# Organizational culture relationship and impact on bullying behavior in the workplace
# An exploratory study of the opinions of a sample of employees of a number of the faculties of Mustansiriyah University

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## Abstract

The research aims to know the impact and relationship of organizational culture with its dimensions (organizational values, organizational beliefs, organizational norms) on the dimensions of bullying behavior in the workplace (verbal violence, organizational procedures, humiliation behavior, and social isolation). To achieve the objectives of the research, a hypothetical scheme was defined in which the nature of the relationship between the independent variable, organizational culture, the dependent variable, and bullying behavior was determined. To test the research hypotheses, the research was applied to a random sample of (147) members of the administrative staff working in a number of colleges of Al-Mustansiriya University (College of Science, College of Engineering, College of Administration and Economics, College of Education, College of Arts). The questionnaire was the main tool for collecting data and information. The research relied on a number of statistical tools and methods, which are the Pearson correlation coefficient and simple linear regression analysis. The research reached several conclusions, the most important of which was the low levels of the organization's interest in developing and developing the skills and capabilities of its employees, with the presence of a number of bullying behaviors by the direct supervisor towards employees, and a number of recommendations were made, including the importance of redistributing work tasks in proportion to the capabilities and capabilities of employees and monitoring Diagnose cases of bullying and take measures to reduce this phenomenon.

**Keywords:** Organizational beliefs, Organizational norms, Organizational values, Regulatory action, Verbal Violence.

### Introduction

The organizational culture has the attention of a large number of researchers because it plays an important role in building organizational structures and forming the attitudes of workers in organizations and determining their identity and attitudes, as it contributes to the performance of their roles in the development work in any organization. Whenever the shared values and beliefs are prompted by a wider acceptance among workers and they are consistent with their personal values, this was an indication of the power of culture and its wide influence negatively or positively. One of those negative behaviors that can be generated among workers in the organization at various organizational levels is bullying, which is one of the biggest challenges facing contemporary organizations, as it is  abehavior that can happen in any part of the organization, and it usually increases in teams and workgroups and is expressed through the abuse and victimization and harassment directed by an individual or a group of individuals towards the weaker side, whether physically or socially. these behaviors destroy the morale of individuals and generate negative psychological and physical effects such as frustration and tension and loss of the ability to perform the duties assigned to them, and the organization incurs direct costs as a result of these behaviors such as early retirement compensation and other costs, as well as the indirect costs that are generated as a result of low employee ethics. And their productivity and their motivation. Hence, the research idea was came based on organizational culture in its three dimensions, And the extent of its relationship and impact on bullying behavior in the workplace.

## 2. The Research Methodology

### 2.1 The research problem

Organizations of all kinds and the nature of their activities have different patterns of organizational culture, which in turn can play a role in promoting or discouraging a number of negative or positive behaviors that mainly affect the level of performance of individuals and thus reflect on the effectiveness of the organization in general, and among these behaviors is bullying, which represents An undesirable phenomenon and almost no organization is devoid of it, but in varying proportions and for multiple reasons. **To diagnose the role of organizational culture in this aspect, we ask the following questions:**

1- What is the level of influence of organizational culture on bullying behaviors in the concerned organizations?

2- To what extent did the organization, the subject of the research, realize the importance of the dimensions of organizational culture in its work environment?

3- How prevalent are bullying behaviors in the responding organization?

4- Are the dimensions of organizational culture related to bullying behavior in important relationships?

5- Do the dimensions of organizational culture have an impact on bullying behavior in the concerned organizations?

### 2.2 Research importance

**The importance of the research is embodied in the following points:**

1- Its contribution in providing a theoretical framework that accommodates research variables, by presenting a summary of the ideas of thinkers and researchers in this field.

2- The scarcity of studies concerned with research in the relationship between the variables of the current research, which are (organizational culture and bullying in the workplace) with one hypothesis model, so a hypothetical Planned was designed that clarifies the relationship between both variables to reduce the knowledge gap between them.

3- Benefiting from the research conclusions and recommendations to develop the reality of the researched organizations.

### 2.3 Research objectives:

**The current research seeks to achieve the following:**

1- Knowing the level of organizational culture and bullying behavior in the researched organizations.

2- Test the degree of correlation between organizational culture and bullying behavior in the colleges and research community

3- Research and analyze the effect of organizational culture on bullying behavior.

### 2.4 Research Plan:

The hypothetical research scheme was designed that includes two variables, namely (organizational culture) as an independent variable and (bullying behavior in the workplace) as a dependent variable, as shown in Figure 1, which expresses the logical relationship between the primary and secondary research variables:
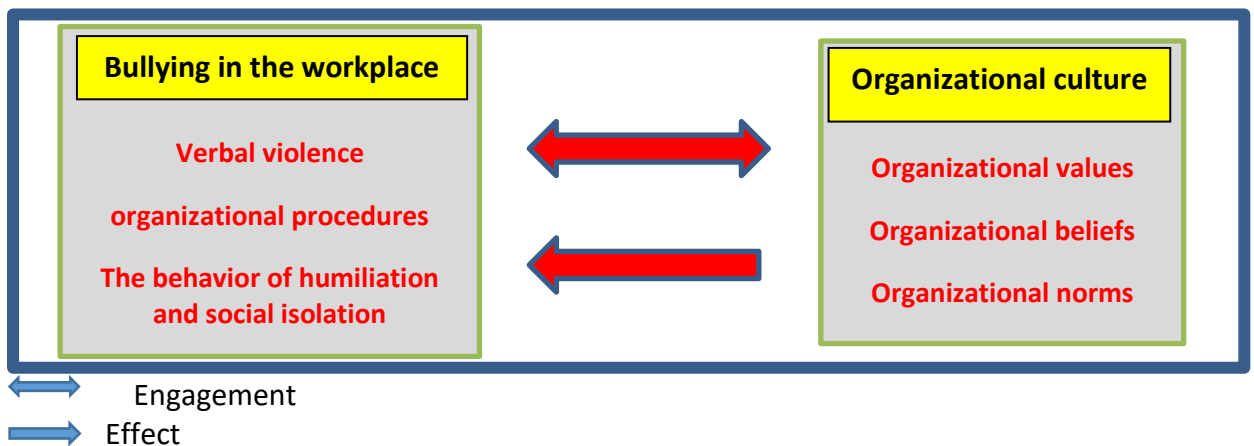


| Bullying in the workplace | Organizational culture |
|---|---|
| Verbal violence | Organizational values |
| organizational procedures | Organizational beliefs |
| The behavior of humiliation and social isolation | Organizational norms |

Engagement

Effect

Figure (1) Hypothetical Research Scheme

### 2.5 - Research hypotheses:

Depending on the hypothesis research plan, research hypotheses have been formulated and have been tested through correlations and impact to prove their validity. The most important basic hypotheses and their branches can be identified through the following:

The first main hypothesis: There is a significant correlation between organizational culture and bullying behavior in the workplace. **From this hypothesis, the following**

**sub-hypotheses emerge:**

A. There is a significant correlation between organizational values and bullying dimensions in the workplace.

B. There is a significant correlation between organizational beliefs and bullying dimensions in the workplace.

C. There is a significant correlation between organizational norms and bullying dimensions in the workplace.

The second main hypothesis: There is a significant effect of organizational culture on bullying in the workplace. **From this hypothesis, the following sub-assumptions emerge:**

A. There is a significant effect of organizational values on bullying in the workplace.

B. There is a significant effect of organizational beliefs on bullying in the workplace.

C. There is a significant effect of organizational norms on bullying in the workplace.

## 2.6 Research Metrics and Variables:

The questionnaire was used as a primary tool for collecting data and information. The researcher designed the questionnaire and included (18) paragraphs that reflected the research variables (organizational culture and bullying behavior) with the aim of measuring research variables based on criteria from modern foreign and Arab sources.

The researcher was keen to use these criteria in the same way in terms of content, with some modifications, and the use of the Five-Year Likert Scale for the purpose of gradual measurement of the research variables,

In the interest of the validity of the tool and its relevance to the research hypotheses and objectives, its ability to measure research variables, and to ensure the clarity and accuracy of its elements in terms of scientific opinions, the questionnaire was presented to a number of arbitrators, and some sentences were reformulated and replaced to make the tool more comprehensive in representing the research variables.

The questionnaire's stability was also measured, and the Cronbach's alpha coefficient was used to measure the extent of internal consistency between the questionnaire elements, and the minimum should not be less than (0.68) and its value for the total of the questionnaire elements (0.81). This indicates that the stability of the questionnaire confirms the validity of the scale and its suitability for application at different times. Table No. (1) shows the search scale.

Table (1) Research scale

| The variable | The dimension | No.of items | Source of the measure |
|---|---|---|---|
| Organizatio nal culture | Organizational values | 3 | Sun,2008 |
| | Organizational beliefs | 3 | |
| | Organizational norms | 3 | |
| Bullying in the workplace | Verbal violence | 3 | Einarsen et al.,2002 |
| | organizational procedures | 3 | |
| | The behavior of humiliation and social isolation | 3 | |

## 2.7 The research community and sample:

The research community represented a number of colleges of Al-Mustansiriya University (College of Science, College of Engineering, College of Administration and Economics, College of Education, College of Arts) to be a field of study. The questionnaire was distributed to the employees of the above-mentioned colleges, so the study The sample was approximately 10% of the study population (1456) employees of the administrative staff, and (147) was a valid questionnaire for statistical analysis.

## 2.8 Statistical methods of research

The researchers relied on using a set of statistical methods in order to provide statistical analysis of the results of the research and test its hypotheses. These methods were (arithmetic mean, standard deviation, correlation coefficient (Pearson), simple linear regression analysis, and Alpha Cronbach coefficient).

## 2.9 previous studies:

### - Persky, Study 2018

Perceived influences of organizational culture on workplace bullying in higher education

The study aimed to identify the experiences of bullying experienced by professors and employees in a number of non-profit colleges in New York County in the United States. The study dealt with the reasons and how this phenomenon occurred and the extent of the impact of organizational culture on it. The sample size was (12). The study found that the reported bullying behaviors are verbal and emotional abuse and that most cases of bullying were from a higher authority, and also found that the traditional organizational structure, leadership style, and organizational culture prevailing at work can have a significant impact on the presence of bullying, and it is recommended to organize training programs to develop and mentor leaders on ways to handle cases of bullying at work, establish anti-bullying policy, and educate employees on how to act.

### - Elewa & Banan, Study 2019

Organizational culture, organizational trust, and workplace bullying among nurses working in public and private hospitals

The study aimed to assess the relationship between culture, organizational trust, and workplace bullying among nursing staff in a number of public and private hospitals in Cairo. The sample size was (176). The study showed that more than half of the working nurses were bullied by patients, and there were no statistically significant differences regarding bullying in the public and private sectors, in addition to a positive correlation and statistical significance between organizational culture and organizational confidence, while there is a negative correlation and statistical significance. Between organizational culture, organizational trust, and bullying, the study recommended the necessity of developing a number of policies by officials to prevent patients from bullying. As well as the adoption of a strategic plan to enhance organizational culture and organizational confidence in public health care settings and raise awareness about ways to deal with cases of bullying in the workplace.3. Theoretical background

## 3.1 Organizational culture

### 3.1.1 Concept of organizational culture:
Culture is the prevailing state in any society, which is usually created during successive periods of time to represent the behavior practiced by the individual, and for this reason, we see that each society has its own culture that has emerged from its beliefs, values , and ideas, and this also applies to organizations that are part of the community. Definitions of the concept of organizational culture varied to include the philosophy that manages its policy toward its members (Al-Sahbani, 2016: 14), and it is also the ideas, beliefs, structures, rituals, and practices that determine the behavior of people., and organizational culture requires a review of the values defined by the organization and basic assumptions or unconscious attitudes (Persky, 2018: 5).

The basic idea of culture comes through mutual learning processes that are based on the correct allocation of resources, and depend on the mental capacity of the human being in a way that helps to enhance thinking and decision-making. Culture is represented by a set of different values and behaviors that can be considered a guide to success (Ahmed and Shafiq, 2014: 22). Over the past decades, most academics and practitioners who study organizations have pointed out that the concept of culture is the climate and practices that organizations develop around their dealings with people or with the promotion of values and manifestations of beliefs. So culture gives organizations a sense of identity and is defined by the organization's myths, rituals, beliefs, meanings, values, standards, and language. Culture, as a concept, refers to being influential but not visible because it directs and constrains the behavior of the members of a group through the common norms that are maintained in that group (O'Donnell & Boyle, 2008:5).

### 3.1.2 The importance of organizational culture:
The organizational culture has a direct impact on the overall performance of the organization in general and on the performance of individuals in particular, and its impact also appears on the behavior of employees, their way of thinking, and the methods they adopt within the organization in which they work. The importance of organizational culture can be explained through the following:

A- **It helps to broaden the perceptions of individuals working in organizations**, as it represents a frame of reference according to which individuals explain activities and events on the basis of it.

B- **It contributes to the process of predicting the behavior of individuals and groups.**

C- **Culture is an essential element that affects the organization's capabilities in the direction of change and its ability to keep pace with developments around it (Al-Nasser and Hussein, 2018:149).**

D- **Motivating new employees to innovate and develop their creative thinking.**

E- **It helps the organization to face competition situations and keep pace with changes in patterns of development and technology.**

F- **It affects the speed of responding to customer needs and guides employees to methods to provide good services for them (Kumar, 2016:17).**

### 3.1.3 The components of organizational culture:

The culture of any organization generally includes a number of basic standards and values that guide the behavior of individuals in the organization and help them understand the work environment around them. These basic standards and values are the ultimate source of feelings, perceptions, and common ideas that make up the culture of the organization. For each organizational culture a number of dimensions that help workers to interpret events in the organization and through which standards and values are communicated and transmitted from one person to another (Sawsan, 2017:25), and from these dimensions:

**A- Organizational Values**: Values represent the basic beliefs of the individual regarding what is right and desirable. The values of organizational culture are behavioral and moral rules that characterize the individual within a single system and contribute to influencing directly the work environment and help direct the behavior of individuals (Abdelali, 2018:125). Organizational culture values have an important role in maintaining the identity of the organization and supporting its existence, as they affect the activities of its employees. Therefore, managers are keen to develop and adopt organizational values to achieve the desired goals of administrative organizations (Pathiranage et al.,2020:523).

There are two types of values at the organization level, which are the final results that the organization aspires to achieve, such as creativity or quality. The second type is the means values and represents the desired behaviors that the organization is keen to spread among workers such as respect for the traditions of work, power, and honesty (Mukhtar, 2015:20).

**B- Organizational beliefs**: Faith is a relationship between two independent matters. Beliefs are usually found in organizations as a result of a correlative relationship between managerial behavior and the influence that behavior causes. Beliefs include organizational decisions regarding what is good and bad and are a key factor in the success or failure of management development programs (Susan, 2017: 27). It is defined as the set of ideas and principles that people promulgate about objects, items, and people in terms of their reality or falsity (Hofsted et al., 1990: 122), it is a set of shared ideas about the nature of work and social life in the work environment and organizational tasks. Among these beliefs is the importance of participating in the decision-making process, contributing to teamwork, and its impact on achieving organizational goals (Nguyen et al., 2021:7)

**C- Organizational norms**: They are standards that employees of the organization abide by, on the grounds that they are useful standards for the organization. It is what has been accepted within any work organization without the need to write those customs (Babalola, et al., 2021:16). Standards are usually the standards that the employees of the organization adhere to because they believe that they are necessary and valid regardless of their effectiveness and usefulness. Organizational norms are common beliefs about typical behaviors or actions and events in a particular social situation (Mukhtar, 2015: 20). It is also defined as unwritten rules of conduct that provide informal instructions on how to act, inform individuals of the rules and what they are supposed to do, are passed down through word or verbal

behavior, and can be implemented through individuals' reactions if they are violated (Cooke & Lafferty, 1989: 388).

## 3.2 The Bullying behavior

**3.2.1 The concept of bullying**: It represents one of the relatively recent concepts that have attracted the attention of researchers through their writings related to social, psychological, administrative, and other fields of knowledge. This term is often used interchangeably with other terms such as bullying, harassment, and satire. It is present in all professions and can occur at any time at different organizational levels (Magee et al. 2014:24). In general, it can be expressed as one of the forms of psychological violence and is a negative behavior that is usually directed towards a worker or a number of workers, as it is that approved desire to harm a person or intimidate him or threaten him (Al-Naimi and Aziz, 2018:232).

Some have defined it as a number of degrading behaviors or practices that result in a hostile work environment, as they are inappropriate and degrading behaviors that threaten the job security of the working individual and usually people who are subjected to bullying behaviors do not realize this and believe that what is happening is because of their misbehavior and fault at work (Peyton, 2003:37). Bullying behaviors can cause harm to one or more persons psychologically, verbally, or emotionally, and this may also include a threat of physical harm or beatings (Maghar, 2015:215). Some writers have explained that there are a number of factors that can lead to the growth of bullying behaviors in the organization, such as deficiencies in work design, leadership style, and low ethical standards in the organization (Feijó et al., 2019:2). Aggressive behavior can be considered bullying when it is governed by three criteria:

Be intentional, physically, psychologically, verbally, directly, or indirectly.

Characterized by repetition and over long periods of time.

It occurs through a personal relationship characterized by an imbalance in strength, whether morally or physically, depending on physical strength or strength in authority (Maghar, 2015:517).

Opinions differed regarding the main reasons leading to the bully's behavior of these negative behaviors, most notably, his feeling of envy and jealousy towards the victim, his loss of safety and self-confidence, and his lack of social competence and emotional intelligence.

Some have classified bullying as being subjective and objective, so the former is expressed as being based on a personal construct by the victim, while the other is supported by evidence accompanying the bullying case or statements that can be clearly observed by a third party (Bernard, 2013:7).

**3.2.2 Dimensions of bullying in the workplace :**A number of dimensions were selected in proportion to the nature of the research community:

**A- Verbal Violence:** Verbal behavior is usually the beginning of a conflict in organizations as it represents one of the main causes of a disorder of job security. It can be indirectly through people who transmit this threat with the aim of harming some people to achieve personal interests (Yusuf, et al., 2016:35). It is the most

common behavior in organizations, through it, others can be controlled by issuing orders to them in a loud voice and inappropriate talk (Damergian, 2018,30).

This verbal violence represents a means of practicing power and control over others, as the aggressor feels more powerful when he offends the other party. This attack may be with screaming and may even camouflage sometimes in the form of jokes, and it may even come to the use of humiliating notes and verbal abuse or threat. Verbal abuse may occur repeatedly and mostly it escalates to reach physical violence, and in general, it is the inappropriate and aggressive language that makes the worker feel fear and uneasy while working (Pompii et al. 2015:2).

**B- Organizational Procedures**: It is one of the methods adopted by decision-makers against subordinates in order to achieve the administrative requirements within the organization and according to the powers granted to them in light of the law, but it is noted that some are working to implement these measures in a negative manner, which conflicts with the freedom of workers and their interests in order to achieve personal goals that are planned in advance (Özsoy, 2012:11). These measures may be to give the working individual simple and few tasks with continuous criticism of his work and not to recognize his efforts and perhaps exaggerated oversight and frequent reminders of mistakes with a lack of justice in the distribution of rewards (Al-Naimi and Aziz, 2018:234), as well as the unexplained rejection for leave request or unreasonable work schedules (Magee et al. 2014:19).

**C- The Behavior of Humiliation and Social Isolation**: It is the individual's sense of loneliness, alienation, and loss of a sense of belonging to the group or organization (Aiden, 2016:21). This behavior is also called organizational exclusion, which is a common behavior in organizations and has an impact on psychological and organizational stability, which includes preventing workers from obtaining opportunities as well as withholding the information necessary to complete their work, not recognizing distinct work, and placing them under unjustified pressure (Youssef et al., 2016:36).

There are three dimensions for organizational exclusion, physical, social and psychological. The physical dimension is a reflection of what workers receive when compared to what they offer to the organization. The social dimension indicates the deprivation of the individual from participating in organizational activities, while the psychological dimension is formed as a result of the extension of the previous two dimensions, where the lack of contentment and denial of participation leads to a sense of non-affiliation to the organization (Yusuf, 2016:26).

## 4.  Results and Discussion

### 4.1 Description and diagnosis of research variables:

In this part, a description will be provided of the dimensions of organizational culture and bullying behavior and diagnose them as a result of the research, as follows:

### 4.1.1 Description and diagnosis of dimensions of organizational culture

Table (2) Arithmetic media estimations, deviations, and the relative importance of Organizational Culture, subvariations

| No | items | Arithmetic mean | Standard deviation | Relative importance |
|---|---|---|---|---|
| | **Organizational Culture** | | | |
| | **A-Organizational Values** | | | |
| 1 | There is mutual trust among the employees. | 2.84 | 1.15 | 57% |
| 2 | The organization is concerned with developing the skills of the employees. | 2.47 | 0.56 | 49% |
| 3 | Employees participate in developing proposals to improve performance. | 2.45 | 0.90 | 49% |
| | The Overall Organizational Values | 2.59 | 0.47 | 52% |
| | **B- Organizational Beliefs** | | | |
| 4 | The organization promotes the spirit of cooperation and teamwork among employees | 1.81 | 0.77 | 36% |
| 5 | The organization adopts a unified law for all employees | 2.27 | 0.74 | 45% |
| 6 | The employees have the capabilities and skills necessary to complete the work themselves. | 3.07 | 0.65 | 61% |
| | The Overall Organizational beliefs | 2.39 | 0.48 | 48% |
| | **C- Organizational norms** | | | |
| 7 | The employees are keen to abide by the instructions and regulations. | 3.79 | 0.47 | 76% |
| 8 | Gives individuals a fair opportunity to hear complaints when disagreements arise between them | 3.20 | 1.19 | 64% |
| 9 | The immediate supervisor reminds employees of the importance of respecting the traditions of Society | 2.19 | 0.87 | 44% |
| | The Overall Organizational norms | 3.06 | 0.57 | 61% |
| | The Overall Organizational Culture | 2.68 | 0.99 | 53% |

Source: Results of statistical analysis using the SPSS v.23 statistical program.          N=147

**A- Organizational values**: This dimension was measured through items (1-3), so the arithmetic mean (2.59) appeared, which is less than the hypothetical mean (3), the standard deviation (0.47), and the relative importance (52%), and this indicates a low level of organizational values in the research community.

**B- Organizational Beliefs**: This dimension was measured through items (4-6), where the arithmetic mean appeared (2.39) which is less than the hypothetical mean, while the standard deviation was (0.48) and the relative importance (48%), which indicates a low level of beliefs organization in the research community.

**C- Organizational Norms:** This dimension was measured through items (7-9), so the arithmetic mean (3.06), which is higher than the hypothetical mean, the standard deviation (0.57), and the relative importance (61%) appeared, which indicates the commitment of individuals to laws and regulations.

**D- Describing and diagnosing the variables** of organizational culture in general.

It is clear from Table (2) that the level of responses to organizational culture is as follows:

Based on the values of the arithmetic mean, a total of (2.68) and a standard deviation (of 0.99) were achieved.

As for the relative importance, it was (53%), which indicates a lack of agreement in the responses of the sample members about the paragraphs on organizational culture, the Organizational Norms dimension had the highest arithmetic average among the other dimensions of organizational culture according to the opinions of the research sample.

## 4.1.2 Description and diagnosis of the dimensions of Bullying in the Workplace:

**Table (3) Arithmetic media estimations, deviations, and the relative importance of Bullying in the Workplace, subvariations**

| No | items | Arithmetic mean | Standard deviation | Relative importance |
|---|---|---|---|---|
| | **Bullying in the Workplace** | | | |
| | **A-Verbal Violence** | | | |
| 10 | Some insulting expressions are made by the direct supervisor and others towards co-workers | 2.77 | 0.72 | 55% |
| 11 | The direct supervisor sometimes asks employees to perform their work tasks out loud | 2.71 | 1.14 | 54% |
| 12 | Some colleagues are exposed to threats in the workplace. | 3.10 | 0.71 | 62% |
| | **The Overall Verbal Violence** | 2.86 | 0.70 | 57% |
| | **B- Organizational Procedures** | | | |
| 13 | Some co-workers are assigned tasks that are not commensurate with their abilities. | 3.77 | 0.62 | 75% |
| 14 | It does not recognize nor appreciate the outstanding efforts made by the employees in the organization. | 4.27 | 0.71 | 85% |
| 15 | There is tight control by the immediate supervisor. | 3.16 | 0.77 | 63% |

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| | | | | |
|---|---|---|---|---|
| | The Overall Regulatory Action | 3.73 | 0.56 | 74% |
| | C- The Behavior of Humiliation And Social Isolation | | | |
| 16 | Some colleagues feel lonely and insecure. | 4.26 | 0.61 | 85% |
| 17 | Withhold some information necessary for employees to perform the work. | 4.15 | 0.55 | 83% |
| 18 | It is difficult for employees to obtain opportunities to prove their competence at work. | 4.59 | 0.69 | 92% |
| | The Overall The Behavior of Humiliation And Social Isolation | 4.33 | 0.48 | 87% |
| | The Overall Bullying in the Workplace | 3.64 | 0.58 | 78% |

Source: Results of statistical analysis using the SPSS v.23 statistical program.                                    N=147

**A- Verbal violence: This dimension was measured through items (10-12),** so that the arithmetic mean (2.86), which is less than the hypothetical mean (3), the standard deviation (0.70), and the relative importance (57%), and this indicates a low level of verbal violence. The use of the verbal violence method among the members of the research community.

**B- Regulatory procedures**: This dimension was measured through items (13-15) so that the arithmetic mean (3.73) appeared higher than the hypothetical mean, the standard deviation (0.56), and the relative importance (74%), and this indicates a high level of behaviors leading to Bullying as a result of organizational procedures in the research community.

**C - Behavior of humiliation and social isolation**: This dimension was measured through items (16-18) so that the arithmetic mean (4.33) appeared higher than the hypothetical mean, the standard deviation (0.48), and the relative importance (87%), and this indicates a high level of behaviors Leading to bullying because of this dimension.

**D- Describe and diagnose the dimensions of bullying behavior in the workplace in general.** It is evident from Table No. (3) that the level of responses to bullying behavior is as follows:

Based on the arithmetic mean values, a total of (3.64) and a standard deviation of (0.58) were achieved, and the relative importance was (78%), and this indicates the concordance in the answers of the sample members about the paragraphs constituting the behavior of bullying in the workplace, it was after the behavior of humiliation and isolation Social has the highest arithmetic mean among the other dimensions, while verbal violence achieved the lowest level among them.

## 4.2 Hypothesis testing

In this part, the main and secondary research hypotheses have been tested:

## 4.2.1 Testing the relationship between organizational culture and bullying behavior: (The first main hypothesis: There is a significant correlation relationship

between the organizational culture and bullying behavior), with the aim of testing the sub-hypotheses stemming from the main hypothesis above and identifying the relationship between the sub-dimensions of the organizational culture each separately with the dependent variable (bullying behavior) through one of the statistical methods, which is the correlation coefficient (Pearson), as shown in Table (4):

Table (4) Pearson correlation values between organizational culture and bullying behavior

| Bullying behavior<br>Organizational culture | | Correlation coefficient |
|---|---|---|
| A | Organizational values | - 0.239** |
| B | Organizational beliefs | 0.082 |
| C | Organizational norms | - 0.576** |
| The total indicator | | - 0.382** |

Source: Results of statistical analysis using the SPSS v.23 statistical program.

As it appeared in Table (4), all the sub-hypotheses emanating from the first main hypothesis were accepted, with inverse significant correlations between all dimensions of organizational culture and bullying behavior at the significance level (0.01), except for the correlation between organizational beliefs and bullying behavior, the result is similar to the study (Hope & Hassan, 2019) in which there was a negative, statistically significant correlation between organizational culture and bullying.

**4.2.2 Testing the effect of organizational culture dimensions on bullying behavior**:

The second main hypothesis, which states (There is a significant relationship of influence of the dimensions of organizational culture in bullying behavior), was tested with the aim of testing the sub-hypotheses stemming from the main hypothesis above and identifying the effect of sub-variables of the dimensions of organizational culture separately in the dependent variable (bullying behavior) through one of the statistical methods, which is simple regression, where the results shown in Table (5).

Table (5) Results of simple linear regression analysis of an organizational culture in bullying behavior

| No. | Organizational culture | F | R2 | β | α |
|---|---|---|---|---|---|
| A | Organizational values | 8.763** | 0.057 | 4.089 | -0.173 |
| B | Organizational beliefs | 0.989 | 0.007 | 3.492 | 0.049 |
| C | Organizational norms | -0.411 | 0.332 | 4.625 | -0.411 |
| The total indicator | | 24.722** | 0.146 | 4.815 | -0.438 |

Source: Results of statistical analysis using the SPSS v.23 statistical program.

Through Table (5), it appears that the calculated value of F for the dimension of the organizational values is greater than the value of the tabulated F value at a

significant level less than (0.01), accepting its relevant hypothesis whereas, for the dimension of organizational norms and organizational norms, the calculated F value for them was less than the tabular F value which leads to rejecting of the relevant hypothesis.

Through the results of the analysis of the related effect of the dimensions of organizational culture on bullying behavior, the following is evident:

A- **The values of the achieved determining coefficient varied**, so (organizational beliefs) obtained the highest values compared to the rest of the organizational culture dimensions, so the value of R2 for the variable was (0.332), meaning that this variable explains the amount of (0.332)) from the change in the bullying behavior, and the rest is explained by other variables that did not enter into the model. As the value of the coefficient (β) of the same variable reached (4.625) in the sense that changing organizational beliefs by one unit leads to a change in the bullying behavior by (4.625). As for the value of the constant (α), it was (-0.411) and this indicates that there is a presence of bullying behavior of (-0.411) even if the organizational beliefs are equal to zero.

B - **Organizational norms achieved the lowest value of the determination parameter compared to the rest of the dimensions of the organizational culture, as the value of R2 for the variable was (0.007),** and this variable explains (0.007) of the change in bullying behavior and the rest is explained by other variables not included in the model. The value of the coefficient (β) of the same variable, which was (3.492) indicates that the change in organizational norms by one unit leads to a change in the bullying behavior by (3.492), even if the organizational norms are zero.

C- **The total dimensions of the organizational culture in the bullying behavior had a significant effect**, so the calculated value of F for it (24.722) was greater than the value of the tabular F at the level of significance (0.01), and the value of R2 was (0.146), meaning that the total dimensions of organizational culture explain (0.146) of the change in the bullying behavior and the rest are explained by other variables that were not included in the model. As for the value of the coefficient (β), it was (4,815), meaning that the change in the total dimensions of the organizational culture by one unit leads to a change in the bullying behavior by (4,815), and the value of the constant (α) was (-0.438), and this indicates that there is a presence of bullying behavior of (-0.438), even if the total dimensions of the organizational culture are zero. Accordingly, the second main hypothesis is accepted.

## 5. Conclusions and Recommendations

## 5.1 Conclusions:

A - **The results** showed the organization's low level of interest in the process of developing the skills and capabilities of its employees, as well as not allowing them to participate in presenting ideas that might help in developing and improving work.

B - **The results showed that there is keenness on the part of the employees of the studied faculties to abide by the instructions and follow the rules and regulations at acceptable levels, as well as the interaction and mutual cooperation with the direct supervisors.**

**C -** The results indicated that the employees possess the capabilities and capabilities that help them to accomplish the tasks assigned to them without the need for direct follow-up by the officials.

**D-** The presence of an acceptable level of mutual trust and constructive cooperation among the workers with the desire to express opinions and suggestions that may contribute to the development of work.

**E -** The results showed a decrease in the level of interest of colleges in the research community in promoting the spirit of cooperation among their employees and their failure to adopt unified and fair laws and procedures in dealing with workers.

**F-** The results indicated that employees were subjected to some cases of bullying by the direct supervisor while providing directions at work.

**G-** Low levels of senior management support and appreciation for the work provided by employees, and the lack of appropriate encouragement in return for their efforts.

**H-The results indicated that the tasks assigned to them do not match their abilities and capabilities**, with the desire to give them greater opportunities to prove their worth for work.

## 5.2 Recommendations:

### Recommendations:

**A- W**orking on developing and refining the skills of employees by organizing a number of training programs and specialized workshops, and listening to their opinions and suggestions that contribute to enriching the work.

B-The necessity of distributing workloads and tasks in proportion to the capabilities of employees, while providing support and incentive rewards to distinguished employees and valuing their efforts, while ensuring the distribution of rewards among them in a fair and equitable manner.

C- Granting some powers to employees with leadership capabilities and giving them the opportunity to make decisions related to the substance of their work.

D- Adopting the teamwork method in accomplishing tasks and encouraging cooperation and constructive communication between employees in the interest of work.

E- Diagnose cases of bullying and encourage employees to report them and direct them on ways to deal with such cases and take deterrent measures against bullies.

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# علاقة الثقافة التنظيمية وتأثيرها على سلوك الاستقواء في مكان العمل دراسة استطلاعية لآراء عينة من منتسبي عدد من كليات الجامعة المستنصرية

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**الجامعة المستنصرية / كلية الادارة والاقتصاد / قسم ادارة الاعمال**

**المستخلص**

يهدف البحث إلى معرفة أثر وعلاقة الثقافة التنظيمية بأبعادها (القيم التنظيمية ، المعتقدات التنظيمية ، الأعراف التنظيمية) على أبعاد سلوك الاستقواء في مكان العمل والتي تتمثل بـ (العنف اللفظي ، الإجراءات التنظيمية ، سلوك الذل والعزلة الاجتماعية) ، لتحقيق أهداف البحث ، تم وضع مخطط فرضي حددت فيه طبيعة العلاقة بين المتغير المستقل الثقافة التنظيمية والمتغير التابع سلوك الاستقواء ، ولإختبار فرضيات البحث تم تطبيق البحث على عينة عشوائية من (147) عضوا من أعضاء الهيئة الإدارية العاملين في عدد من كليات الجامعة المستنصرية (كلية العلوم ، كلية الهندسة ، كلية الإدارة والاقتصاد ، الكلية. التربية ، كلية الآداب). وقد كان الاستبيان هو الأداة الرئيسية لجمع البيانات والمعلومات.

اعتمد البحث على عدد من الأدوات والأساليب الإحصائية وهي معامل ارتباط بيرسون وتحليل الانحدار الخطي البسيط . وتوصل البحث الى عدة استنتاجات من اهمها انخفاض مستويات اهتمام المنظمة بتطوير وتنمية مهارات وقابليات موظفيها ، مع وجود عدد من سلوكيات الاستقواء من قبل المشرف المباشر تجاه الموظفين ، كما قدم عدد من التوصيات منها اهمية القيام بإعادة توزيع مهام العمل بما يتناسب مع قابليات وقدرات الموظفين ورصد وتشخيص حالات الاستقواء واتخاذ الاجراءات الكفيلة بالحد من هذه الظاهرة .

**الكلمات المفتاحية :** المعتقدات التنظيمية ، القواعد التنظيمية ، القيم التنظيمية ، الإجراءات التنظيمية ، العنف اللفظي

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