BANDIRMA ONYEDİ EYLÜL ÜNİVERSİTESİ SAĞLIK BİLİMLERİ VE ARAŞTIRMALARI DERGİSİ
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Crab Mentality Among Academic Nurses: If I Can't Do It, You Can't Do It
Akademisyen Hemşirelerde Yengeç Zihniyeti: Ben Yapamıyorsam Sen De Yapamazsın

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ABSTRACT

Aim: *This study aims to explore academic nurses' perceptions and experiences about crab mentality, as well as how they experience and cope with its challenges.*

Material and Method: *This study adopted a phenomenological design, a qualitative research method. The study was conducted between April 10 and May 10, 2022. The sample consisted of 15 academic nurses from two universities. Data were collected through in-depth interviews using a semi-structured interview form. Descriptive statistics were used to analyze the quantitative data, while the qualitative data were analyzed using qualitative data analysis software.*

Results: *Participants had a mean age of 40.20 ± 4.19 years and an average of 16.93 ± 5.67 years of work experience. The interviews revealed four main themes and ten subthemes. The results showed that participants experienced physiological, emotional, and social problems due to crab mentality in their workplaces, driven by rivalry, jealousy, and resentment.*

Conclusion: *Crab mentality is prevalent among academic nurses. Therefore, authorities should develop interventions to create an ethical environment where managers and employees can communicate effectively. Working in an environment with crab mentality can harm academic nurses both psychologically and physically. Prolonged exposure to high-stress environments can lead to chronic stress, fatigue, and burnout, which negatively affect physical health by weakening the immune system and increasing vulnerability to stress-related illnesses. Research highlights the link between chronic stress and reduced productivity, as well as decreased job satisfaction. Implementing stress management strategies in the workplace can prevent these adverse effects, improving employee well-being, work efficiency, and overall organizational performance.*

Keywords: *Academicians, Crab mentality, Crabs in the barrel syndrome, Nurse, Phenomenology*

ÖZET

Amaç: *Bu çalışma, akademik hemşirelerin yengeç zihniyeti hakkındaki algılarını ve deneyimlerini, ayrıca bu zorluklarla nasıl başa çıktıklarını keşfetmeyi amaçlamaktadır.*

Gereç ve Yöntem: *Bu çalışmada nitel araştırma yöntemlerinden fenomenolojik desen kullanılmıştır. Çalışma 10 Nisan - 10 Mayıs 2022 tarihleri arasında yürütülmüştür. Örneklem, iki üniversiteden 15 akademisyen hemşireden oluşmaktadır. Veriler, yarı yapılandırılmış bir görüşme formu kullanılarak derinlemesine görüşmeler yoluyla toplanmıştır. Nicel verileri analiz etmek için tanımlayıcı istatistikler kullanılmıştır. Nitel veriler nitel veri inceleme yazılımı kullanılarak analiz edilmiştir.*

Bulgular: *Katılımcıların yaş ortalaması 40.20 ± 4.19'dur. İş deneyimleri 16.93 ± 5.67 yıldır. Görüşmeler dört tema ve on alt tema ortaya çıkarmıştır. Bulgular, katılımcıların işyerlerinde rekabet, kıskançlık ve kızgınlık nedeniyle yengeç zihniyetinden muzdarip oldukları için fizyolojik, duygusal ve sosyal sorunlar yaşadıklarını göstermiştir.*

Sonuç: *Akademik hemşireler arasında yengeç zihniyeti yaygındır. Bu nedenle yetkililer, yöneticilere ve çalışanlara etkili iletişim kurabilecekleri etik bir ortam sağlamak için müdahaleler geliştirmelidir. Akademik hemşireler için yengeç zihniyetinin olduğu bir ortamda çalışmak kişilere psikolojik ve fiziksel olarak zarar verebilir. Uzun süreli yüksek stresli ortamlara maruz kalmak, kronik stres, yorgunluk ve tükenmişliğe yol açarak bağışıklık sistemini zayıflatabilir ve stresle ilişkili hastalıklara duyarlılığı artırabilir. Araştırmalar, kronik stresin üretkenliği azalttığını ve iş tatminini düşürdüğünü vurgulamaktadır. İşyerinde stres yönetimi stratejilerinin uygulanması, bu olumsuz etkileri önleyerek çalışanların iyilik halini, iş verimliliğini ve genel organizasyonel performansı iyileştirebilir.*

Anahtar kelimeler: *Akademisyen, Yengeç zihniyeti, Fıçıdaki yengeç sendromu, Hemşire, Fenomenoloji*

INTRODUCTION

Crab mentality is a phenomenon in which people react negatively to those who get ahead. It is also defined as one's tendency to pull others down if one cannot get ahead. It is an analogy to one's selfish and envious attitudes toward other people's success (Fettahlıoğlu & Alkış Dedeoğlu, 2021). In the literature, this phenomenon is also referred to as "crab in a bucket" (Altan & Filizöz, 2023; Aydın & Oğuzhan, 2019; Demirel & Çetinkaya, 2023; Ermiş & Akyol, 2023). The phrase "crab in a bucket" is a metaphor often used to describe a situation where individuals within a group or community undermine or impede the progress of others trying to improve their circumstances. The analogy is based on the behavior of crabs in a bucket; if one crab tries to escape, the other crabs hold on to it and pull it back, preventing it from escaping. Similarly, in human interactions, this expression emphasizes the tendency of some individuals to sabotage or discourage the success of others, often out of jealousy, competition, or fear of being left behind (Altan & Filizöz, 2023).

Crab mentality has both personal and organizational causes. Personal reasons include jealousy, low self-esteem and self-confidence, narcissism, fear, and anxiety (Özdemir & Erdem, 2020). Organizational causes include organizational structure, culture, and managerial attitudes that allow crab mentality to dominate. This phenomenon manifests as mobbing, bullying, exclusion, gossip, rumors, and aggression in organizations (Aydın & Oğuzhan, 2019). Employees resort to crab mentality to gain power, protect their interests, impress their superiors, get promoted, and prevent others from climbing the social ladder (Eren, 2018). Research has shown that academics also adopt crab mentality to thwart their colleagues' efforts (Altan & Filizöz, 2023; Demirel & Çetinkaya, 2023; Ermiş & Akyol, 2023; Hwang, 2018; Omotoso, 2020).

However, working in an environment dominated by crab mentality takes its toll on academics, causing them to experience physiological, emotional, and social problems, and preventing them from improving themselves. Kumar and Soubhari (2014) reported that crab mentality triggered insecurity and caused academics and educational administrators to experience higher levels of job stress. Güven, Kaplan, and Acungil (2018) conducted a study in Turkey and found two critical findings. First, mobbing is prevalent in the academic environment. Second, female academics are more likely to be victims of mobbing than their male counterparts. Yıldırım, Yıldırım, and Timucin (2007) found that nine out of ten academics in Türkiye had been victims of bullying. Young & Roos (2019) documented that South African academic nurses who were victims of mobbing had a poor quality of work life.

Crab mentality is prevalent in every sphere of life. Therefore, academic nurses are not exempt from it. We must address the issue of crab mentality dominating academic settings to help academic nurses cope with related problems (Christensen & Evans Murray, 2021). Although some researchers have investigated the effect of crab mentality on academics and nurses (Aydın & Oğuzhan, 2019; Güven et al., 2018; Özdemir & Erdem, 2020), no research has been conducted on its effect on academic nurses. Therefore, this study aimed to investigate what academic nurses think and feel about crab mentality and how they experience it and cope with its challenges. We believe that our findings will help us understand how academic nurses experience crab mentality and how it affects their professional lives.

MATERIALS AND METHODS

Research Type

This study adopted a phenomenological design, which is a qualitative research method. The main aim of phenomenology is to reduce personal experiences of a phenomenon to a common universal explanation of such an experience. The researcher needs to define the phenomenon. The next step is to collect data from people with experience of the phenomenon and arrive at a holistic description that captures the essence of all people's experiences (Creswell & Poth, 2016). This study explored what academic nurses think and feel about the crab mindset, how they experience it and how they cope with its challenges. In order to best reflect the phenomenon of crab mentality, the interviews were subjected to content and descriptive analysis.

Study Population and Sample

The study population consisted of 18 academic nurses from two public universities. The sample consisted of 15 participants (14 women and one man) recruited using purposive sampling. The inclusion criteria were (1) graduating from a nursing department and (2) working as an

academic (3) having at least five years of professional experience in nursing education or practice. Three academic nurses were excluded because they were either on leave (n=2) or declined to participate in the study (n=1). Associate and professors were not included in the study because it was specifically aimed at understanding experiences tied to a particular career stage, particularly early to mid-career academic nursing roles, where academic pressures or experiences might differ significantly from those of more senior faculty. The sample consisted of nine assistant professors, three research assistants, and three teaching assistants. Each participant was assigned a code (P1, P2, P3, etc.). In order to explore their understanding and perceptions of crab mentality, a pre-test was administered to all academics to determine whether they had this mentality and whether they had experienced this problem. A total of 15 participants were included in the study, all of whom were aware of the term crab mentality and had experienced this problem. The questions in the study consisted of open-ended questions that encouraged participants to reflect on their experiences and share their thoughts on how crab mentality affects individuals in their professional contexts.

Data Collection Tools

The data were collected using an information form and a semi-structured interview form developed by the researchers considering the relevant literature (Aydın & Oğuzhan, 2019; Fettahlıoğlu & Alkış Dedeoğlu, 2021; Kumar & Soubhari, 2014) (Table 1). The information form consisted of two parts. The first part included items on sociodemographic characteristics (age, gender, marital status, work experience, etc.). The second part consisted of open-ended questions, such as, What do participants think about crab mentality?, How does crab mentality affect participants?, How do participants deal with the crab mentality?

The semi-structured interview form consisted of three open-ended questions. The researchers asked probing questions to clarify responses and elicit more details from participants.

Data Collection

In-depth interviews were conducted between April 10 and May 10, 2022. The researchers conducted the interviews themselves without the presence of an observer or reporter. To ensure the participants felt comfortable answering the questions as openly as possible, the interviews were held face-to-face in the participants' rooms. Preventive measures (masks, distance, hygiene, etc.) were followed throughout the interviews due to the COVID-19 pandemic. All participants gave their consent to have the interviews recorded. Each interview lasted between 30 and 40 minutes, and the data collection process concluded when data saturation was reached. The interviews were conducted by an author who is an academic and holds a doctoral degree, with experience in a qualitative research course. The other two researchers in the study are also academics with doctoral degrees and have participated in a qualitative research course. Additionally, both researchers hold certificates in qualitative research.

Ethical Considerations

The study was approved by the ethics committee of a public university (Date: 2022/03, and Approval Number: GO 2022/529). All academics were informed about the research purpose, procedure, and confidentiality. Informed consent was obtained from those who agreed to participate in the study. All participants were assigned codes (P1, P2, P3, etc.). The study was conducted by the Good Clinical Practice and Reporting Standards of Qualitative Research outlined by the Declaration of Helsinki.

Data Analysis

The researchers transcribed all interviews. The data were analyzed using content and descriptive analysis. Researchers employ content analysis to develop concepts and relationships to explain data (Yıldırım & Simsek, 2018). Themes and subthemes were developed in line with the research questions. Direct quotations provided an accurate and coherent picture of participants' views. No personal information was disclosed as all participants were assigned codes (P1, P2, P3, etc.). The quantitative data were analyzed using the Statistical Package for Social Sciences (IBM Corp. Released 2012. IBM SPSS Statistics for Windows, version 21.0, Armonk, NY: IBM Corp.). Descriptive statistics (frequency, percentage, mean, and standard deviation) were used to analyze the quantitative data. The qualitative data were analyzed using the MAXQDA-20.

RESULTS

Participants had a mean age of 40.20 ± 4.19 years (min=33, max=47). They had 16.93 ± 5.67 years of work experience (min=7, max=24). Fourteen participants were women. Nine participants were single. Nine participants were assistant professors. Table 1 shows the participants' sociodemographic characteristics.

The most frequently mentioned words within the themes are shown in Figure 1

Table 1. Sociodemographic Characteristics (N=15)

Participant	Age	Sex	Duration of employment	Level of education	Title	Marital Status
Participant 1	33	Male	8	Doctoral degree	Academic Staff PhD	Married
Participant 2	35	Female	11	Doctoral degree	Research assistant PhD	Married
Participant 3	42	Female	21	Doctoral degree	Academic Staff PhD	Married
Participant 4	42	Female	24	Doctoral degree	Assist. Professor	Single
Participant 5	47	Female	23	Doctoral degree	Assist. Professor	Single
Participant 6	42	Female	18	Continuing the doctorate	Research assistant	Married
Participant 7	35	Female	12	Doctoral degree	Assist. Professor	Married
Participant 8	40	Female	11	Doctoral degree	Assist. Professor	Single
Participant 9	38	Female	16	Doctoral degree	Assist. Professor	Single
Participant 10	44	Female	20	Doctoral degree	Assist. Professor	Single
Participant 11	43	Female	21	Continuing the doctorate	Academic Staff	Married
Participant 12	44	Female	22	Doctoral degree	Assist. Professor	Single
Participant 13	35	Female	7	Continuing the doctorate	Research assistant	Single
Participant 14	44	Female	21	Doctoral degree	Assist. Professor	Single
Participant 15	39	Female	19	Doctoral degree	Assist. Professor	Single
The Average Age: 40.20 ± 4.19 (Min: 33: Max: 47)						

Table 2. Answers concerning crab mentality

Themes	Subthemes
1. The meaning of crab mentality	1.1. Mobbing: Psychological and physical harassment 1.2. Inhibition: Increased workload and lack of support 1.3. Rivalry: Envy of success and ambition
2. The impact of crab mentality	2.1. Psychological impact: Anger, burnout, and feelings of worthlessness 2.2. Occupational impact: Non-cooperation and avoiding responsibilities
3. The causes of crab mentality	3.1. Personal issues: Passive accepting and sneaky behavior 3.2. Communication problems: Lack of empathy
4. Solutions to crab mentality	4.1. Objectivity: Fairness and equality, 4.2. Effective communication 4.3. Team spirit: Cooperation, motivation, and support

Figure 1. A Word Cloud for Crab Mentality

Thematic Results

The interviews yielded four crucial statements about how participants experienced crab mentality. The interviews revealed four themes and ten subthemes (Table 2).

Theme 1: The Meaning of Crab Mentality

This theme consisted of three subthemes: mobbing, inhibition, and rivalry.

Subtheme 1.1: Mobbing

Participants associated crab mentality with behaviors aimed at pulling others down to prevent their success. It was described as looking down on others and gossiping due to excessive ambition

and jealousy.

- ✓ *"Participants believed crab mentality was linked to mobbing, where individuals attempt to undermine others' achievements" (P1).*

- ✓ *"Crab mentality was seen as closely related to mobbing behavior" (P4).*

Subtheme 1.2: Inhibition

Crab mentality was also described as the act of preventing others from advancing, often due to jealousy.

- ✓ *"Some participants noted that others prevented them from climbing the academic ladder because of jealousy" (P8).*

- ✓ *"It was also mentioned that some individuals burden others with extra responsibilities just to watch them fail" (P10).*

Subtheme 1.3: Rivalry

Participants associated crab mentality with rivalry, aggression, injustice, and egoism.

- ✓ *"For some, crab mentality evoked feelings of rivalry, aggression, and egoism" (P7).*

- ✓ *"Participants also connected crab mentality with jealousy and ambition" (P14)*

Theme 2: The Impact of Crab Mentality

This theme included two subthemes: psychological impact and occupational impact, highlighting how participants felt when they experienced crab mentality.

Subtheme 2.1: Psychological Impact

Participants shared that they felt trapped in a dark place when they were victims of crab mentality.

- ✓ *"One participant felt as though they made mistakes despite thriving, attributing these feelings to being a victim of crab mentality" (P14).*

- ✓ *"Another participant mentioned being unsure of how to deal with crab mentality, feeling both anger and reservation, and labeling those with crab mentality as sneaky" (P5).*

Subtheme 2.2: Occupational Impact

Participants reported feeling demotivated and discouraged in their professional lives due to crab mentality.

- ✓ *"Crab mentality caused some participants to feel demotivated, making them dread going to work" (P12).*

- ✓ *"For others, it led to disappointment and health issues, causing them to consider quitting their academic careers" (P15).*

Theme 3: The Causes of Crab Mentality

This theme consisted of two subthemes: personal issues and communication problems, with participants expressing their views on the causes of crab mentality.

Subtheme 3.1: Personal Issues

Participants believed that crab mentality was often rooted in personal issues such as jealousy and inflated egos.

- ✓ *"Some participants felt that their colleagues exhibited crab mentality due to jealousy and selfishness" (P13).*

- ✓ *"Others believed crab mentality stemmed from colleagues' unhappiness and a perception of being outpaced" (P5).*

Subtheme 3.2: Communication Problems

Crab mentality was also linked to communication difficulties.

- ✓ *"It was suggested that individuals with crab mentality often lacked vision or mission and treated others as friends while secretly undermining them" (P11).*

- ✓ *"Some participants mentioned facing communication problems with superiors and colleagues, leading them to either speak to higher-ups or accept the situation as it was" (P9).*

Theme 4: Solutions to Crab Mentality

This theme comprised three subthemes: objectivity, effective communication, and team spirit, with participants discussing potential ways to address crab mentality.

Subtheme 4.1: Objectivity

Participants emphasized the importance of maintaining objectivity in situations involving crab mentality.

- ✓ *"In the face of crab mentality, participants expressed a desire to pursue fairness and ensure a transparent evaluation process,*

even if it negatively affected them" (P13).

✓ *"Participants also stressed the need for a supportive, inclusive decision-making process to maintain objectivity in the work environment" (P6).*

Subtheme 4.2: Effective Communication

To counter crab mentality, participants preferred maintaining distant or cautious communication with those exhibiting such behaviors.

✓ *"One participant noted that they maintained distant communication with individuals demonstrating crab mentality, regardless of their position" (P12).*

Subtheme 4.3: Team Spirit

Finally, participants mentioned the importance of fostering team spirit and collaboration to counteract crab mentality.

✓ *"Forming a supportive team with like-minded colleagues was seen as a way to accomplish goals and distance themselves from those exhibiting crab mentality" (P3).*

DISCUSSION

This study defines the concept of the "crab mentality," which describes a phenomenon in which individuals within a group attempt to pull others down out of jealousy or resentment, much like crabs do. A literature review revealed that studies on crab mentality are limited (Aydın & Oğuzhan, 2019; O'Flynn-Magee et al., 2021). In this study, the challenges faced by academic nurses working with colleagues exhibiting crab mentality were examined within the literature. Participants' views on crab mentality were grouped under four themes: (1) the meaning of crab mentality, (2) its effects, (3) its causes, and (4) solutions to address it.

The theme of the meaning of crab mentality consists of three sub-themes: mobbing, obstruction, and competition. This theme is associated with psychological and physical harassment, workload, lack of support, jealousy, and ambition. In the academic world, phenomena such as jealousy, competition, and mobbing can lead to psychological intimidation (Beitz & Beckmann, 2022). Individuals exhibiting crab mentality may trigger feelings of jealousy, ambition, competition, and psychological intimidation by treating others poorly (Öztürk,

2019). Behaviors such as belittling, ignoring successes, increasing workloads, and speaking behind colleagues' backs are common manifestations of crab mentality in educational institutions (Bozbayındır & Eken, 2018; Güven et al., 2018; O'Flynn-Magee et al., 2021). This phenomenon is not limited to academic institutions but is also observed in various professional fields, including nursing.

Academics may sometimes become victims of crab mentality as they compete for promotions or academic titles. Additionally, jealousy may arise when some academics secure permanent positions while others do not. Jealous academics may attempt to discredit, belittle, or exclude their colleagues. Victims of crab mentality among academics often experience negative emotions (such as unhappiness and discomfort) and reduced performance (Özdemir & Erdem, 2020).

According to the International Labour Organization (ILO, 2020), mobbing is a significant workplace problem. Particularly in public institutions, as legal regulations against physical violence have increased, mobbing has become more prevalent. In Turkey, a common form of mobbing among academic nurses is referred to as "crab mentality." Numerous studies investigating perceptions of mobbing among academics in both private and public universities in Turkey have found evidence supporting the existence of mobbing, regardless of institution type (Güven et al., 2018; Karahan, 2016; Şenerkal & Çorbacıoğlu, 2015; Öztürk & Şahbudak, 2017). As a result, mobbing victims may experience behaviors such as intimidation, anger, exclusion, marginalization, humiliation, deprivation of organizational resources, isolation, and unfair use of organizational opportunities. These behaviors may originate from supervisors, colleagues, or subordinates. Those engaging in such behaviors often systematically and repeatedly create an organized front against the individual. Colleagues working under the same administration may ignore, tolerate, or even encourage these behaviors. However, when victims face such powerful individuals, they may feel helpless, leading to the emergence of mobbing. When crab mentality goes unnoticed and the intent to harm is ambiguous, individuals may suffer negative consequences (Singh, Cross, Munro & Jackson, 2020).

Under the theme of the effects of crab mentality, this study highlights significant consequences at

both individual and institutional levels. Findings indicate that individuals exposed to crab mentality experience psychological and professional challenges such as anger, burnout, feelings of worthlessness, avoidance of collaboration, and reluctance to take on responsibilities. These effects are particularly pronounced among academic nurses, negatively impacting not only their job satisfaction but also institutional culture.

The relationship between burnout and crab mentality among nurse academics can create a negative cycle, diminishing job satisfaction and well-being. A competitive and unsupportive environment dominated by crab mentality can foster a toxic atmosphere among academic nurses, leading to burnout (Özdemir & Erdem, 2020).

The causes of crab mentality can be analyzed under two main sub-themes: personal issues and communication problems. The foundation of this mentality lies in passive, accepting, and covert behaviors, a lack of empathy, jealousy, and excessive ego. The literature identifies jealousy, gossip, group formation, belittling, and manipulative attitudes as primary causes of such behaviors (Köse & Uzun, 2020). In academic settings, these behaviors are often triggered by unfair competition, negatively impacting professional collaboration and institutional harmony.

The theme of solutions to crab mentality highlights three key sub-themes: objectivity, effective communication, and team spirit. Addressing the challenges posed by crab mentality among nurse academics requires a multifaceted approach that aims to create a positive and supportive work environment. These solutions should focus on justice, collaboration, motivation, and support to minimize the harmful effects of crab mentality (Aydın & Oğuzhan, 2019; Cotter & Clukey, 2019; Sing et al., 2022).

In conclusion, crab mentality arises from personal shortcomings and communication deficiencies, negatively affecting both individuals and institutional structures. Addressing this issue requires approaches based on empathy, collaboration, and mutual respect. Implementing these strategies is essential to reducing the negative effects of crab mentality and fostering a more positive and productive academic environment

Limitations

The results are sample-specific and cannot be generalized to all academic nurses. There is also the potential for recall bias, as participants may have had to reflect on their past experiences and perceptions and are limited to a specific cultural or institutional context.

CONCLUSIONS

This study found that crab mentality was prevalent among academic nurses. While some participants correctly understood the concept and actively sought ways to cope with its negative effects, others confused crab mentality with mobbing, making it difficult for them to differentiate between the two. This conceptual confusion highlights the need for a deeper investigation into how crab mentality is perceived among employees. Understanding this distinction is critical, as mobbing involves deliberate and targeted harassment, whereas crab mentality is often rooted in unconscious competition and envy. Future studies should explore this differentiation more explicitly to enhance awareness and intervention strategies.

According to the research findings, when faced with crab mentality, participants generally exhibited passive and accepting behaviors. They reported decreased motivation and productivity, often withdrawing into their shells rather than confronting the issue. The prevalence of this mentality was strongly linked to perceived unfairness, inequality, and ineffective communication in the workplace. The frequent emphasis on the word "fair" in participants' statements reflects their dissatisfaction with unjust managerial approaches. It was observed that crab mentality became more dominant in environments where fairness and transparency were lacking.

Physically, participants reported experiencing chronic stress, fatigue, and burnout. Prolonged exposure to such stress was noted to weaken their immune systems, leading to psychosomatic disorders such as stress-related headaches and stomach issues. These findings indicate that crab mentality negatively impacts employees not only psychologically but also physically, making it a serious concern for workplace well-being.

Socio-demographic data revealed that experiences with crab mentality varied according to participants' positions and levels of experience. Academic nurses with less experience reported feeling its pressure more intensely compared to

their senior colleagues, suggesting a power imbalance in the workplace. This finding underscores the importance of mentorship programs and support systems for early-career professionals to help them navigate workplace dynamics.

In light of these findings, it is crucial for managers to foster a fair and transparent communication culture, motivate employees, and create an environment of trust. Additionally, managers should remain objective and implement necessary measures to address behaviors associated with crab mentality. Given the conceptual confusion between crab mentality and mobbing, organizations should provide targeted training to help employees recognize the difference and develop appropriate coping strategies. Strengthening professional ethics training across all levels of the institution is a key step toward mitigating the negative effects of crab mentality. Reducing this mindset in the workplace will not only enhance work efficiency but also improve employee satisfaction and overall well-being.

Implications for Nursing

Crab mentality causes academic nurses to experience physical and psychological problems. Managers have essential responsibilities to help them overcome those problems. Universities should train managers to teach them how to eliminate the crab mentality in the workplace. Managers should offer training programs to their subordinates regularly, listen to them, treat them equally, and provide them with a safe working environment. Managers can also avoid this syndrome by having experienced counselors, encouraging resilience building, having supportive professional relationships, supporting professional development and research, and creating resources for increased workloads.

Implications for Health and Social Policy

The state should periodically inspect universities and receive feedback from employees to prevent the crab mentality from dominating the academic environment. If it is the managers with a crab mentality, universities should impose sanctions on them. Moreover, complaints to senior management should be conducted and evaluated transparently. In addition, each university must comply with workplace policies and regulations that can regulate workplace living conditions and prevent competition between employees.

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