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Egyptian Experience Of The Workplace Bullying And Its Impact On Worker Productivity *

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ABSTRACT

The article's general goals and particular objectives are to explore the experience of workplace bullying from a qualitative and descriptive standpoint. Finally, the combined findings are shown. Design/methodology/approach- The methodology of this paper is therefore to identify, via a phenomenological inquiry, the situation in the professional world in terms of workplace bullying. Findings- Phenomenological research is a strong qualitative research approach that seeks greater knowledge and insight into an individual's experience, thoughts, emotions, and worries about a certain topic. The phenomenological qualitative method considerably adds to the meaning of workplace bullying and demonstrates its richness when contrasted to the quantitative approach. Originality/value - To eliminate workplace discrimination and bullying, organizations must deal with it effectively wherever and wherever it happens.

Keywords: Workplace Bullying, Human Resources, Organisational Dynamics

1. Overview and Introduction

Before delving into the topic of workplace bullying, it is important to first define the term. Bullying is a natural occurrence that has existed since the beginning of time. It derives primarily from the battle for existence and the law of nature that only the fittest survive. Workplace violence is on the rise (Ishmael & Alemoru, 1999), while workplace bullying and harassment accusations are on the rise (Lewis, 1999; Reade, 2002).

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Bullying is said to be a more debilitating and catastrophic issue for workers than work-related stress, and it should be considered a severe kind of social stress in the workplace (Einarsen, 1999; Garrett, 2003). Bullying at work is a hidden threat that may damage individuals and impair both individual and team performance, and people can never function at their best when they are tormented. Bullying is an experience that impacts persons of all organizational status categories, albeit the form of the experience differs from group to group.

Bullying is typically seen as something that exclusively happens to children and, as a result, does not get enough attention when it occurs in the workplace, as described and corroborated by the work of Field (2003a) and Randall (1997). According to Randall (1997), "bullying is not accepted as a credible label for the type of abuse that people experience at work or in the community as a whole." It is possible that the word "bullying" has too strong a link with childhood (Liefoghe & Davey, 2001) and the problems victims face at school or on their route to school. As a result, it is dismissed as a difficult situation within the reality of adult life. "It may happen to children, but it never happens to adults," might be the underlying mindset. To support this point of view, Adams (in Randall, 1997) claims that "victims are often not dealt with in a supportive fashion; instead of being assisted in freeing themselves of the bully's attention, they are often expected to 'pull themselves together' and 'not take any nonsense.'" This, according to Adams (in Randall, 1997), results in bullying at work being "one of the greatest sources of stress put upon employees and that organizations, in general, according to Randall (1997), "it is not only a massive problem, but one that is largely unacknowledged by employers." Bullying is defined by Hadjifotiou (1983) as a set of recurrent acts, behaviours, or practices aimed against or at employees. These behaviours are unwelcome by the victim and are carried out either intentionally or unintentionally by the offender.

Adams (1992) makes an important point when he links bullying to reckless driving and claims that there are drivers on the road every day who attempt to intimidate people in a variety of ways in order to compel them to do what they want. Driving closely behind someone to make them go faster or give way, or driving slowly in front of someone to have them move slower (Adams, 1992:85). The bully uses this to make the other person submit to his or her will (Adams, 1992:85). The same is true in workplace bullying situations when the bully also attempts to bend others to his/her way. According to Field (2003a), it is all about power and control. Bullies try to exert control over their victims and their surroundings (Field, 2003a).

According to Ellis (1994), the most understandable and comprehensive definition of workplace bullying is "persistent, offensive, abusive, intimidating, malicious, or insulting behaviour, abuse of power, or unfair penal sanctions; which make the recipients feel upset, threatened, humiliated, or vulnerable, undermining their self-confidence and potentially causing stress."

According to Adams (1992), workplace bullying is the chronic ill-treatment of an individual at work by one or more other people. To be considered bullying, the ill-treatment must be constant and aimed at a specific individual. Field (1996) defines 'bullying' as a set of behaviours ranging from a continuous refusal to recognize performance, loyalty, and accomplishment to repeated critical comments and humiliating and blatantly aggressive behaviour such as yelling at an employee in front of co-workers.

Bullying is an obsessive drive to divert hostility. It is accomplished by the projection of inadequacies (social, personal, interpersonal, behavioural, and professional) onto others through control and subordination (for example, criticism, exclusion, and isolation). Bullying is sustained by a climate of fear, ignorance, indifference, silence, denial, disbelief, deception, evasion of accountability, tolerance, and reward (such as promotion) for the bully (Field, 1996).

Randall's in-depth research on bullying, which dedicated an entire chapter to the definition of bullying and the conditions under which it happens, may also be used to derive meaningful findings about adult bullying (Randall, 1997). Randall (1997:4) defines bullying as "aggressive behaviour arising from the deliberate intent to cause physical or psychological distress to others" after analysing numerous components of bullying. He plainly disagrees with the other definitions, which claim that bullying must be a repeated conduct (Randall, 1997:5). Randall (1997) presents instances to support his contention that bullying may be physical and psychological, short-term or long-term, and with the goal to cause harm.

Randall (1997) distinguishes between 'emotional aggression' and 'instrumental aggression' to show that bullying may be affective or instrumental in nature. However, in each of these circumstances, there is a 'target' who will be damaged by a more powerful individual, the bully, and behaviour that is 'designed' to do harm (Randall, 1997:9). "Bullying has been presented as a phenomenon that occurs where there is an imbalance of power or perceived power and individuals or groups available who are willing to abuse that imbalance," Randall (1997) writes. In addition to the aforementioned classifications, Rayner and Cooper (1997) categorize bullying behaviour as follows:

- Threat to professional position (for example, dismissing viewpoints, public professional humiliation, and allegations of laziness);
- A threat to one's personal position (for example, name-calling, insults, intimidation, and devaluation based on age or other personal characteristics);
- Isolation (for example, denying access to opportunities, physical or social isolation, and information withholding);
- Excessive overwork (for example, putting too much pressure on yourself, establishing unattainable deadlines, and causing unneeded interruptions); and
- Destabilization (for example, failing to provide credit when it is due, meaningless duties, abdicating responsibility, repeatedly reminding one of mistakes, and setting one up to fail).

According to Einarsen (1999), bullying happens when a person at work is repeatedly exposed to hostile behaviour from one or more co-workers or superiors over a lengthy period of time, creating a scenario in which the victim finds it impossible to defend himself or flee the situation. Such therapy often stigmatizes the target and may result in significant psychological distress. Bullying is therefore a unique phenomenon in which hostile and violent behaviours, whether

physical or non-physical, are aimed systematically against one or more co-workers or subordinates, resulting in stigmatization or victimization of the receiver.

A number of phrases in the preceding definition need explanation. They are as follows:

Negative actions associated with bullying can be classified as follows: humiliation and personal criticism; withholding necessary information and being relieved of responsibilities; social exclusion and violent threats, and, finally, intimidation and work overload (Tehrani, 2001).

Bullying is described as behaviour that occurs frequently and on a consistent basis. This description includes extreme intimidating behaviour that puts the victim in a persistent state of terror, even if it does not occur on a regular basis (Tehrani, 2001).

Period of time: The amount of time exposed to bullying is significant in understanding the impact that bullying may have on victims and their well-being. Bullying is often stopped by organizational involvement or by victims electing to quit the organization. However, there are circumstances when neither of the aforementioned activities occur, and bullying has a significant influence on the individual's worth to the organization (Tehrani, 2004).

Power imbalance: When two people in a quarrel have an equal balance of power, there will be no bullying in the conflict scenario. Bullying may occur in a conflict environment when there is no balance of power and authority is formal due to a hierarchical position within the organization. Personal knowledge of a person's weaknesses and past is also seen as informal authority that may be utilized in bullying situations (Tehrani, 2001).

Subjective perceptions: Many people may claim that they are not bullying others and that their acts are natural and part of their interaction style. When measuring bullying, the victim's subjective views are more essential than the bully's experience (Tehrani, 2001). Another definition of bullying, as provided by Ishmael and Alemoru (1999) (the same definition is found in Lee (2000:593-610), is "persistent" (Adams, 2003; Lewis et al., 2002; Salin, 2001), offensive, abusive (Lewis et al., 2002), intimidating (Lewis et al., 2002), malicious or insulting behaviour, which amounts to an abuse of power (Adams, 2003) and makes the recipient feel upset, threatened, humiliated (Adams, 2003) or vulnerable (Lewis et al., 2002). Bullying damages target's self-esteem and may lead to stress.

According to Neuman's (2000) research, bullying is defined as the intentional, cruel, and persistent maltreatment of a target. Although bullying may occur amongst co-workers (or be directed by subordinates against superiors), the most typical kind of bullying is superiors abusing their control over subordinates. It is also worth noting that some individuals use informal influence over others rather than genuine authority supplied by the organization to construct superior-subordinate relationships.

In their research, Liefoghe and Davey (2001) believe that the word "bullying" should be used to emphasize workers' ambivalence, impotence, and displeasure with policy. They emphasize the contrast between the requirements of the organization and those of the employee. They

come to the conclusion that, under these circumstances, employment is obviously founded on a transactional, rather than a relational, psychological contract.

Bullying, according to Field (2003a), involves frequent experiences of "constant, trivial nit-picking and destructive criticism combined with a refusal to value or acknowledge performance and achievements." This might be a co-worker (Lewis et al., 2002:109), a boss (Lewis et al., 2002), or a parent. Field (2003a) adds that "bullying" may be physical - scary body language, even a slap or a punch - but that as adults, it is more likely to be a case of long-term psychological attrition. The bully will attempt to isolate his victim by turning co-workers against him (Crawford, 1999; Zapf and Einarsen, 2001).

Bullying, according to Field (2003a), may be a drawn-out and delicate process, making it difficult for others to recognize precisely what is going on, but it does seem feasible to identify specific situations in which bullying might develop. Einarsen (in Kramer, 2003) summarizes different types of bullying as mostly verbal and states that bullying rarely includes physical violence and that it can be structured into five types, namely work-related bullying, which may include changing or making difficult a person's work tasks, social isolation, personal attacks or attacks on a person's private life by ridicule, insulting remarks, gossip, or the like, as well as verbal threats.

The Oxford University Press (2002a) defines a bully as "a person who uses strength or power to coerce or intimidate weaker persons." 'Bully' as a verb means to 'persecute, intimidate, or oppress (physically or morally) by threats or superior force. Bullying is defined by Field (2003b) as a compulsive need to displace aggression, which is achieved through the expression of inadequacy (social, personal, interpersonal, behavioural, and professional) and the projection of that inadequacy onto others, through control and subjugation (criticism, exclusion, isolation). Bullying is supported through an atmosphere of fear, ignorance, apathy, quiet, denial, disbelief, deceit, avoidance of accountability, tolerance, and reward (such as a promotion) for the bully.

Garrett (2003) and McAvoy and Murtagh (2003) verified a similar description by include power abuse as a prominent component in their definitions of bullying. According to Garrett (2003), bullying is defined as "persistent attempts to undermine a colleague's self-confidence, abuse of power or position that usually manifests itself in persistently criticizing, openly condemning, or humiliating him." Bullying is defined by McAvoy and Murtagh (2003) as "persistent, offensive, abusive, intimidating, malicious, or insulting behaviour; abuse of power or unfair penal sanctions." Seward and Fahy (2003) corroborate this description, stating that the abuse of authority is designed to undermine, humiliate, disparage, or hurt the receiver.

It is vital to emphasize that workplace bullying is common and seems to be growing like wildfire (Hannabuss, 1998). Although numerous definitions of workplace bullying exist, a common aspect of this phenomena is the "abuse of power" by one over the other, according to a considerable body of research.

2. An Examination of the Prevalence of Workplace Bullying in its Context

2.1. An overview of the incidence of bullying

Mikkelsen and Einarsen (2001) give statistics on the incidence of bullying and its health consequences. In line with the findings of most prior Scandinavian research (Einarsen and Skogstad, 1996; Leymann, 1996), their findings suggest a low degree of bullying, with just two to four percent of respondents reporting being bullied. According to Einarsen (2000), the prevalent "feminine values" in these cultural settings, combined with high individualism and a low power distance between superiors and subordinates, has given a high priority to the rights and well-being of the individual, discouraging aggressive behaviour and condemning abuses of power.

2.2. Prevalence among professionals in positions of authority

Because of their formal authority and the difficulties of placing them in circumstances where they cannot defend themselves, it is widely considered that managers and staff in high positions endure less bullying than ordinary employees. However, Leymann (1992) discovered that senior managers were the ones who reported the most bullying. Other studies have shown that middle managers are the most likely to be bullied (Hoel, Cooper, and Faragher, 2001). Strong demands and strong internal competitiveness have been suggested to raise stress and frustration and reduce the threshold for aggressiveness inside these organizations (Hoel, Cooper, and Faragher, 2001).

Salin (2001) investigated bullying among business professionals, namely those in management or specialized roles and working in the private sector. The negative actions were obviously work-related or connected to micropolitical behaviour, that is, behaviour that intentionally attempts to strengthen the perpetrator's competitive position.

In line with previous research (Hoel, Cooper, and Faragher, 2001; Mikkelsen and Einarsen, 2001), Salin (2001) revealed that the number of bullying observations, namely 30%, was much greater than the stated prevalence of bullying. This might be due to a combination of poor reporting of bullying and heightened public knowledge of workplace bullying practices.

2.3. Gender distinctions

Bullying studies have found about similar rates of victimization among men and women (Einarsen and Skogstad, 1996; Leymann, 1992; Vartia, 2001). However, in a study done by Salin (2001), women were considerably overrepresented among those who reported being bullied. Hoel, Cooper, and Faragher (2001) report comparable results for their sample's female supervisors. This would imply that gender disparities in prevalence rates increase with increasing formal status.

Women may become more vulnerable to negative behaviours as they advance up the organizational hierarchy, implying a link with phenomena such as "the glass ceiling," an

invisible hierarchical barrier that many women find difficult to break through, particularly once they reach middle management. They argue that males feel threatened by women in an atmosphere that was formerly exclusively male, and that men may utilize bullying to eliminate women from such positions, frequently via sexual harassment. The fact that "unwanted sexual attention" appears to be a specific issue for female middle managers lends credence to this viewpoint.

2.4. Organizational structure

According to many Scandinavian research (Einarsen and Skogstad, 1996), the health and educational sectors are low-risk sectors for bullying, whereas big, male-dominated industrial organizations seem to be high-risk (Einarsen and Raknes, 1997). Hubert and van Veldhoven (2001) investigated whether certain organizational contexts are more vulnerable to bullying than others. They discovered that the incidence rates of bad behaviour varied dramatically among industries. However, in their analysis, the sectors most prone to systematic undesired behaviour were education, (local) government and public administration, and industry.

The "effect/danger ratio" approach of Björkqvist, sterman, and Lagerspetz (1994) may be useful in explaining the disparities across sectors. The effect/danger ratio expresses an individual's assessment of the probable (positive) effects and risks of an aggressive conduct. The aggressor attempts to maximize the impact while minimizing the dangers (such as retribution, societal criticism, or supervisor reprimands).

2.5. Organizational Situation

Organizational status refers to one's official position within an organization's structure and has nothing to do with the personal status of any individual who belongs to a certain group. Hoel, Cooper, and Faragher (2001) investigated the incidence of bullying in various organizational status groups. Surprisingly little variation occurred amongst various status groupings. However, when it came to observing bullying in the past five years, the experiences varied, with middle and senior managers more likely to have observed it than supervisors and employees. This may reflect the fact that managers' routines may naturally bring them into touch with more instances that the observer, properly or incorrectly, interprets as bullying.

2.6. Organizational structure

According to Hoel, Cooper, and Faragher (2001), the majority of perpetrators (74.7%) had a higher social position than the target. Bullying may be regarded predominantly a top-down process, potentially helped by organizational cultures, since its frequency was shown to be independent of organizational position (Einarsen, 1999). Hoel, Cooper, and Faragher (2001) found that co-worker bullying was prevalent (36.7%).

According to Coyne, Seigne, and Randall (2000), the antecedents of bullying are mostly located within the organizational setting and structure, rather than personality characteristics of the offender or target. As a result, probable causes for this include high levels of strain inside the organization, with a number of workers reaching breaking point, and increased numbers of

employees at lower levels of the organizational hierarchy, where co-worker conflict is more likely to emerge.

3. Research Methodology

To avoid inquiries that do not enable the phenomena to emerge, an unstructured interview with the following characteristics was utilized (Todres, 1990:79-80):

- The researcher is interested in themes rather than people;
- An effort is made to comprehend the significance of the phenomena in the participant's life. As a result, both the factual and meaning levels are documented;
- The phenomenon's quality is critical. As many intricacies of the qualitative features of the world in which the subject lives as possible are detailed;
- While the researcher's opinions and ideas may become part of the discourse, he or she should always return to the account of the actual event.
- In contrast to generic judgments and contemplative conclusions, the researcher urges the depiction of particular occurrences and activities.
- The researcher is open to new and unexpected events, as well as critical of his own preconceived notions.
- The emphasis is on certain topics. The researcher is the primary emphasis, but as much non-directive independence as feasible is permitted within that framework.
- The researcher is open to ambiguous interpretations; and
- The circumstances' ethics are honoured. The researcher should guarantee that the subject has a favourable experience and that he or she has proper ethical protection - in other words, anonymity.

It is vital to develop a question that, if asked in person, will result in the unfolding of the event in lived experience. This question's objective is "... to create a text that may serve as a springboard for psychological reflection - a springboard that is authentic to the way the event was experienced" (Todres, 1990). The inquiry should ask the expert to explain a specific circumstance involving the relevant incident. The emphasis on a situation acknowledges that the significance of the detected phenomena is considerably more than the person's theoretical understanding or cognitive reflection of the experience. The person's experience may have implications that are much more significant than he or she realizes. As a result, a query that leads to a description of a situation provides access to a pre-reflective experience that is rich in content and includes a meaningful world in terms of relational meaning (Fischer, 1982). The question is also phrased in such a manner that the respondent may provide a retrospective perspective of his experience. It recognizes that an experience is not an ahistorical, objective phenomenon, but that its meaning may become progressively obvious within the framework of

history (Kruger, 1988). Thus, the legitimate focus for phenomenological psychology is a concrete, experienced event within the framework of history (Todres, 1990).

The isolated occurrence is particularly allowed to evolve naturally by the following worded question:

"You are writing an autobiography as one of your last wishes because you only have six months to live." What is your workplace bullying experiences, ideas, emotions, concerns, and anxieties that you would want to add in the book?"

A rapport is built between the researcher and the individual, and a confidential environment is produced (Stones, 1988). Open-ended inquiries are asked in a non-directive, casual style. The talks are taped and verbatim recorded. Discussions will continue until the phenomenon reoccurs. The length of the interview takes into consideration Brooke's (1983) claim that a phenomenon exhibits a theme pattern of being (independent of the number of questions, researchers, or protocol length).

Kruger (1979) and Punt-Fouché (1993) describe the investigator reaching a natural point of saturation and being truthful to the facts as they occur. The phenomenological researcher is so suspicious of theoretical findings and conventional ideas, lest he fail to be loyal to the phenomena as they occur by prejudging that which is yet to be completely understood.

Giorgi examined in extensively the delicate balance between too much and too little information as early as 1985. The continuance of the interview, after the phenomena has achieved spontaneous saturation, is intended to make it a pleasurable experience for the professional, allowing him to reflect on and discuss his views.

The interviews with the people were phenomenologically analysed during the last study phase in order to discover the natural saturation points of the phenomena in the interviews. The procedures up to and including saturation are analysed using the phenomenological technique, which is based on Kruger's (1988) work.

3.1. Research Design

Table 2 provides a description of the participants in terms of the demographic variables of gender, ethnic group and home language. There were 15 participants in the study.

Only a few phases in the phenomenological analysis process—namely, the basic key themes and the general structure—are described in order to keep the article's length more reader-friendly.

The following framework for comprehending the conceptual framework of the data analysis of the phenomenological study has been constructed from a systematic perspective.

Table 1: Research methodology

	Research methodology
1	Literature study on the meaning, causes and challenges of discrimination and bullying within the workplace.
2	Discussing ideas with two experienced practitioners working in the field of workplace trauma.
3	Developing the initial research questions on workplace bullying.
4	Completion of interview with two selected participants.
5	Refinement of questions and selection of final list of participants (N=15).
6	Completion of interviews.
7	Analysis of data as highlighted in steps 1-6 in Figure 1 and discussion of results with the two experienced practitioners.
8	Summary of results and preventative solutions.

Steps 5 and 6: Participants' revelation of overarching themes, including the main theme

Six key topics (see Figure 2) and their corresponding sub-sections served as a window into the problem of workplace harassment. The following is an overview of these broad themes:

- Critical occurrence,
- stigmatization,
- signs of isolation,
- a toxic leadership style,
- severe trauma,
- searching for a meaning

Table 2: Description of participants in terms of demographic variables*

		Initial group	Rest of the group
1. Gender	Men	1	4
	Women	2	8
2. Highest Qualifications	Matric	1	4
	Degree	1	4
	Master's degree	1	4
3. Age	30-34		1
	35-39	1	5
	40-44	1	5
	45-49	1	1
	50-54		
4. Language	Afrikaans	2	4
	English	1	7
	Zulu		1
5. Gender of target versus bully	Men/Women	1	1
	Men/Men		3
	Women/Women	1	2
	Women/Men	1	6
6. Years of service in organisation	1-3		1
	4-7	2	5
	8-11		4
	12-15	1	2
7. Position of victim at time of being bullied	Staff		1
	Supervisory		4
	Management	1	4
	Senior management	2	3

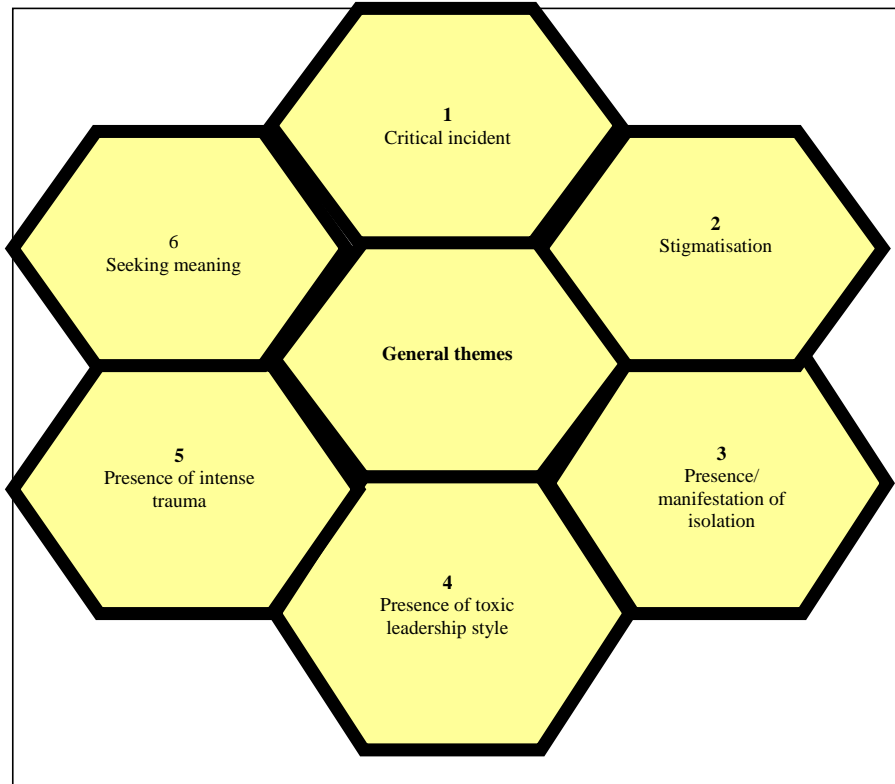


Figure 1: Understanding the conceptual framework of the data analysis of the phenomenological research

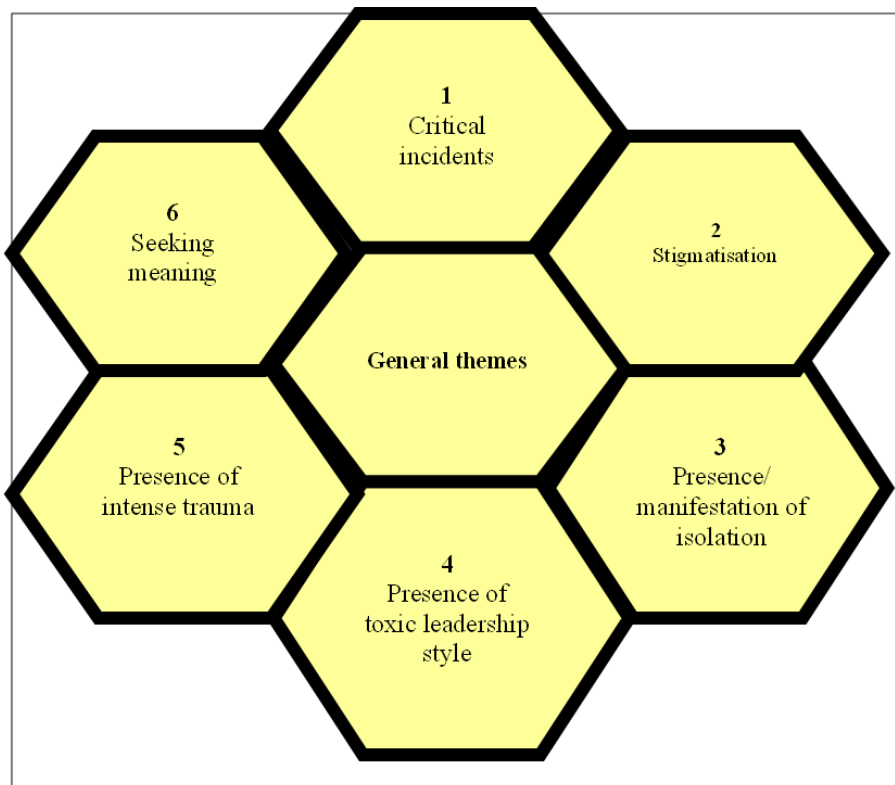


Figure 2: General themes revealed by the participant

Thus, the topics are explained in terms of the aforementioned. In step three, each overarching topic is emphasized and described in relation to the underlying key ideas. There are also citations of examples from the situational structures (step 4).

3.2. Critical occurrences

The category 'critical occurrences' was defined as a succession of episodes, frequently misunderstandings, personality differences, and conflicts that generate a snowball effect if not stopped in a fair amount of time. As sub-sections of the subject important occurrences, the following fundamental themes emerged:

3.3. Intimidation description

The theme of bullying in the workplace brings up a panorama of measured intimidation and numerous types of events. Shifting the goalposts without notifying the victim, consistent undervaluing of a victim's efforts, repeated attempts at demoralisation, and elimination of areas of responsibility without prior consultation are examples of instances that occur.

3.4. Conflict is perceived as the source of alienation

Thematically, a conflicting environment develops. This dispute and episodes are characterized in many ways, implying the substance of the conflict scenario and further potential for workplace harassment.

Bullying is seen as an intensified disagreement that worsens over time. Victims were more likely than controls to utilize conflict avoidance as a passive technique.

3.5. Stigmatisation

The category 'stigmatisation' was defined as a label for many situations that, with a given level of accuracy of the person being bullied, will act in a specific way. The following basic issues emerged as stigmatization sub-sections:

The perception of the harassed employee as difficult to manage.

The bullied person's opinions and influence, experiences, and performance are viewed as a problem (stigma connected to that sort of personality) that does not fit in with the boss's style or behaviour.

3.6. Job dissatisfaction is on the rise

This stigma, which labels the harassed individual, is characterized by decreased job satisfaction and a desire to feel job happiness again. There is undue pressure to create excessive outputs and/or meet unreasonable job deadlines.

3.7. Working environment authenticity

Thematically, dissatisfaction with the working environment with various stigmas and everything related with it emerges. This setting is considered unsatisfactory. Bullying antecedents are obvious as a result of excessive levels of pressure inside the organization.

Isolation and shift to a phase of restriction from possible prospects for growth and development.

The 'presence of isolation' category was defined as emotions of not belonging or fitting in at work, as well as losing out on chances. Isolation may also occur by hiding critical business information from a victim or by purposely omitting them from any social gathering. Victims may also be isolated if petitions for leave, training, or advancement are denied arbitrarily. As sub-sections of the topic presence of isolation and transition to a phase of constraint from chances for growth and development, the following fundamental themes emerged:

3.8. Isolation is present

Bullying in the workplace is conceptually split into phases that necessitate a shift in attitude in order to acclimatize to new conditions of isolation. Significantly increased levels of anxiety, job-related stress, and clinical depression are reported. Victims may also feel socially ostracized and undervalued, as well as lack self-confidence. This successfully weakens and ruins a person's self-worth, affecting both their social life and their professional performance. Insomnia, loss of appetite, and lack of focus are additional typical side effects.

3.9. Opportunity restraint

Bullying in the workplace is conceptually separated into eras, introducing a shift in the restriction of prospective options.

3.10. Toxic leadership style is present

The category 'toxic leadership style' characterized leaders who abuse their charisma for personal benefit and turn against what is best for their followers. As sub-sections of the subject presence of toxic leadership style, the following fundamental themes emerged:

Alienation as a result of the management style's conflict

A lack of a dignified leadership style is highlighted, implying that there is a fundamental flaw in how people are managed and led at work. Bullying behaviour may also involve repeated attempts to humiliate a worker in front of his or her co-workers, as well as the intimidating use of punishment or competency processes. The bully's typical implications include unjustified criticism made public to all senior and/or top management. This might lead to a shift in the management team's attitude toward the victim and his department.

3.11. Leadership style toxicity

The awareness of harmful materials grows. As the poisonous ingredients are identified, definite toxic characteristics emerge around them. The poisonous style hints to estrangement. Bullying is shown to occur in hierarchical relationships, with those in higher positions bullying those in lower positions. The chosen conception of power is sovereign or one-dimensional power with an emphasis on interpersonal hierarchical connections. A perceived power imbalance between the offender and the victim is a crucial part of the victim's experience.

3.12. The presence of severe trauma

The impact of extreme bullying on the employer/employee relationship was defined as the 'presence of intense trauma' category. As sub-sections of the topic presence of extreme trauma, the following fundamental themes emerged:

The presence of extreme and profound trauma and stress

Thematically, the existence of severe trauma concerning genuine events and the occupancy of the working environment develop. As a result of this transition, a need for inner emotional healing emerges. It is possible to undermine the victim's personal integrity by spreading hostile rumours or using harmful innuendo and sarcasm when interacting with and about the victim. Threats, inappropriate jokes, or continuous mocking are all examples of communication. Bullying, physical attacks, and violence against the victim or his or her property will also be included in this category.

Care and assistance are required.

Thematically, the interaction with others displays a desire for care and support. In this situation, the influence on the family and how actions and events around workplace bullying affect family and friends is common. It generates a great deal of tension, which must be controlled between the professional and personal poles.

3.13. Looking for meaning

The category's finding meaning' was defined as the outcome of a person being bullied, while seeking balance in life and the spiritual purpose of their suffering. As sub-sections of the topic seeking significance, the following key themes emerged:

Looking for meaning

There is a search for the essence of existence, as well as a desire to get to the bottom of occurrences. It is the presence of meaning in relation to thematically unfolding occurrences.

Making a mark to make things right

Thematically, a drive to correct and identify things via what is established emerges.

A fresh start and a sense of equilibrium are required.

Bullying in the workplace indicates a need for a new occupation of the working environment.

Step 7: Themes' General Structure and Operation

The issue of workplace bullying elicits a theme of crucial episodes (Theme 1). The professional's journey is marked by measurable intimidation. This path is defined in various ways and connotes a sense of confinement as well as the main heart of some conflict situation. The professional's employment experience manifests as an imbalance, with a demand for stability and harmony. As the conflict progresses, it creates tension.

The following issue is the stigmatization of workplace bullying (issue 2). It implies distance, as indicated by infectious malice. The road alters course, yet the eventual result is horrific because it cannot be avoided. The path is shared by others. At times, it indicates a condition of futility. The path of a professional is travelled in several ways. There is a longing to get off the road and to find acceptance once more. The struggle worsens, and the individual begins to doubt the meaning of existence. A sense of detachment from the workplace develops.

The third topic is the presence of isolation and how the business person deals with it. There is a yearning to be totally linked again, as well as a need to fully commit oneself to the evolving task. The strange workplace remains a distant memory. Bullying in the workplace is classified into several stages. There is a requirement for reconciliation. As disappointments accumulate, the necessity for the businessperson to restore equilibrium develops.

When confronted with the phenomena of workplace bullying, the presence of a toxic leadership style (Theme 4) and how the professional person responds to it are exposed.

It is the existence of a leadership style that wears several faces and is built on power plays and an incapacity to manage effectively.

The existence of strong tension is revealed in Theme 5. Thematically, sustained tension emerges. It is a deep estrangement from which the businessperson can be free. Depression makes a person feel as if he is being drawn further and deeper into a black hole, draining physical and mental efforts and energy and leading to some thoughtless action if trauma is not handled in a timely manner.

The search for meaning expands as Theme 6. The businessperson begins to seek the essence of life. This is accompanied by a greater desire for care and connection to the purpose of life. Thematically, intense suffering unfolds. The presence of meaning indicates a need for fresh transformation and cleaning. Furthermore, there is a desire to become engaged and to pass on and share his or her own narrative and lessons learned in order to help others. It is necessary to restore balance, promote stability, and harmony, and to guarantee that persons who participate in workplace bullying are effectively prevented.

4. Findings and Results Integration and Comparisons with Literature Findings

According to the theoretical discussion, there are two schools of thought on the issue of bullying. According to the first school, bullying has always existed and has just lately been explored and analysed. A significant number of studies have been conducted in order to more precisely define the concept and nature of workplace bullying (for example, Leymann, 1996; Liefoghe and Olafsson, 1999), to describe the prevalence and forms of bullying (for example, Einarsen and Raknes, 1997; Einarsen and Skogstad, 1996; Leymann, 1992a; Rayner, 1997; Vartia, 1996), and to identify personality traits and organizational factors that are

The second school of thinking is that when societies change and some blatantly violent behaviours become increasingly undesirable, the expressions of that aggressiveness become more covert. This is defined as a psychological alteration, adaptation, or development of human activity. Bullying is a common occurrence in many nations, according to research, and large-scale studies in Scandinavia have found that roughly 3-4% of their working population is impacted on a regular basis (Einarsen and Skogstad, 1996; Leymann, 1992a). According to Finnish and British research, the prevalence rate is around 10% (Hoel and Cooper, 2000; Vartia, 1996).

Bullying in the workplace is real and may occur in practically any job. The bully is frequently perceived as the person who gets things done, adds to the bottom line of the business, and is the most productive, while the target is perceived as weak - partly due to the bully's high standing in the eyes of his/her superiors and supporters, and partly due to the victim's badmouthing. Too frequently, organizations and managers (rather than leaders) are solely concerned with outcomes, paying little attention to the work environment and the underlying currents and connections that have a direct influence on those results. This type of emphasis might be an excellent breeding ground for the usual workplace bully who walks on others in order to be regarded as the winner. This is also consistent with the results of Zapf, Knorz, and Kulla (1996), who identified seven bullying factors: organizational bullying, social isolation, assaulting the victim's private life, attacking the victim's attitudes, physical violence, verbal aggression, and rumours.

Based on the findings of this study, it is clear that a new school of thought has emerged, which the author believes is the result of toxic leadership styles and an overemphasis on bottom-line results, as well as the role of emotional intelligence in improving work life quality (see Figure 3).

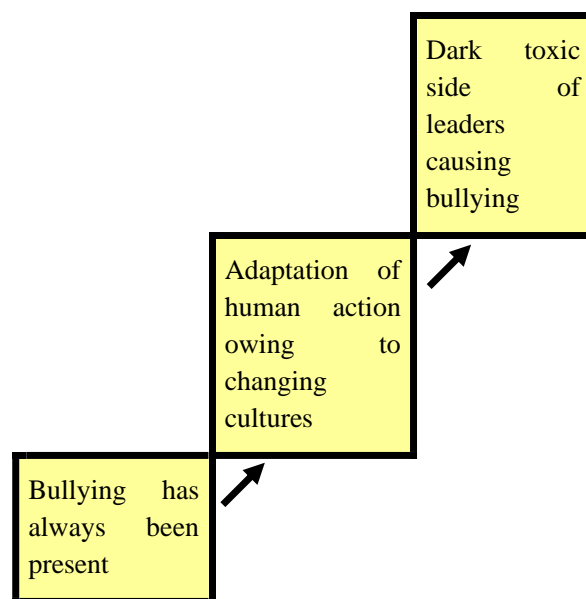


Figure 3: Schools of thought on bullying

Workplace violence and hostility pose major risks to employees, supervisors, and organizations in general. This is a problem that is becoming more serious in all parts of the world. These issues will worsen as organizations become increasingly global. For the protection of employees, managers, and organizations, concerted efforts to recognize and address concerns linked to workplace violence, aggressiveness, and passive-aggression are required. Ignoring workplace violence and aggressiveness is short-sighted to the point of carelessness. Today, far too many incidents occur that could have been avoided under better circumstances.

These schools of thinking are both plausible and not mutually exclusive. They might be produced by cultural alterations and a decrease in hostility in human civilization, which signifies a change in behaviour, as well as the possibility of more intense research into behavioural changes.

Another intriguing result is the obvious evidence revealed in this study, as well as in the literature, that bullying is caused by situations or occurrences, misuse of power, and typically follows a certain road-map (see Figure 4). The notion of power lies at the heart of every bullying definition (Einarsen, 1996). What has increasingly become the most prevalent definition of bullying focuses on unpleasant behaviours that occur regularly over a certain time period and against which the person affected feels it impossible to protect himself or herself (Einarsen, 2000; Einarsen, Raknes, and Matthiesen, 1994). The sensation of infringement - of a continual threat from which they cannot escape - is the heart of this scenario. As a result, the people involved in bullying would have an imbalance of power.

Bullying behaviour is frequently caused by a lack of emotional intelligence, notably a lack of emotional self-awareness, integrity, self-respect, empathy, conflict resolution skills and tolerance, as well as greed. People who have a high sense of self-esteem are more inclined to respect others and are less likely to engage in bullying behaviour. The fact that a victim is being bullied has little to do with the victim's profile. Bullies may target victims with low intra-personal skills to bully since such victims are less likely to fight back, however signals in this respect are not yet obvious and have not been substantiated.

Bullying in the workplace has only negative implications that are both widespread and serious. Based on the Egyptian environment, where the focus is on Employment Equity, and the reality that employers and management of organizations are frequently uninformed that workplace bullying happens, the author would advocate the following:

Employers should take deliberate action and implement steps to discourage bullying behaviour to prevent commercial harm as a result of bullying. Hosting a seminar to introduce staff to the concept of bullying and make them aware of the facts, developing a clear policy regarding bullying and encouraging employees to report violations of anti-bullying policies, conducting regular surveys, and providing sensitivity and people-skills training and education are all possible actions.

Phenomenology is, to be sure, primarily concerned with the interviewees' experiences and subjective interpretations of their experiences and the flow of events. As a result, the researcher's participation in directing the respondents to a more substantiated perspective of the phenomenological and psychological components was restricted. However, the participant's analysis of the outcome clarified the material that came from the interviews and demonstrated that all interviewees' experiences follow a consistent pattern from which particular conclusions may be formed, as reported.

There is still a significant need for empirical investigations on the nature and causes of workplace bullying. However, research into the reasons of bullying should continue in two directions: studies into variables impacting the target's views and experiences of victimization and investigations into the causes of bullying behaviour.

A research strategy is defined as a broad approach to an investigation. The phenomenological approach was chosen as the research technique for this study because to its flexibility, in-depth overall inquiry, and support of the study's research objectives. This method allowed for intensive probing of specific phenomena during interviews, as well as a deep holistic viewpoint that significantly increased overall knowledge of the study objectives. Validity and reliability problems were handled adequately by careful creation of the design parameters for data collecting and analysis. To reduce the subjective element of this investigation, the researcher's function, as well as the roles of those engaging in the research, were explicitly specified. When compared to the quantitative technique, it is obvious that the phenomenological qualitative approach considerably contributes to the meaning of workplace bullying and demonstrates its richness.

The extent of this research's distinctiveness and novelty resides in its location within a Egyptian environment. The impact of our country's pre- and post-Apartheid history on the workplace and its role actors cannot be overstated. This study is especially pertinent since workplace bullying is more widespread in organizations where there have been big changes on many levels in the country, eventually leading to increased instability and uncertainty. As a result, it might be said that workplace bullying is most prevalent in Egypt, with disastrous or frequently irreparable results. This country cannot afford the economic effects of workplace bullying, which include lower production, poor employee performance, and employee incapacity. This study goes into detail about these high-risk variables, as well as the preventative and proactive measures that should be done.

5. Conclusion

Organizations must deal with workplace prejudice and bullying wherever and whenever it happens in order to successfully eradicate it. The most successful interventions are education, training, and development. Organizations must not only provide their employees with access to skills and management training, diversity training, conflict resolution, and discrimination awareness, but they must also provide more comprehensive training that includes coaching people on values such as valuing and treating others with dignity and respect. Performance management should be a function of the entire organization, rather than just the Human Resources Department. Employees in reward and recognition systems should feel distributive as well as procedural justice. Promotion and progress should be based on merit rather than symbolism or stereotypes.

Employers must establish an atmosphere in which both bullies and victims understand that the organization will take decisive action in response to any claims of workplace bullying. In today's competitive and ever-changing climate, healthy organizations should be formed to preserve a competitive advantage. The health of an organization is more concerned with achieving a happy, dedicated, and secure workforce than with the bottom line of a financial sheet. A happy organization would make workplace bullying undesirable by setting suitable regulations and developing a culture in which any employee would feel safe in reporting a bully. The environment in which an employee feels comfortable exposing a bully is important to addressing this issue and cannot be overstated. It is claimed that in the office, as in the schoolyard, the one thing that all bullies fear the most is exposure to individuals in charge.

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