that address behavior leading to a hostile work environment (Oade, 2009).

Needham (2003) argues that workplace bullying is difficult to contain because the harassment usually takes place covertly, many times out of sight of supervisors and coworkers. Bullying and general harassment are far more prevalent than other destructive behaviors covered by legislation, such as sexual harassment and racial discrimination (Namie, 2006). Bullies are costly to employers.

The inefficiency, dysfunction, and conflict that surround serial bullies can spread through entire organizations. Workplace bullying is a problem and is an important organizational and social concern. Workplace bullying behavior can affect a target's faculties to perform his or her job, which can impact the financial performances of an organization. There are types of mistreatment targets were subjected to by bullies and whether targets were able to receive help from company representatives to alleviate or stop the aggressive bullying behavior. The relationship between a bullying situation and a positive outcome has not been previously investigated (Oade, 2009).

Although the bullying of adults in the workplace is a phenomenon that has existed for many years, it has recently been recognized as a significant problem. With this recognition comes an awareness of the prevalence and seriousness of the problem (Kitt, 2004). Human resource managers are realizing the costs to productivity related to this type of aggressive behavior (Sutton, 2007).

### **1.3 Statement of the Problem**

Workplace bullying is widespread and has the potential to have devastating effects on an employee's performance. Employees who are bullied, and those who work with bullies, take sick leave more often than those who are not bullied on the job. Although bullying has become a popular subject of study since the mid-1990s, the relationship between bullying in the workplace and job performance are not well known. Workplace bullying has been recognized more slowly in the United States than in other countries (Espelage & Swearer, 2003).

Recent study in the area of nurse burnout suggests that our shrinking healthcare resources, restructuring and stressful work environments are contributing to the prevalence of workplace bullying. Nurses experiencing a higher rate of burnout are more likely to abuse other nurses and are seen as a major source of verbal aggression in the workplace, a position formerly held by physicians (Rowe & Sherlock 2005). A study by Hoel and Cooper (2000) indicates that the effect of bullying to include lower levels of job satisfaction, psychosomatic symptoms and physical illnesses, possible expulsion from the labour market, higher absenteeism, decreased commitment and productivity, higher turnover and intent to quit. As a form of affective relationship conflict, bullying has negative effects on job performance.

Other studies were done on the relationship between job satisfaction and job performance. Christen et al. (2006) observed that the idea that satisfied employees are more productive held through the 1970s. It was difficult however to obtain support for the view that job satisfaction has a significant impact on the job performance. Rendering support to this, Saari and Judge (2004) note that most of the

earlier studies reported a weak and somewhat inconsistent relationship between job satisfaction and job performance. However, Judge *et al.*, (2001) found that contrary to earlier views, job satisfaction is a predictor of job performance and that there is a stronger relationship for professional jobs. Rashed (2001) also found a significant relationship between job satisfaction and job performance but noted that the relationship was inconsistent. This means the nature of the relationship between job satisfaction and job performance is inconclusive.

An increasing amount of literature and legislation on the subject of workplace bullying written in European countries, Africa, Asia, America and Tanzania, little has been written in education sector. Therefore, this study aims at making an assessment workplace bullying and its influence on job performance among secondary teachers in Tanzania.

#### **1.4 Objectives of the Study**

##### **1.4.1 General Objective of the Study**

This study aims to find out workplace bullying behavior and its effect to employee's performance at Temeke Municipality.

##### **1.4.2 Specific Objectives of the Study**

- (a) To identify workplace bullying behavior practice at Temeke Municipality.
- (b) To identify causes of work bullying behavior at Temeke Municipality.
- (c) To identify relationship between workplace bullying practice and employee performance at Temeke Municipality.

### **1.5 Research Questions**

- (i) What is workplace bullying behavior practice at Temeke Municipality?
- (ii) What are causes of work bullying behavior at Temeke Municipality?
- (iii) What is a relationship between workplace bullying practice and employee performance at Temeke Municipality?

### **1.6 Significance of Study**

This study on workplace bullying is significant because workplace bullying is costing employers money and costing employees their health and usually their jobs. Workplace bullying affects to direct and indirect costs to the organization. Direct costs are easier to identify employee absence, increased turnover, increased legal fees, and increased security expenses.

This study makes the following contributions:

- (i) This study provides important insight into the various human resource management (HRM) practices to both public and private organizations in Tanzania.
- (ii) Also, this study intends to generate a new framework for further research pertaining workplace bullying and employees' performance in the organizations.
- (iii) Moreover, the findings of this study can be used by top management and HRM managers and practitioners to plan and ensure appropriate positioning of their employees in order to improve workplace relationship.

- (iv) This study adds to the body of knowledge regarding adult bullying behavior in the workplace.
- (v) The study helps current and future generations and organizations become aware of workplace bullying and give insight into ways to prevent and eliminate the harmful behavior.
- (vi) Data from this research provide leaders and managers insight into the prevalence of the mistreatment of employees and how it affects the productivity of their workers. Although no legislation specifically outlaws bullying behavior, employers have legal obligations to safeguard the physical and mental health of their workers.

### **1.6 Scope of the Study**

The study was conducted at Temeke Municipal Council Dar es Salaam Region. Specifically, the study investigated the effect of workplace bullying on teachers performance. The study included head masters from selected secondary schools, human resource officer and District Education Officer (DEO).

### **1.7 Limitation and Delimitation of the Study**

The study encountered three major constraints including sensitivity of the study, low response to the questionnaire and limited knowledge on workplace bullying.

#### **(i) The sensitivity of the study**

Regarding this, respondents (especially staffs) were not ready to share the concrete information on the magnitude of the problem in their work places. To address this,

the researcher asked head of schools to convince their teachers to fill in questionnaires.

**(ii) Low responses to questionnaires**

Some respondents (especially staff members) did not return the questionnaires since they were so busy their personal business. To address this, the researcher asked the heads of school to ask the respondents to return the questionnaires by explaining importance of the responses.

**(iii) Limited knowledge on workplace bullying**

Due to having limited knowledge on workplace bullying related issues, some respondents copied from each other which brought about identical responses in questionnaires. However, interviews were conducted with the respondents in order to get the reality from them.

Also, the study experienced limited time. Looking at the short period required for the completion of the work, the case study approach was adopted. A sample and not the entire population of project staff, ministry of education were interviewed or administered with questionnaire to obtain the primary data. This obviously imposed some limitations on the study. In addressing this limitation, an objective questionnaire and interview guides were designed for the respondents in order to reduce sampling error.

Again, another limitation was access to information as not readily disclose information to researchers for fear of breach of Oath of Secrecy (Duty of

confidentiality). This constraint were resolved by getting letter from Open University to collect data for the study and teachers were educated that the data were used for academic purposes only and no other purposes.

### **1.8 Organization of the Research Report**

The research report is organized in five chapters; chapter one that is introduction, chapter literature review, chapter three research methodology, chapter four data analysis, presentation and discussion of findings and chapter five conclusion and recommendation. Chapter one presents background of the study, statement of the research problem, research objectives, research questions, significance of the study, scope of the study and organization of the study. Chapter two present conceptual definitions, theoretical and empirical literature review. It also provides the research gap and conceptual framework. Chapter three covers research paradigm, research design, area of study, population of the study as well as sample size and sampling techniques. In additional, the chapter presents types of data, methods of data collection, data processing and analysis, reliability and validity and finally ethical issues. Chapter four makes interpretation of data, analysis and discussion of the findings. Finally chapter five presents conclusion, recommendation for action and for further studies.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents literature review which relates with research objectives of the study. Also the chapter discusses theoretical framework and conceptual framework of the study which guide the study. Lastly, the chapter indicates the gap which has to be filled in this study.

#### **2.2 Definition of Key Terms**

##### **2.2.1 Bullying**

Bullying is defined as repeated, persistent, continuous behaviour as opposed to a single negative act and is generally associated with a power imbalance between the victim and perpetrator, where the victim feels inferior (Oade (2009). Bullying should not be confused with tough management styles. It is negative and persistent abuse. Workplace bullying is defines as the repeated mistreatment of one employee who is targeted by one or more employees with a malicious mix of humiliation, intimidation and sabotage of performance (Margaret, 2007).

The following are examples of workplace bullying behaviours: social isolation (silent treatment), rumours, personal attack of a person's private life and/or personal attributes, excessive or unjustified criticism, over-monitoring of work, verbal aggression, withholding information, withholding job responsibility, trivial fault finding, replacing proper work with demeaning jobs and setting unrealistic goals or deadline (Rowell, 2005).

### **2.2.2 Types of Workplace Bullying**

Bullying happens at all levels and isn't limited to managers targeting staff. It can exist between colleagues, and staff can also engage collectively in bullying their manager, or clients and customers. Organisational downsizing, and economic and job uncertainty can cause stress that can bring out undesirable interpersonal communication styles. Several types of bullying have been identified (Lentz, 2009).

**Institutional Bullying:** Institutional bullying or corporate bullying is when an organisation's norms, culture or practice allow: behaviour which causes offence or undue stress to others without concern for the consequences or their wellbeing work structures, practices, policies or requirements which unreasonably burden staff without concern for their wellbeing. Work structures may lack a reasoned, justifiable or evidence-based rationale. Institutional bullying can happen in any size workplace. It may not be conscious but its consequences are often ignored or downplayed. It often happens during constrained economic times when jobs are scarce and employees have limited choices. An organisation's norms may amount to unfair practices such as impossible targets, unmanageable case loads or unrealistic deadlines. Lack of oversight and arbitrary decisions made without consultation can have a major impact on employees' lives (Crowley & Elster, 2006).

**Bullying from Managers:** A manager deliberately and repeatedly targets an employee. In the most extreme progression of events, this may come to the point where the employee feels isolated, powerless and worthless. When the employee eventually resigns, the manager finds another employee to target. This is often the most visible and well-defined type of bullying. Serial bullying is when this pattern is

repeated and a manager picks on one person after another, leading to a string of resignations (Reddy, 2005). The most common form of employees bullying managers is the withdrawal of cooperation or communication. It's estimated that 15 per cent of all bullying falls into this category and is often a response to institutional bullying. Individual employees can also behave in a bullying manner to managers (Aryanne, 2009).

**Bullying by Colleagues:** This is among colleagues who work at the same or similar level and includes ongoing: unwelcome comments, gestures or conduct, physical, degrading or threatening behavior abuse of power, isolation, discrimination put downs (Sutton, 2007).

There are different approaches to the study of workplace bullying (Lewis & Gunn, 2007; Leymann, 2006; Salin, 2006), hence different typologies, forms and tactics of workplace have been identified. Rayner *et. al.*, (2002) suggest five categories of bullying which include threat to professional status, threat to personal standing, isolation, overwork, and destabilization.

In a study of emergency service organizations in UK, Owoyemi and Sheehan (2011) identified three types of bullying namely, personal bullying, administrative bullying, and social bullying. Several forms have been identified in the literature such as insults, verbal abuse, excessive teasing, and aggression (Lee & Brotheridge, 2006; Rayner *et al.*, 2002; Salin, 2004). The type of bullying experienced depends to an extent on the type of task or positions of employees in the organization (Hoel & Cooper, 2007; Zapf & Einarsen, 2008).

### 2.3 Bully

A bully is a person who purposely tries to hurt others by making them feel uncomfortable, hurting them by kicking, hitting, pushing, tripping, name-calling and spreading nasty rumors (Blendo, 2006). The bully hurts the other person over and over. The person being bullied feels that he or she can do nothing to stop it. The following are; types of workplace bullies;

**The Chronic Bully:** Learned childhood behavior or a personality disorder could potentially create this type of workplace bully. They are by far the most hazardous. Peter Randall<sup>4</sup> believes chronic bullies do not process social information accurately and make unrealistic judgements about other people's intentions. They conceptualise themselves as being superior and powerful and are possibly not capable of empathy (Christen, & Soberman, 2006).

**The Opportunistic Bully:** Generally the opportunistic bully is self-centred, ambitious and prepared to win at any cost, which means controlling everything and everyone on their way to success. They seek to maximize contacts, situations and exposures to get ahead and will bully anyone they perceive as a threat. While they can exhibit similar behaviour to the chronic bully, they tend to be driven more from their own personal ambition (Adams, 2007). With strong management that expressly rejects bad behaviour towards others, they can be contained and their energy redirected.

**The Situational Bully:** A person may take advantage of a workplace situation and display bullying behaviors. Workplaces that are going through organizational

change, work to deadlines, have weak or dictator-style leadership and/or poorly defined hierarchies may be more at risk of situational bullying. The situational bully is likely to join the pack and become involved in 'mobbing' one or more individuals lower down the hierarchy. They will often use a chronic bully's power-base to elevate themselves to a position of importance. When the situation no longer gives opportunities for bullying, they stop (Lee & Brotheridge, 2006).

#### **2.4 Workplace Bullying Practice**

Bullying in the workplace is often associated with poor management styles and/or lack of presence of management in a department or unit. Managers need to be aware of the impact that bullying has on the staff, clients and organization. It is important to be aware of potential signs and symptoms associated with bullying in a workplace. Signs and symptoms may include:

- (i) Grievances by employees against their manager
- (ii) Declining work performance of dedicated and hard-working employees
- (iii) Increased stress and tensions between staff in a unit
- (iv) Poor morale
- (v) Reported fear of a co-worker by other workers
- (vi) Individual symptoms of depression
- (vii) Increased absenteeism in a department/unit (Hutchison *et al.*, 2005; Rowell 2005).

Bullying and harassment by another employee most commonly occurred in the form of negative body language, nitpicking and unjustified criticism (Yamada, 2003). Bullying in the workplace is far too widespread (Namie & Namie, 2003; Needham,

2003). To understand bullying, a person must know bullying is different from harmless incivility, rudeness, boorishness, teasing, and other well-known forms of interpersonal torment.

Bullying behavior can take many forms, including defamatory remarks, intimidation, social exclusion, and physical violence. Bullying exerts short-term and long-term psychological effects on both bullies and their targets (American Psychological Association, 2005). Bullies are equally likely to be male or female. The common stereotype of a bullied person is someone who is weak, eccentric, or a loner. In contrast, targets chosen by adult bullies are very often capable, dedicated staff members who are well-liked and respected by coworkers. Bullies are most likely to pick on people with an ability to cooperate and who have a non-confrontational personality. Bullies consider this capability a threat and determine to cut the target down (Canada Safety Council, 2002).

Aggression is a reactive behavior where stress and frustration build up noxious aggressive energy that is released in the form of aggressive behavior (Thompson, Aurora, & Sharp, 2002). Job stress is the harmful physical and emotional reactions that occur when bullies challenge the capabilities, resources, or needs of targets. Job stress can lead to poor mental and physical health and even injury.

The concept of job stress is often confused with challenge, but these concepts are not the same (Vaknin, 2005). A challenge energizes and stimulates employees psychologically and physically, and motivates workers to learn new skills and master their jobs. When a task or problem is solved, satisfaction is the result. Thus,

challenge is an important ingredient for healthy and productive work, but a continuously aggressive workplace is not.

Most organizations find it difficult to terminate bullies, yet employees who bully others are too costly to keep. Bullies purge the best and brightest employees, terrorize survivors, and undermine legitimate business interests. Traditional antiharassment and conflict resolution procedures and processes do not help with workplace bullying (Namie & Namie, 2007). Bullies are not simply competitive employees; their behavior undermines productivity.

## **2.5 Causes of Bullying at Workplace**

Empirical investigations into the causes of bullying at work have mainly addressed in some studies. A study was by Seigne (2007) on bullying at workplace. The study found that bullying was caused by a change in the job situation for the alleged bully into a position of power. Some two out of three victims also felt that the bully was envious of them, in particular of their qualifications. BjoÈrkqvist *et al.*, (2004) content that main reasons for workplace bullying are competition concerning status and job positions, envy, and the aggressor being uncertain about his/her self. A high proportion also felt that the personality of the victim contributed to the bullying.

The victims themselves were uncertain whether or not this was the case. Another study by Vartia (2007) showed similar results that envy as an important reason for why they were being bullied, followed by a weak superior and competition for tasks or advancement or the superior's approval. Norwegian survey Einarsen *et al.*, (2006) indicated that leadership style of one's immediate superior, lack of coping resources

and self-efficacy, such as low self-esteem, shyness, and lack of conflict management skills, contributed to the bullying practice.

## **2.6 Effects of Workplace Bullying on Employee**

The effects of workplace bullying on society ought not to be underestimated in terms of employees performance. Those effects may include the loss of sections of an active labor force through resignation, early retirement or voluntary redundancy; and the cost of medical interventions for the public health system (Van, 2008). Bullying at work is not only about aggressive behavior. Bullying behavior can destroy a target's health, ability to work, emotional well-being, self-worth, and financial condition. Workplace bullies have a strong negative impact upon the business for which they work (Namie & Namie, 2003; Prentice, 2005).

When a bullying atmosphere begins to pervade an organization, morale is destroyed and productivity is affected. The workplace often contains distorted personality types that seem to have just one purpose: to find somebody else to attack, to belittle, to criticize, and to destroy (Prentice, 2005). Many leaders and managers either fail to recognize the problem or they are themselves the problem.

Workplace bullying can have severe effects both for the health of those alarmed (Einarsen, 1998 & Raknes, 1997) and their job satisfaction as well as distressing organizations with high malingering, higher plan to abscond the organization, higher income and earlier retirements (Rayner, 1997). The people who face workplace aggression may have lower job satisfaction.

There are several previous studies on workplace bullying and organizational related outcomes. According to Lapierre, Spector and Leck, (2005), those who are obvious sufferers of workplace bullying reported highly overall job dissatisfaction. Similarly, those who bear aggression from their supervisors report high levels of job dissatisfaction (Tepper, 2000). The study showed bullying causes a decline in morale; excessive absenteeism; turnover in affected units; work team disruption; recruitment problems; an increase in worker's compensation claims, disability claims, and discrimination complaints; and employee sabotage resulting in decreased productivity profitability. Workplace bullying also leads to time wasted in problem resolution, union grievance procedures, lawsuits, and workplace violence (Namie & Namie, 2003; Needham, 2003; Prentice, 2005).

A study by Ikyanyon and Ucho (2013) found that employees who experienced low level of workplace bullying showed the highest job performance, thus confirming our first hypothesis which states that employees who perceive low level of workplace bullying will perform better on their job than those who experience high bullying in the workplace. This conforms to the finding of Einarsen *et al.*, (2004) who indicated that as a form affective relationship conflict, bullying has a negative impact on job performance. Einarsen *et al.*, (2004) however cautioned that this impact is difficult to ascertain clearly due to other factors such as absenteeism, dissatisfaction, turnover, sickness, among others (Adams, 2007).

Judge *et al.*, (2001) and Rashed (2001) who found a significant relationship between job satisfaction and job performance. It is however noteworthy that the relationship between job satisfaction and job performance has been a contentious one with some

authors suggesting an insignificant relationship between the two variables (Christen *et al.*, 2006).

## **2.7 Theoretical Framework of the Study**

Motivational factors play an important role in increasing employee job satisfaction. This will result in improving organizational performance. High productivity is a long term benefits of employee motivation. Motivated employee is a valuable asset who creates value for an organization in strengthening the business and revenue growth. Motivation is going to work if the right person with suitable skills is made responsible for the job or otherwise it will be the wastage of resources and time, and will lead to job dissatisfaction (Lee & Brotheridge, 2006).

According to Maslow if people grew in an environment in which their needs are not met, they will be unlikely to function as healthy individuals or well-adjusted individuals. Specifically Maslow theorised that people have five types of needs and that these are activated in a hierarchical manner. This means that these needs are aroused in a specific order from lowest to highest, such that the lowest-order need must be fulfilled before the next order need is triggered and the process continues. If you look at this in a motivational point of view Maslow's theory says that a need can never be fully met, but a need that is almost fulfilled does not longer motivate. According to Maslow you need to know where a person is on the hierarchical pyramid in order to motivate him/her. Then you need to focus on meeting that person's needs at that level (Robbins, 2005). Below is a summary of these needs that in this thesis are divided into Deficiency needs (psychological, safety, social needs) and Growth needs (esteem, self-actualisation needs).

**Physiological needs** are the need at the bottom of the triangle and include the lowest order need and most basic. This includes the need to satisfy the fundamental biological drives such as food, air, water and shelter. According to Maslow organisations must provide employees with a salary that enable them to afford adequate living conditions. The rationale here is that any hungry employee will hardly be able to make much of any contribution to his organisation.

**Safety needs** this occupies the second level of needs. Safety needs are activated after physiological needs are met. They refer to the need for a secure working environment free from any threats or harms. The rationale is that employees working in an environment free of harm do their jobs without fear of harm.

**Social needs:** This represents the third level of needs. They are activated after safety needs are met. Social needs refer to the need to be affiliated that is (the needed to be loved and accepted by other people). To meet these needs organizations encourage employees participation in social events such as picnics, organizations bowling etc.

**Esteem needs** this represents the fourth level of needs. It includes the need for self respect and approval of others. Organisations introduce awards banquets to recognize distinguished achievements.

**Self-actualisation:** This occupies the last level at the top of the triangle. This refers to the need to become all that one is capable of being to develop ones fullest potential. The rationale here holds to the point that self-actualised employees represent valuable assets to the organisation human resource Basset-Jones, & Lloyd, 2005).

The rationale behind the theory lies on the fact that it's able to suggest to managers how they can make their employees or subordinates become self-actualised. This is because selfactualised employees are likely to work at their maximum creative potentials. Therefore it is important to make employees meet this stage by helping meet their need organisations can take the following strategies to attain this stage.

Recognising employee's accomplishments is an important way to make them satisfy their esteem needs. This could take the form of awards, plaques etc. According to (Greenberg & Baron 2003) research carried out in GTE Data services in Temple Terrace, Florida shows that awards are given to employees who develop ways of improving customer's satisfaction or business performance. But it should be noted that according to Greenberg & Baron awards are effective at enhancing esteem only when they are clearly linked to desired behaviours. Awards that are too general fail to meet this specification.

Financial security is an important type of safety need. So organisations to motivate their employees need to make them financially secured by involving them in profit sharing of the organisation. In a research carried out with AT&T and Wang showed that 50% of their employees received financial outplacement services to assist laid-off employees in securing new jobs. Socialisation is one of the factors that keep employees feel the spirit of working as a team. When employees work as a team they tend to increase their performance. Research conducted on IBM shows that it holds a "family day" picnic each spring near its Armonk, New York headquarters. Organisation can help in keeping their employees physiological needs by providing incentives to keep them healthy both in health and mentally. In a research carried out

at the Hershey Foods Corporation and Southern California Edison Company showed that Employees are provided with insurance rebates with health lifestyles while extra premiums were given to those with risk habits like smoking.

There are number of criticism to this theory. Maslow proposed that if people grew up in an environment in which their needs are not meet, they would be unlikely to function healthy, well-adjusted individuals. Research testing Maslow's theory has supported the distinction between the deficiencies and growth needs but showed that not all people are able to satisfy their higher-order needs on the job.

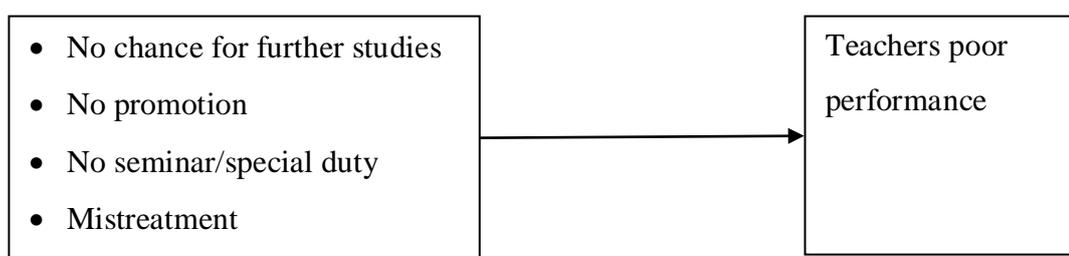
According the results of the research managers from higher echelons of organisations are able to satisfy both their growth and deficiency needs lower level managers are able to satisfy only their deficiency needs on the job. Maslow's theory has not received a great deal of support with respect to specific notion it proposes (Greenberg &Baron 2003). To them this model is theorised to be especially effective in describing the behaviour of individuals who are high in growth need strength because employees who are different to the idea of increasing their growth will not realise any physiological reaction to their jobs.

Nadler & Lawler (2004) cited in Graham & Messner (2009) where also critical of the need theory of motivation. They argue that the theory makes the following unrealistic assumptions about employees in general that: (a) all employees are alike (b) all situations are alike and that (c) there is only one best way to meet needs. Another critic to this view was Basset-Jones & Lloyd (2004). Basset-Jones & Lloyd (2004)

presents that in general, critics of the need theory argue that it is as a result of the natural feeling of employees to take credit for needs met and dissatisfaction on needs not met.

## 2.8 Conceptual Framework of the Study

Bullying, or generic harassment at work is claimed to be a more crippling and devastating problem for employees than all other work-related stress put together and may be seen as a rather severe form of social stress at work (Zapf et al., 1996; & Niedl, 1995). The effect of bullying includes low levels of job satisfaction, psychosomatic symptoms and physical illnesses, possible expulsion from the labour market, higher absenteeism, decreased commitment and productivity. As a form of affective relationship conflict, bullying has negative effects on job performance. However, different factors such as dissatisfaction, absenteeism, sickness, turnover, among others (Einarsen *et al.*, 2004) makes it difficult to ascertain clearly the impact of bullying on job performance as employees may perform even if bullied. The review of literature suggests that despite the definition, form, categorization and approach to the study of workplace bullying, it has an effect on employee attitudes and behaviours. Figure 2.1 below shows relationship between variables.



**Figure 2.1: Conceptual Framework of the Study**

Source: Researcher (2015)

From Figure 2.1 show lack of chance for further studies, promotion, lack of special duties, and the way teachers mistreated with their bosses, teachers' performance will be poor. According to Maslow if people grew in an environment in which their needs are not met, they will be unlikely to function as healthy individuals or well-adjusted individuals. Specifically Maslow theorised that people have five types of needs and that these are activated in a hierarchical manner. This means that these needs are aroused in a specific order from lowest to highest, such that the lowest-order need must be fulfilled before the next order need is triggered and the process continues. If you look at this in a motivational point of view Maslow's theory says that a need can never be fully met, but a need that is almost fulfilled does not longer motivate (ibd).

Therefore, according to this study if teachers are repeatedly mistreated in term of delaying of promotion, no chance for further studies, unfair of seminars and special duty, teachers performance will be poor.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents research methodology that includes research design, study area, study population, sample size and sampling techniques. Also, study presents data collection methods such as interviews, questionnaires and documentary review, data analysis and methods, validity and reliability of data.

#### **3.2 Research Design**

Research design is the conceptual structure within which the research is conducted (Kothari, 2002). It is a plan showing how the study is going to be conducted. This study employed descriptive design which focuses on the event and processes of bullying behavior practice and employees performance. The descriptive study involves descriptive analysis, interpretation, contract classification and integration of findings (Chambua, *et al.*, 1997). Additionally, the design is adopted because it provides against bias and maximizes reliability of the research study (Kothari, 2002).

#### **3.3 Study Area and Justification for Selection**

Temeke was first established as a district in 1972 following the introduction of the Decentralisation Policy in Tanzania. Prior that time Dar es Salaam City and Coast Region constituted a single region known as Coast Region which constituted Mzizima, Kilwa, Rufiji, Kisarawe Bagamoyo and Coastal districts. Later on, the region was further subdivided into two Regions namely Coast (Pwani) and Dar es Salaam. While the former included Kisarawe, Bagamoyo, Rufiji, Mafia, Mkuranga

and Kibaha districts, the later encompassed Ilala, Kinondoni and Temeke districts. Of recent, a portion of land was apportioned from Mkuranga District and added to the present Municipality's area of jurisdiction. According to 2002 population census, Temeke Municipality had 768,451 people.

The study was conducted at Temeke Municipality, Dar es Salaam region by selecting government secondary schools at Municipality. The reason for the researcher to select Temeke Municipal Council because is among of Municipality in Dar es Salaam region where government schools teachers terminate job or move to other professionals.

### **3.3.1 Population Size**

Population is a group of individuals who have one or more common characteristics that are of interest to the researcher (Best and Khan, 2008). In supporting the above view, Babbie (2002) defines target population as a population which researcher is interested in gaining information and drawing conclusion. The target population under this study was all Secondary school teachers at Temeke Municipality. The total population of secondary school teachers are 1600. The study included Barabara ya Mwinyi Sec. School, Kibasila Sec. School, Miburani Sec. School and Kurasini Sec. School.

### **3.4 Sample Size and Sampling Procedures**

Sampling may be defined as the selection of some part of an aggregate or totality on the basis of which a judgment or inference about the aggregate or totality is made. In other words, it is the process of obtaining information about an entire population by

examining only a part of it (Kothari, 2004). Thus, the study employed both purposive and simple random sampling techniques. In purposive sampling the researcher is free to choose the sample according to the wishes and desires of the study. In this type of sampling, items for the sample are selected deliberately by the researcher to obtain a sample that appears to him or her to be representative of the population (Kothari, 2007). The researcher employs purposive sampling technique to select head masters, DEO and HR officer. A simple random sampling method is a sampling procedure that gives each of the population sampling units of the population an equal and known nonzero probability of being selected (Nachmias and Nachmias, 1987). Simple random sampling offers equal chance to respondent and is too scientific. The researcher samples teachers from three secondary schools by using simple random technique.

The sample size of this study is 85 respondents. It includes 4 headmasters, 1 DEO and 1 HR officer who are selected by using purposive sampling technique. Also, the researcher employs simple random sampling procedure to select 80 teachers from three selected secondary schools. The respondents are presented in the Table 3.1.

**Table 3.1 Sample Population**

<b>Sample population</b>	<b>Number of Respondents</b>
Teachers	80
Head masters	4
DEO	1
HR officer	1
<b>Total</b>	<b>86</b>

Source: Field Data, 2015

### **3.5 Types and Sources of Data**

This study used both primary and secondary sources of data. According to Kothari (2007), primary data are those which are collected afresh and for the first time, and thus happen to be original in character, while the secondary data are those which have already been collected by someone else and which have already been passed through the statistical process. The primary data were obtained through the use of interviews and questionnaires while secondary data were obtained through documentary analysis or review.

### **3.6 Data Collection Methods**

This study employed both primary and secondary data methods. These two methods address the research questions through a combination of interviews, questionnaires and documentary review. The decision to employ the combination of interviews, questionnaires and documentary analysis is intended to triangulate responses and based on the fact that no single instrument that is considered adequate to give reliable results/data. Prepared questionnaires were distributed to teachers to fill in and return them to researcher. Interview method was used to get indepth information from head masters, human resources officer and district education officer.

#### **3.6.1 Questionnaires**

A Questionnaire is a printed list of questions distributed through mail or otherwise to the respondents to be self administered and returned by respondents after filling it. The questionnaire must translate the research objectives into specific questions (Nachmias and Nachmias, 1987). This method of data collection consists of a number of questions printed or typed in a definite order on a form or set of forms and

the question must motivate the respondent so that the necessary information is obtained (Kothari, 2007). In this study, the researcher distributed questionnaires to a number of respondents who gave their perceptions/views for the purpose of this study. After filling in, questionnaires were returned to the researcher for data analysis.

### **3.6.2 Interview**

Interview is a face-to-face interpersonal conversation in which an interviewer asks respondents questions designed to obtain answers pertinent to the research questions (Nachmias and Nachmias, 2007). Interview is a direct method of inquiry that structured into open and closed questions. Therefore, this method of interview is more direct, deeper and actually helps to researcher to gather the additional information which was not obtained through questionnaires that was sent to the respondents.

The questions are deliberately sent to the respondents in order to give them enough time to read and structure their responses. The intention is for the researcher to arrange for follow-up interview sessions. As it is the face-to-face encounter with interviewees give the researcher ample time to probe some of the information and get clarification from the respondents. The researcher asked the questions shown in the questionnaire and respondents gave their responses. The questions used comprised both open-ended and closed questions, which gave respondents greater freedom in framing their answers. This opens up opportunities for the researcher to obtain in-depth information in the areas and issues being investigated.

### **3.6.3 Documentary Review**

Documented sources were reviewed to collect information relevant to this study. This is information available from published and unpublished books, reports and journals in this study. This information was collected from Temeke Municipal Council, the Open University of Tanzania and online sources.

### **3.7 Data Analysis**

The collected data were processed and analyzed in accordance with the outline laid down for the purpose at the time of developing the research plan (Kothari, 2007). The data that were gathered both qualitative and quantitative form. All qualitative information or responses collected through primary sources were subjected to content analysis. Relevant responses were processed, extracted and presented descriptively. The quantitative information were analyzed by using the Statistical Package for Social Sciences (SPSS) and Microsoft (MS) Excel software. Also, simple tables, graphs and pie charts were used in presenting data in frequencies, and percentage. In using SPSS descriptive analysis was used to analyse data. Microsoft Excel software was to analyse data in graphs and pie chats.

### **3.8 Validity and Reliability of Data**

Validity is the extent to which a test measures what it claims to measure. It is vital for a test to be valid in order for the results to be accurately applied and interpreted. Reliability refers to the consistency of measure (Kothari, 2007). The findings are considered reliable if we get the same result repeatedly. A pilot study was conducted to ensure ease of use and to refine any anomalies. Also, pilot study ensured reliable measures of the independent and dependent variables.

### **3.9 Ethical Issues**

Ethical refers to the standards of behavior that guide researchers' conduct in relation to the rights of those who become the subject of research, or are affected by it (Saunders, Lewis & Thornhill, 2012). In this study, the researcher ensured that confidentiality and anonymity of the respondents and data are highly observed by ensuring data collected to be used for the purpose of the study and not otherwise. In addition, researcher ensured anonymity of the respondents by ensuring respondents' identities such as their names, believes and health status not disclosed. Before collecting the data, respondents were informed the purpose of the study and the way the results would be used for. The respondents were set free to participate in the study or not.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

#### 4.1 Introduction

The chapter presents, analyzes and discusses the findings of the study from the collected data guided by research objectives mentioned in chapter one.

#### 4.2 Characteristics of the Respondents

##### 4.2.1 Age and Sex of the Respondents

The researcher found that age and sex are important demographic variables in this study because they enable the researcher to find out whether teachers employment was influenced by age and sex. The Table 4.1 shows the age and sex of respondents who were involved in this study.

**Table 4.1: Cross Tabulation between Age and Sex of the Respondents (N=80)**

Age of the respondents	Sex of the respondents		Total	Percent
	Male	Female		
Below 30 yrs	12	13	25	31
30-39 yrs	21	17	38	48
40-49 yrs	04	04	08	10
50+ yrs	03	06	09	11
<b>Total</b>	<b>40</b>	<b>40</b>	<b>80</b>	<b>100</b>

Source: Field Data (2015)

#### 4.2.2 Marital Status of the Respondents

Marital status of the respondents was significant for the researcher in order to assess teachers employment in relation to their marital status. This study found that 51% out of 80 respondents were married, 2% widow/ widowers, 45% were single and 2% were divorced. This reveals that most of the respondents were married and single as indicated by the statistics. This could be due to the fact that most of teachers employed at young age. Table 4.2 and Figure 4.1 show marital status of the respondents.

**Table 4.2: Marital Status of the Respondents**

<b>Marital Status</b>	<b>Frequency</b>	<b>Percent</b>
Married	41	51
Widow/Widower	1	2
Single	37	45
Divorced	1	2
<b>Total</b>	<b>80</b>	<b>100</b>

Source: Field Data (2015)

#### 4.2.3 Education Level of the Respondents

The researcher wanted to find out education level of the respondents. Respondents who had attained diploma accounted for 15% out 80 respondents, 49% graduated first degree and 36% out of 80 respondents were second degree holders as indicated in Table 4.3.

**Table 4.3: Education Level of the Respondents**

<b>Level of Education</b>	<b>Frequency</b>	<b>Percent</b>
Diploma	12	15
Degree	39	49
Masters	29	36
<b>Total</b>	<b>80</b>	<b>100</b>

Source: Field Data (2015)

### 4.3 Workplace Bullying Behavior Practice

The study interested to find out whether respondents had been a target of a bully or witnessed the mistreatment of others within the past 12 months and during the respondent's career. The Figure 4.2 and Table 4.4 below show distribution of responses.

**Table 4.4: Respondents' Experiences on Bully or Mistreatment**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Witnessed	29	36
Mistreated	47	59
Don't know	4	5
<b>Total</b>	<b>80</b>	<b>100</b>

Source: Field Data, 2015

From Table 4.4 show the findings indicate 47 (59%) out of 80 respondents were mistreated with their bosses, 29 (36%) of all respondents witnessed mistreated or bullying to their co-workers and only 4 (5%) out of all respondents did not experience mistreatment or witness to their co-workers. There are several previous researches on workplace bullying and organizational related outcomes. Bilgel (2006) explored the prevalence of workplace bullying and its impact on health of bullying victims. He discovered that 55% people have to face bullying and 47% participants witnessed other as being bullied. Moreno-Jiménez et al. (2008) conducted a study on the occurrence and forms of workplace bullying with the sample of 103 Spanish workers. The participants reported considerable experiences of harassment and bullying.

Also, Ahmer (2009) investigated workplace bullying among trainee psychiatrists in Pakistan with the sample of 60 trainees. Most of the respondent told their experience of bullying that they have to face within one year. Tahir (2011) studied bullying in Pakistani context and he tried to redefining bullying, its history, span, and proportions. The findings showed that sufferers face emotional, physical, direct, and indirect bullying to same extent. Bashir and Hanif (2011) attempted to explore the phenomenon of workplace bullying, its occurrence and exposure of person related bullying and work bullying that are the two forms of workplace bullying in Pakistani telecommunication employees. They reported that the participants experience workplace bullying many time while working in their organization. Moreover, results indicated that employees have to face work related bullying more frequently as compare to person related bullying.

Moreover, the study wanted to determine the gender of the person targeted by a workplace bully, how long the treatment continued, and if there were one or more bullies. Data revealed both genders could become targets. The findings indicate that 68 (85%) respondents out of 80 respondents were male and only 12 (15%) of all respondents were female. Table 4.5 shows distribution of responses.

**Table 4.5: Gender Experiences on Bully/Mistreatment**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	12	15
Female	68	85
<b>Total</b>	<b>80</b>	<b>100</b>

Source: Field Data (2015)

### 4.3.1 Forms/Types of Workplace Bullying

Bullying can take many forms. Generally, bullying is any behavior that is unwelcome, offensive, inequitable, unsolicited or objectionable. Bullying can be physical, psychological, verbal, sexual or racial. Therefore, the researcher wanted to find out forms of bullying teachers experience in the education system. The Figure 4.3 and Table 4.6 show different views from the respondents.

**Table 4.6: Forms of Workplace Bullying**

<b>Forms of Bullying</b>	<b>Frequency</b>	<b>Percent</b>
Inappropriate special duty	<b>8</b>	10
Inappropriate promotion	<b>24</b>	30
Delay of payment	<b>45</b>	56
Delaying release to study	<b>3</b>	4
<b>Total</b>	<b>80</b>	<b>100</b>

Source: Field Data, 2015

Based on Figure 4.3, 56% out of 80 respondents indicate delay of payments as bullying to teachers, 30% of the respondents indicate inappropriate promotion and 10% out of all respondents claimed inappropriate special duty as a main bullying to teachers. Only 4% of all respondents indicate delay to get release for further studies as a form of bullying practice.

### 4.4 Causes of Workplace Bullying Behavior

The researcher wanted to find out the causes of workplace bullying in the study area. The findings of this study indicate that there are multiple causes of workplace bullying in the study area. The findings indicate that 85% (68) of all respondents experienced bullying practice caused by lack of self-esteem rather than the specific

actions, 9% (7) of the respondents indicate appearance, or personality of the victim and only 6% (5) of the respondents indicate personal behavior. Table 4.7 below shows responses of the respondents.

**Table 4.7: Causes of Workplace Bullying Practice**

<b>Respondents Views</b>	<b>Frequency</b>	<b>Percent</b>
Fear	68	85
Personality of Victims	07	9
Personal Behaviour	05	6
<b>Total</b>	<b>80</b>	<b>100</b>

Source: Field Data, 2015

Based on Table 4.7, the findings indicate most of bullying practice caused by fear of bosses to secure their position. Many bullies feel that they cannot cope with certain aspects of their own job. They feel threatened by a highly competent colleague or a colleague who receives praise from a manager. Ultimately, bullies operate to hide their own incompetence. They view their victims as direct threats and bully them in an attempt to prevent their own inadequacies being revealed to other colleagues and managers. It has been suggested that bullying is more prevalent in the healthcare sector because nurses are an oppressed group who will continue to feel powerless to bring about change until this cycle is broken (Stanley *et al.*, 2007).

## **4.5 Workplace Bullying Practice and Employee Performance**

### **4.5.1 Workplace Bullying**

Workplace bullying is common in most organizations today especially with the presence of a diverse workforce in many organizations. Therefore, the researcher

wanted to find out the degree of workplace practice in the study area. Figure 4.3 and Table 4.8 show distribution of responses.

**Table 4.8: Respondents' Views on Degree of Workplace Practice**

<b>Respondents' Views</b>	<b>Frequency</b>	<b>Percent</b>
High	46	58
Average	26	32
Low	8	10
<b>Total</b>	<b>80</b>	<b>100</b>

Source: Field Data, 2015

Basing on Figure 4.3 and Table 4.8, 58% out 80 respondents indicated to have high workplace bullying practice in their organization, 32% of the respondents said there was average bullying practice and only 10% of all respondents indicated to have low workplace practice. The study found out that 58% of all respondents said to have high degree of workplace bullying in their schools and 32% of respondents to have average workplace bullying practice. Only 10% of all respondents indicated to have low workplace bullying practice. Therefore, the findings indicate that workplace bullying practice is very common in secondary schools. This finding conforms to those of Judge et al (2001) and Rashed (2001) who found out high degree of bullying practice in schools.

#### **4.5.2 Respondents Satisfaction on Job Performance**

The study found it was very important to know whether respondents mistreatment experienced or witnessed had impact to their job satisfaction and organization performance. The study found that 81% (65) of all respondents were inadequately

satisfied with job performance, 10% (10) of the respondents were satisfied with job performance and only 6% (5) of all respondents were neutral. Table 4.9 shows distribution of responses.

**Table 4.9: Respondents' Views on Satisfaction on Job Performance**

<b>Respondents' Views</b>	<b>Frequency</b>	<b>Percent</b>
Inadequate	65	81
Adequate	10	13
Neutral	05	6
<b>Total</b>	<b>80</b>	<b>100</b>

Source: Field Data, 2015

Based on Table 4.9, the findings indicate that 65% of all respondents were dissatisfied with job performance. The study indicate that employees who experienced low level of workplace bullying showed the highest job performance, thus confirming our first hypothesis which states that employees who perceive low level of workplace bullying will perform better on their job than those who experience high bullying in the workplace. This conforms to the finding of Einarsen et al. (2004) who indicated that as a form affective relationship conflict, bullying has a negative impact on job performance. Einarsen *et al.*, (2004) however cautioned that this impact is difficult to ascertain clearly due to other factors such as absenteeism, dissatisfaction, turnover, sickness, among others.

Moreover, the study found out that employees go into work wanting to do a good job and believing they are in a safe environment but things went different. This is inline with Field (2006) who asserts that toxic work environment prevents employees from

doing their jobs and fulfilling their duties. Verbal abuse, abuse of authority, and threats to personal status could be perceived as a toxic environment, thus a creating a negative relationship between bullying and the work environment.

#### **4.5.2 Effect of Workplace Bullying to the Employees Performance**

The significance of the consequences of workplace bullying has been demonstrated in various studies. For instance, research indicates that workplace bullying can produce serious negative consequences on an individual's quality of life, health, and well-being. The study wanted to find out whether teachers from selected schools were among of workplace bullying victims. The researcher asked whether bullying practice had an effect to employees' performance. Almost about 100% of all 80 respondents replied "YES" to the question. Moreover, the study wanted to find out the causative of poor performance. Table 4.10 shows distribution of responses.

**Table 4.10: Causes of Poor Performance**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
High absenteeism rates	26	32
Shortage of manpower	39	49
Poor staff morale	15	19
<b>Total</b>	<b>80</b>	<b>100</b>

Source: Field Data, 2015

From Table 4.10 show 39 (49%) out of 80 respondents indicate that bullying practice led to shortage of man power, 26 (32%) of all respondents indicate high absenteeism rate of teachers and only 15 (19%) of all respondents indicate poor staff morale as a

cause of poor performance. Beehr (2006) looked at various consequences of workplace harassment and found that high absenteeism rate and poor staff morale were among of causes of poor performance.

Based on findings above, According to Zapf (2000), verbal attack on a person's private life has powerful impact on the psychological health of the victims of harassment and bullying. The current findings supported this result by indicating that assigning incorrect or meaningless task to someone or behave in an offending style, ask for worthless responsibilities, restricting others to share their feelings and responsibilities, and gossiping behind one's back are related with nervous tension indicating decrease in their well being. Research has shown that this type of stress has a significant negative effect on individual's well-being as well as organizational well being (Smith, 2002). The findings of the current research are further supported by Namie and Namie (2003) who found that bullies on the job can cause permanent damage to their colleagues. The researchers finally concluded that victims of workplace bullying have to face shame, embarrassment, and despair, which can influence their private life as well as their job performance and satisfaction.

#### **4.6 Discussion of the Findings**

This study examines workplace bullying practice and employees' performance among secondary schools teachers at Temeke Municipality. Three specific objectives were used to analyze data. These are to identify workplace bullying behavior practice, to identify causes of work bullying behavior and to identify relationship between workplace bullying practice and employee performance.

On the question of whether respondents had been a target of a bully or witnessed the mistreatment, the findings indicate that respondents were mistreated with their bosses and co workers. There are several previous researches on workplace bullying and organizational related outcomes. Bilgel (2006) explored the prevalence of workplace bullying and its impact on health of bullying victims. The findings discovered that many respondents faced bullying and other respondents witnessed being bullied. Moreno-Jiménez *et al.*, (2008) conducted a study on the occurrence and forms of workplace bullying with the sample of 103 Spanish workers. The respondents reported considerable experiences of harassment and bullying.

Moreover, Ahmer (2009) investigated workplace bullying among trainee psychiatrists in Pakistan with the sample of 60 trainees. Most of the respondent told their experience of bullying that they have to face within one year. Tahir (2011) studied bullying in Pakistani context and he tried to redefining bullying, its history, span, and proportions. The findings showed that sufferers face emotional, physical, direct, and indirect bullying to same extent. Bashir and Hanif (2011) attempted to explore the phenomenon of workplace bullying, its occurrence and exposure of person related bullying and work bullying that are the two forms of workplace bullying in Pakistani telecommunication employees. They indicated that the respondents experience workplace bullying many time while working in their organization. Moreover, results indicated that employees have to face work related bullying more frequently as compare to person related bullying.

In the question which sex was mostly affected by bullying, the findings indicate that male respondents were mostly affected than female respondents. The findings is

contrary to a research done by Quine (2001) to determine the prevalence of bullying in community nurses in UK indicated that nurses who had been bullied indicated more women were bullied than men.

On the question of type/form of buying practice, the findings indicate that delay of payments to teachers and inappropriate promotion were mostly experienced by respondents. There are different approaches to the study of workplace bullying (Lewis & Gunn, 2007; Leymann, 1996; Salin, 2004), hence different typologies, forms and tactics of workplace have been identified. Rayner et. al (2002) suggest five categories of bullying which include threat to professional status, threat to personal standing, isolation, overwork, and destabilization.

In a study of emergency service organizations in UK, Owoyemi and Sheehan (2011) identified three types of bullying namely, personal bullying, administrative bullying, and social bullying. Several forms have been identified in the literature such as insults, verbal abuse, excessive teasing, and aggression (Lee & Brotheridge, 2006; Rayner et al., 2002; Salin, 2004). The type of bullying experienced depends to an extent on the type of task or positions of employees in the organization (Hoel & Cooper, 2003; Zapf & Einarsen, 2003).

The findings on the question of causes of workplace bullying in the study area indicate that respondents experienced bullying practice caused by lack of self-esteem rather than the specific actions. Empirical investigations reveal different causes of bullying at work. Perceived reasons for bullying were also addressed in a survey among employees at a Finnish University (BjoÈrkqvist *et al.*, 1994). The three main

reasons were competition concerning status and job positions, envy, and the aggressor being uncertain about his/her self. Another study was done by (Vartia) 2006) to members of the Union of Municipal Officials (showed similar results. In this study 68 per cent saw envy as an important reason for why they were being bullied, followed by a weak superior and competition for tasks or advancement or the superior's approval.

On the degree of bullying practice, the study found to have high degree of workplace bullying in most secondary schools at Temeke District Council. This finding conforms to those of Judge *et al.*, (2001) and Rashed (2001) who found out high degree of bullying practice in schools. Also, The study interested to find out whether respondents were satisfied with job performance. The study found that respondents were inadequately satisfied with job performance. The study indicate that employees who experienced low level of workplace bullying showed the highest job performance, thus confirming our first hypothesis which states that employees who perceive low level of workplace bullying will perform better on their job than those who experience high bullying in the workplace. This conforms to the finding of Einarsen *et al.*, (2004) who indicated that as a form affective relationship conflict, bullying has a negative impact on job performance. Einarsen et al (2004) however cautioned that this impact is difficult to ascertain clearly due to other factors such as absenteeism, dissatisfaction, turnover, sickness, among others.

On the effect of bullying practice on job performance, the findings indicate that bullying practice led to shortage of man power, high absenteeism rate of teachers and poor staff morale as a cause of poor performance. Beehr (2006) looked at various

consequences of workplace harassment and found that high absenteeism rate and poor staff morale were among of causes of poor performance. According to Zapf (2000), verbal attack on a person's private life has powerful impact on the psychological health of the victims of harassment and bullying.

Also, the current findings supported this result by indicating that assigning incorrect or meaningless task to someone or behave in an offending style, ask for worthless responsibilities, restricting others to share their feelings and responsibilities, and gossiping behind one's back are related with nervous tension indicating decrease in their well being. Research has shown that this type of stress has a significant negative effect on individual's well-being as well as organizational well being (Smith, 2002). The findings of the current research are further supported by Namie and Namie (2003) who found that bullies on the job can cause permanent damage to their colleagues. The researchers finally concluded that victims of workplace bullying have to face shame, embarrassment, and despair, which can influence their private life as well as their job performance and satisfaction.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

#### **5.1 Introduction**

This chapter presents overall summary of findings, conclusion, recommendations for action and recommendation for further research in this field.

#### **5.2 Summary of Findings**

The general objective of this study was to examine workplace bullying practice and employees' performance. Three specific objectives were used to analyze data. These are to identify workplace bullying behavior practice, identify causes of work bullying behavior and to identify relationship between workplace bullying practice and employee performance. The following are the summary of the research findings from the research objectives.

- (i) The findings indicate that most of the respondents were mistreated with their bosses and others with their co-workers. The findings indicate male respondents were more mistreated than female respondents.
- (ii) The study indicate bullying practice led to shortage of man power, high absenteeism rate of teachers and poor staff morale as a cause of poor performance.
- (iii) The findings indicate that most of the respondents were dissatisfied with job performance and employees who experienced low level of workplace bullying showed the highest job performance.

### **5.3 Conclusion**

This study aimed at finding out workplace bullying behavior and its effect to employee's performance. The data were analyzed based on specific objectives of the study. The study employed both qualitative and quantitative data analysis based with frequencies and percentages of respondent's opinion on each specific objectives and descriptive analysis for interviewed respondents in relation to specific objectives.

The study found inappropriate time of promotion, inappropriate of payment and inappropriate of getting special duties and delaying of getting letter release for further studies as among of workplace bullying behavior practice experienced respondents. Also the study found that most of bullying behaviour practice is caused by poor management in education system whereby all powers are vested to head masters and education officers.

It was found that there is close relationship between workplace bullying practice and performance of the teachers. Most of teachers forced to move to other professionals like bankers, human resources and administration. Based on above conclusion, workplace bullying is a harmful problem leading shortage of man power in education sector in Tanzania. Additionally, organizations incur damage such as decrease of performance, employee lack of morale, and monetary costs due to this explored the problem of workplace bullying from a theoretical perspective. Workplace bullying is common in most organizations today especially with the presence of a diverse workforce in many organizations. In developing countries like Tanzania, it is common for employees to experience bullying at work on a daily basis. Irrespective of the form or dimension, bullying negatively affects employee well-being and

performance at work and must be discouraged in order to achieve organizational effectiveness. Employees remain the cornerstone of every organization that wants to succeed, hence the need to provide a conducive work environment for them. What is more, employees who experience low level of bullying at work are better performers than those who experience high workplace bullying.

In the same vein, bullying negatively affects job satisfaction while satisfied employees are likely to be high performers at work. Organizations in Tanzania must therefore develop policies that depict zero tolerance to bullying at work by applying severe sanctions to perpetrators of bullying while providing adequate support to victims of workplace bullying. This will reduce the negative consequences of bullying on job satisfaction and performance.

## **5.4 Recommendation of the Study**

### **5.4.1 Recommendation for Action**

According to the findings of the study, the following are the general recommendations basing on specific objectives were given particularly to the ministry of education;

- (a) Reviewing the Human Resources structure and leadership especially at regional and district level.
- (b) Conducting regular training, workshops and seminars to train education officials on the effect of workplace bullying to the development of education.
- (c) Developing a framework for an external expert panel to investigate serious allegations of bullying and harassment among teachers.

- (d) Introducing new employee awards to acknowledge the contribution of employees in the categories of innovation, excellence, living the values, and difficult teaching and learning environment.
- (e) Developing a new learning and development program to embed leadership behaviors.
- (f) Developing a new culture program covering constructive behaviors, building personal resilience and developing a capability for self-awareness and self-actualization.

#### **5.4.2 Recommendation for Further Studies**

This sub title of the dissertation proposes other areas for the future studies for the workplace bullying and improvement of the welfare of the teachers. Therefore, the study posits two suggestions for future research. First, the study suggests that studies could explore the extent to which the potential of work place education management programs to impact positively on corporate approaches to bullying and harassment has been realized. Second, the study proposes studies exploring the degree to which simply having a comprehensive work place education management approach in place, by itself, makes bullying and harassment less likely. That is, how is the program influencing corporate culture in terms of bullying and harassment?

Finally, it is proposed for future study look at partnership approach to knowledge creation and sharing has the most potential for successful outcomes. Researchers and practitioners ought to engage with companies who already are signatories to the

agreement or with other relevant agencies, to develop and evaluate work place education management strategies and their impact on corporate culture generally and workplace bullying and harassment specifically.

## REFERENCES

- Adams, A. (2007). Bullying at work. *Journal of Community & Applied Social Science*, 7, 177- 180.
- Adams, A. & Crawford, N. (2004). *Bullying at work*. London: Virago.
- Adenuga, O. A. (2009). Bullying at workplace: Coping strategies. *African Journal of Research in Personal and Counseling Psychology*, 1(1), 153-158
- Agervold, M., & Mikkelsen, E. G. (2004). Relationships between bullying, psychosocial work environment and individual stress reactions. *Work & Stress Journal*, 18, 336 - 351.
- Ahmer, S., Yousafzai, A. W., Siddiqi, M., Faruqui, R., Khan, R., & Zuberi, S. (2009). Bullying of Trainee Psychiatrists in Pakistan: A Cross-Sectional Questionnaire Survey. *Academic Psychiatry*, 3, 335-339.
- Aryanne, O. (2009). *Managing Workplace Bullying*. Palgrave Macmillan, New York.
- Bilgel, N., Aytac, S., & Bayram, N. (2006). Bullying in Turkish white-collar workers. *Occupational Medicine*, 56(4), 226–231.
- Basset-Jones, N. & Lloyd, G. C. (2005), “Does Herzbergs Motivational Theory have staying power”? *Journal of Management Development*, Vol.24, No.10, pp. 57-56.
- Blendo, E. (2006). Workplace violence and workplace aggression: Evidence of their relative frequency and potential causes. *Aggressive Behavior* 22: 161–173.
- Bowling, N., & Beehr, A. (2006). Workplace harassment from the victim's perspective: A theoretical model and meta-Analysis. *Journal of Applied Psychology*, 91(5), 998–1012.

- Chambua, S. Kester, G. & Krijisen, H. (1997). *Democratic workers participation research in Africa: General research design*, Bamako, Dar es Salaam.
- Cheryl, L. (2009). *The Refractive Thinker: An Anthology of higher Learning*, Volume 1. The Lentz Leadership Institute LLC.
- Christen, M., Iyer, G. & Soberman, D. (2006). Job satisfaction, job performance and effort: A re-examination using agency theory. *Journal of Marketing*, 70, 137-150.
- Crawford, N. (2008), "Bullying at work", paper presented at the Bullying at Work, 2008 Research Update Conference, Staffordshire University, Stafford.
- Crowley, K., & Elster, K. (2006). *Working with you is killing me: Freeing yourself from Emotional Traps at Work*. New York: Warner Business Books.
- Djurkovic, N., McCormack, D. & Casmir, G. (2004). The physical and psychological effects of workplace bullying and their relationship to intention to leave: A test of psychosomatic and disability hypothesis. *International Journal of Organisational Theory & Behaviour*, 7(4), 469-497.
- 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 Stale Einarsen, H. Hoel, D. Zapf, & C. L. Cooper (Eds.), *Bullying and Harassment in the Workplace* (pp. 3–40). Boca Raton, FL: CRC Press.
- Hutchinson, M. Vickers, H. Jackson, D. & Wikes, L. (2005). 'I'm gonna do what I wanna do; Organizational changes as a legitimized vehicle for bullies', *Health Care Manage Review*, vol. 30, no. 4, pp. 331-336.

- Kinney, J., & Johnson, D. (1993). *Breaking point: The workplace violence epidemic and what to do about it*. Chicago: National Safe Workplace Institute.
- Kitt, J. (2004). Workplace bullying: An overview. *The Mandate Trade Union News*, pp. 6-13.
- Kothari, C. R. (2002). *Research Methodology*, New Delhi, Wishwa Prakashan.
- Kothari, C. R. (2007). *Research methodology: Methods and Techniques*, New Delhi: New Age International Publishers.
- Lee, R. & Brotheridge, C. (2006). When prey turns predatory: Workplace bullying as a predictor of counter aggression/bullying, coping and well-being; *European Journal of work and organizational Psychology*, 15 (3), 352-377.
- Lewis, D. & Gunn, R. (2006). Workplace bullying in the Public Sector: Understanding the racial dimension. *Public Administration*, 85, (3), 641-665.
- Lloyd, K. (2006). *Jerks at work: How to deal with people problems and problem people*. New York: Barnes & Noble.
- Lutgen-Sandvik, P. (2005). *Water smoothing stones: Subordinate resistance to workplace bullying*. Retrieved February 18, 2006, from ProQuest.
- Namie, G., & Namie, R. (2003). *The bully at work: What you can do to stop the hurt and reclaim your dignity on the job*. Naperville, IL: Sourcebook.
- Needham, A. (2003). *Workplace bullying: The costly business secret*. New York: Penguin Group.
- Oade, A (2009). *Managing Workplace Bullying*. Palgrave Macmillan, New York. P.2-3.
- Reddy, V. (2005). *Workplace Aggression: Organizational prevention and response*. Doctoral dissertation, Widener University, Wilmington, DE.

- Rowe, M. & Sherlock, H. (2005). 'Stress and verbal abuse in nursing: Do burned out nurses eat their young?', *Journal of Nursing Management*, Vol. 13, no. 3, pp. 242-248.
- Rowell, P. (2005). 'Being a "target: at work: Or William Tell and how the apple felt', *JONA*, vol. 35, no. 9, pp. 377-379.
- Salin, D. (2006). 'Ways of explaining workplace bullying: A review of enabling, motivating and precipitating structures and processes in the work environment', *Human Relations*, vol. 56, no. 10, pp.1213-1232.
- Seigne, E. (2007), "Bullying at work in Ireland", in Rayner, C., Sheehan, M. and Barker, M. (Eds), *Bullying at Work, 2007 Research Update Conference: Proceedings*, Staffordshire University, Stafford.
- Sutton, R. (2007). *The No Asshole Rule: Building a Civilized Workplace and Surviving One that isn't*. New York: Warner Business Books.
- Yamada, D. (2009). *Workplace Bullying and the Law: Towards a Transnational Consensus?* In S. Eppnarsen, ed., H. Hoel, ed., D. Zapf, ed., & C. L. Cooper (Eds.), *Bullying and emotional abuse in the workplace: International research and practice perspectives*, pp. 399–411.

## APPENDICES

### Appendix I: Questionnaires for Teachers

This questionnaire aim to investigate the study titled; **“An Assessment of Workplace Bullying Practice and its Effect to Teachers Performance in Tanzania. A Case Study of Selected Secondary School of Temeke Municipality”**. The responses from this will be used for the purpose of the study only. The researcher will not quote respondent’s name to the report.

Name of School.....

#### A. Personal particulars

##### 1. Age of the respondents

- |  |  |
|--|--|
| A. Below 30 Years <input type="checkbox"/> | C. 30-39 <input type="checkbox"/>              |
| B. 40-49 Years <input type="checkbox"/>    | D. 50 years and above <input type="checkbox"/> |

##### 2. Education level of the respondents

- |                         |                          |
|-------------------------|--------------------------|
| A. Diploma holder       | <input type="checkbox"/> |
| B. Degree               | <input type="checkbox"/> |
| C. Postgraduate diploma | <input type="checkbox"/> |
| D. Masters              | <input type="checkbox"/> |

## 3. Marital status of the respondent

A. Married B. Single C. Divorced D. Widow E. Widower 

## 4. How long have you been teaching?

A. Less than five years B. 5-10 years C. 11-15 years D. 16-20 years **B: Identification of workplace bullying behavior practice**

5., and despair, which can

6. Do you come across with any form of workplace bullying?

A. Yes  B. No. 

If yes, which form of workplace bullying do you experience?

A. Insults    B. Verbal abuse    C. Excessive teasing    D. Aggression

E. Embarrassment

**C: Causes of workplace bullying behavior**

What is your job attendance?

- A. Extremely high B. High C. Average D. Poor

Have you ever challenged your boss? Yes  No.

If yes, at what circumstance

- A. Revenue and expenditure B. Revenue C. Expenditure D. Ideas E. Others, specify.....

**D: Relationship between workplace bullying practice and employee performance**

Do you satisfied with relationship with your boss? A. Yes  B. No.

If yes, explain your

satisfactions.....  
.....  
.....

If no, explain why.....  
.....  
.....

What is your job performance in relation with your boss

- A. Extremely high B. High C. Average D. Poor E. Very poor

## Appendix II: Questionnaires

This questionnaire aim to investigate the study titled; **“An Assessment of Workplace Bullying Practice and its Effect to Teachers Performance in Tanzania. A Case Study of Selected Secondary School of Temeke Municipality”**. The responses from this will be used for the purpose of the study only. The researcher will not quote respondent’s name to the report.

Name of School.....

### A. Personal particulars

#### 1. Age of the respondents

- |                   |                          |                       |                          |
|-------------------|--------------------------|-----------------------|--------------------------|
| A. Below 30 Years | <input type="checkbox"/> | C. 30-39              | <input type="checkbox"/> |
| B. 40-49 Years    | <input type="checkbox"/> | D. 50 years and above | <input type="checkbox"/> |

#### 2. Education level of the respondents

- |                         |                          |
|-------------------------|--------------------------|
| A. Diploma holder       | <input type="checkbox"/> |
| B. Degree               | <input type="checkbox"/> |
| C. Postgraduate diploma | <input type="checkbox"/> |
| D. Masters              | <input type="checkbox"/> |

#### 3. Marital status of the respondent

- |             |                          |
|-------------|--------------------------|
| A. Married  | <input type="checkbox"/> |
| B. Single   | <input type="checkbox"/> |
| C. Divorced | <input type="checkbox"/> |

D. Widow

E. Widower

4 How long have you been teaching?

A. Less than five years

B. 5-10 years

C. 11-15 years

D. 16-20 years

**B: Identification of workplace bullying behavior practice**

5., and despair, which can

6. Do you come across with any form of workplace bullying?

A. Yes  B. No.

If yes, which form of workplace bullying do you experience?

- A. Insults
- B. Verbal abuse
- C. Excessive teasing
- D. Aggression
- E. Embarrassment

**C: Causes of workplace bullying behavior**

What is your job attendance?

- A. Extremely high
- B. High
- C. Average
- D. Poor

Have you ever challenged your boss? Yes  No.

If yes, at what circumstance

- A. Revenue and expenditure
- B. Revenue
- C. Expenditure
- D. Ideas
- E. Others, specify.....

**D: Relationship between workplace bullying practice and employee performance**

Do you satisfied with relationship with your boss? A. Yes  B. No.

If yes, explain your satisfactions.....  
.....  
.....

If no, explain why.....  
.....  
.....

What is your job performance in relation with your boss  
A. Extremely high B. High C. Average D. Poor E. Very poor