

Studying Some of the Consequence of Workplace Ostracism, Bullying, Cyber-bullying at the University Context

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Abstract: *The presence of stressful, adverse workplace behaviors is one of the key issues that dominate many organizations nowadays. Deviant work behaviors with its different forms and types is considered one of the vital areas that need to be addressed due to its sever implications. Thus, this research focused on studying some of the consequences of three deviant behaviors (workplace ostracism, bullying and cyber-bullying). For testing the proposed model and the developed hypotheses, this research is based on a collected data from a proportional stratified random sample of 384 undergraduate students at Cairo University in Egypt. The obtained results from the analyzed data indicated that: (1) workplace ostracism , Workplace bullying and cyber-bullying are negatively, strongly and significantly related with : students' academic achievement level, their self-esteem level, and with their affective commitment level for their colleges.(2)workplace ostracism, bullying and cyber-bullying operating jointly and explain 25.1% of the academic achievement, 25.3% of self-esteem and 26% of the affective commitment.*

Keywords: ostracism, workplace bullying, cyber-bullying, affective organization commitment, achievement level, self-esteem level.

INTRODUCTION

Due to globalization, industrialization, workforce diversity, demographic changes, and technological advances, the study of employees' behaviors at workplace has become necessary and imperative. Babarom et.al (2017, p.7) noted that " all individuals who enter to working organizations have the potential to exhibit this destructive behavior that categories minor and major deviance (minor such as working intentionally slow ; avails excessive breaks ; and late arrival and early departure." Meanwhile, many of the researchers revealed that the most vital area that influences both the employees and their organizations nowadays is called "Deviant Workplace Behavior" (DWB). In the

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current era, deviant workplace behavior is considered one of the key problems that face any type of organization (whether it was industrial, services or commercial) all over the whole world - whether they are developed or underdeveloped countries (Aksu (2016); Abdullah and Marican (2017); Gotz et.al (2018); Iqbal et.al (2017) and Jiang et.al (2017).

Thus, developing researches and studies for understanding these deviant workplace behaviors; its individual and organizational antecedents; and its psychological and behavioral consequences (on both individual and organizational levels) have become one of the most significant and salient area of research in organizational behavior and human resource management fields.

Meanwhile, the deviant workplace behavior has been researched and studied under different terms and concepts. Among the most common : bullying behavior ; ostracism behavior; dysfunctional behavior ; retaliation behavior ; incivility behavior; organizational misbehavior; counterproductive work behavior ; aggression ; workplace sabotage; antisocial behavior; gossiping on non-work topics with others during the official working hours ; and sexual harassment behavior.(Jiang et.al (2017) ; Gotz et.al (2018); O'Reilly et.al (2013); Peng and Zeng (2017) ; Rahman Howlader et.al (2018). Thus, this study will mainly focus on studying some of the main consequences of workplace ostracism, bullying and cyber-bullying at Cairo University.

LITERATURE/THEORETICAL UNDERPINNING

In this section, the researcher will concentrate on the literature review regarding the theoretical framework of both workplace ostracism/cyber-ostracism and workplace bullying/cyber-bullying and their main consequences from the victims' perspective.

Workplace Ostracism:

According to Robinson and Schabram (2017, p.225) "although the conceptualization of workplace ostracism is relatively new, the topic has been studied earlier in the contexts of workplace bullying, counter-productive behavior and social influence strategies". They indicated that "ostracism has been treated as one element of broader phenomenon such as workplace deviance, aggression, anti-social behavior, counter-productive behavior but there is a growing evidence to suggest that workplace ostracism is a distinct construct". Wang (2023) considered it as "kind of emotional office abuse". It was considered "a powerful phenomenon in social interaction that has attracted the interest of numerous researchers".

It was defined from the victim's perspective by Wang (2023); William (2007,p.426); Ferris et.al (2008 ,p.135) and (2017, p.139) as " the extent to which an individual perceives that he/she is ignored or excluded by others in the workplace" . It is a severe, omnipresence social phenomenon within any type of organization no matter of its size, location or its main goals. Thus, withholding any needed information, giving silent

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treatment, avoiding conversations or eye contact and giving the cold shoulder can be considered some examples of ostracism behavior in any workplace. But on the other hand, it was defined from the actor's perspective according to Robinson et.al (2013, p.305); Ren et.al (2016, p.205); and Fatima (2016, p.389) as "the failure to engage another when it is socially appropriate to do so". Therefore, there is no reached consensus among the researchers, academics and the practitioners on a distinctive definition of workplace ostracism as each defines it from his/her point of view that reflects the focus of his/her perspective. But most of them firmly believed that workplace ostracism is a kind of behavior that had detrimental effects on the organizations and their members. Meanwhile, there are different forms (types) of workplace ostracism. Among the most common of –according to Radliff (2014); Field (2014); Fatima (2016); Fiset and Bhave (2019) and Ferris et.al (2017) - are:

a) Physical isolation (ostracism):

This usually occurred when the target or the victim is excluded from others. For instance, assigning room for an employee far away from other employees' room.

b) Social ostracism:

This is usually involves "ignoring or excluding the target or the victim from any social activities or preventing him/her from having an opportunity to speak and talk with the other colleagues or workers" (Ferris et.al (2008, p.1348); Fatima (2016, p.389). Meanwhile, in the workplace, ostracism is treated as either physical aggression, such as moving a target or a victim somewhere that is separate from the other co-workers or relational and social aggression such as ignoring a certain target or victim through not inviting or informing him or her for the formal and informal meetings .This is usually done to improve one's social position and dominance at the target expense.

c) Cyber-ostracism:

This type can be considered one of the main consequences of the technological advances and the increase usage of highly developed mobiles and the internet. It usually includes ignoring the employee's e-mails, messages and phone calls, and any message done through the social media.

d) Linguistic ostracism:

Due to globalization and the demographic changes, there is an increase in the linguistic diversity of population across many countries. According to Piekkari et.al (2014, p.157) "the increase in the linguistic diversity generated an increase in the number of different languages speakers in the workplace". In this case, the linguistic ostracism appeared as any employee can exclude or avoid others based on his/her spoken language that may be absolutely different than the language of others.

Kulkarmi (2015, p.136); Zhang and Peltokorpi (2016, p.1450) indicated that "the employees who are linguistically ostracized will perceive misidentification from their workgroup because they view themselves to be members of linguistic out-group". This problem occurs because –according to them- "language acts as a primary method of

Publication of the European Centre for Research Training and Development-UK disseminating information at work and being unable to understand what is being communicated places a significant strain on focal employees' interpersonal relationship". Thus, the linguistically ostracized employees, according to Radliff (2014, p.165) and Field (2014, p, 181) " will be more likely to decrease their interpersonal citizenship behaviors and to increase their interpersonal deviance behavior".

The main consequences of workplace ostracism:

There is a strong debate among the researchers regarding the main consequences of the different types of workplace ostracism from the victims or targets prospective, as some of them considered that workplace ostracism may be functional for the actor and the group (or the organization), while the others considered that workplace ostracism may be dysfunctional as the negative consequences of it are noticeable at both the individual and the organizational levels.

The main consequences of workplace ostracism according to the first group opinion:

This group considered that workplace ostracism may be functional for the actor and the group. The main essence of this group of researchers' opinion is that workplace ostracism may fulfill three functions. These functions according to- Rem et.al (2017, p.12); Zadro et.al (2017, p.134); Hales et.al (2016, p.785); and O'Reilly et.al (2013, p.108) are: a)It will protect the group from the uncooperative, unsafe and non-normal members. b)It can help in changing and correcting some members' behaviors through sending cues of potential exclusion that can be considered by those members as signals to change and adapt to the group. c) It can help in excluding those who are not conforming to the group norms and who did not change their behavior. Moreover, They indicated that ignoring or rejecting any co-worker may enable the other co-workers to avoid conflict, decrease the tension and avoid the expression of negative emotions. d)Additionally, it can be used intentionally as a tool for conflict resolution either by avoiding the task of giving ostracism or withdrawing the undesirable relationship.

The main consequences of workplace ostracism according to the second group opinion:

This group's opinion represents the main essence of – according to the researcher opinion - most developed research about workplace ostracism. According to this opinion, the negative consequences of workplace ostracism are noticeable at both the individual and the organizational levels.

The negative consequences of workplace ostracism :

Ostracism signals social separation, isolation, and loss, and responses vary across time. Ostracism episodes as short as 2 min result in physiological pain responses, need threat, and emotional distress, followed by cognitive, emotional, motivational, and behavioral responses that either increase the likelihood of subsequent inclusion (at the cost of being socially pliable), or ensure further ostracism through aggression or solitude. Longer-

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term ostracism leads to resignation, accompanied by alienation, depression, helplessness, and feelings of unworthiness of attention by others (Kipling.et.al (2022).

Researches and studies done by many researchers indicated that the employees who were subjected to ostracism at workplace found suffering from hurt feelings; a decreased in their physical and psychological well-being; having higher job tension; a diminished job satisfaction level; a decrease in their organizational, occupational and job commitment; an increase in the intention to leave the current organization and job and searching for another organization and another job; an increase in their psychological withdrawal; an increase in the angry level; a decrease in the creativity and innovation level; a decrease in their self-esteem and self-confidence level; a decrease in their performance level and achievement level; having high level of anxiety, embarrassment and emotional exhaustion and a decrease in their sense of meaningfulness and belonging. These negative consequences produce many harmful effects such as: sleep disturbance; lack of concentration; day dreams; vulnerability and paranoia; work-family conflict and reduces the individual's sense of external control and flexibility in enacting novel ideas which are crucial to employee creativity. Also, the workplace ostracism threatens four of the fundamental needs for any individual. These needs are: (a) the need to belong; (b) the need to maintain self-esteem; (c) the need to perceive personal control; and (d) the need for a meaningful existence (Xu et.al (2017,p.2283 ; Wu et.al (2016,p.370); Robinson and Schabram (2017 ,p.227); O'Reilly et.al (2015,p. 776); Liu et.al (2013,p.76); Zhang et.al (2017,p.295); Fatima (2016,p.390); and Zadro et.al (2017,p. 135). Meanwhile, as the survival and growth of any organization is the final product of its successful and satisfied employees, thus, the negative outcomes of workplace ostracism as experienced by the organization's employees will usually have a negative impact on the productivity and the work effectiveness level of the organization as a whole.

This may attributed to many reasons. Among the most important of them – according to Tu et.al (2019, p.2) ; Schoel et.al (2014,p. 151) and Robinson and Scharbrum (2017, p.227) the following reasons:

- a. Workplace ostracism usually undermines the employee creativity level because it brings about an unpleasant experience to the employees which might affect their related work efforts.
- b. Workplace ostracism results in employees' unwillingness to dedicate extra efforts to benefit their organization;
- c. The ostracized employees usually have negative attitudes toward their workplace, their co-workers and their supervisors and this in turn will lead to a decrease in their work job satisfaction.

Accordingly, if the ostracized employees began to have negative attitudes toward their work; co-workers and supervisors, they will have less commitment, involvement and less desire for any extra role behavior. Also, they will have a high tendency toward

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counter-productive behavior. Given the above discussion, the researcher can develop the following hypothesis:

H1: It is expected to have strong, negative and significant relationship between workplace ostracism and (a) students' academic achievement level; (b) students' self-esteem level and (c) students' affective commitment level towards their colleges.

Workplace Bullying:

Over the last few decades, according to Farley et.al (2023, p.345); Appelbaum et.al (2012, p.205); Aricak (2016, p.78); Desrumaux et.al (2015, p.512); Gamian et.al (2017, p.81); and Bently et.al (2012, p.353) “there has been an increasing interest in the topic of workplace bullying because it becomes a phenomenon that exists in almost every organization”. According to them, studies and the researches of workplace bullying “have reported severe negative consequences and adverse effects to the victim, the bully as well as the organization”.

Meanwhile, there is no consensus or common agreement among the researchers , academics, writers or practitioners about a unique definition for workplace bullying, as each defined it differently according to his/her background and opinion. In addition, there is some conceptual overlap between workplace bullying and other similar concepts, such as: workplace aggression; harassment; mobbing; violence or workplace misbehavior. All of which are used interchangeably with workplace bullying. Radliff (2014, p.165) and Aricak (2016, p.78) explained that “this overlap may be attributed to the fact that workplace bullying behavior such as isolation can also be found in similarly related terms”. They indicated that “the variation in definitions of bullying used by the researchers limit the comparability and generalizability of many of the researches findings”.

Meanwhile, although the scholars have defined workplace bullying in different ways, the definition that has been developed by Einarson et.al (2011, p.4) was the dominating and most commonly used in this field of study. According to them “bullying at work means harassing, offending, socially excluding someone or negatively affecting someone's work tasks”. Einarson et.al (2020) revealed that “in order for the label bullying (or mobbing) to be applied to a particular activity, interaction or process, it has to occur repeatedly and regularly and over a period of time (e.g. six months)”. In their opinion, “workplace bullying can be considered as an escalating process in the course of which the person confronted ends up in an inferior position and will become the target of systematic negative social acts”.

Workplace bullying types:

The most common according to Antoniadou et.al (2016, p.30),(2015,p.365); Bauman and Pero (2011,p.239); Casas et.al (2013, p.581); Kowalski and Limber (2013,p.515) are :

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a) The traditional workplace bullying:

Several researchers have defined the traditional workplace bullying by clarifying the range of bullying behaviors. For example, Bently et.al (2012,p.352) defined the workplace bullying as “repeated and persistent negative acts including social isolation, silent treatment, rumors, attacking victims’ private life or attitudes, excessive criticism or monitoring, withholding information, depriving responsibility and verbal aggression”. In a similar vein, Desrumaux et.al (2015,p.510) defined the workplace bullying as “aggressive acts that are meant to hurt another person; that happen repeatedly and that involve an imbalance of power”. Examples of bullying: saying mean and hurtful things; making fun of him or her; ignoring or excluding him or her from any of their group of friends’ meetings; hitting; kicking; pushing or shoving and telling lies or spreading false rumors.

Summing up, one can say that workplace bullying is undesirable and inappropriate workplace behavior that intimidates, offends, degrades, insults or humiliates a worker in front of his/her co-workers, clients or customers and which includes physical or psychological behavior.

b) Workplace cyber/bullying:

Due to the information and communication revolutions that accompanied the technological advances (technological revolution) that occurred in the last few years, cyber-bullying began to appear in organizations’ workplace. According to Smith (2012,p.94); Antoniadou et.al (2016,p.30) workplace cyber-bullying has emerged as “an aggressive, intentional act that is carried out by a group or an individual using electronic forms of contact, repeatedly and over time, against a victim who cannot easily defend himself/herself”. Moreover, McCord (2024) revealed that terms can vary from more explicit names like “cyber bullying” to more vague or complex terms such as “e-rudeness” or “technology enacted abusive supervision”. However, their definitions reflect similar core components: negative interpersonal interactions at work through use of technology.

Researchers - such as Bauman and Pero (2011,p.237); Kowalski and Limber (2012,p.516); Casas et.al (2013,p.582); Kokkinos et.al (2014,p.207); Antoniadou et.al (2015,p.365); Tanrikulu and Compbell (2015,p.140); Mayers and Cowie (2017,p.1175) – considered workplace cyber-bullying a sub of the traditional bullying that occurs through information and communication technologies, others regarded it as a completely different type of aggression between different distinctive participants that have different motives, profiles and roles. Although there is no consensus on the definition of cyber-bullying, there is an agreement on its component according to Grover (2023, p.17), which include the use of electronic media, deliberate acts to cause harm/harassment (intentional), aggression, repetition, a relationship marked by a power imbalance, anonymity (or the appearance of anonymity), and public exposure (i.e., it is in front of many audiences and for the majority of the time (due to its 24/7 nature).

Beran and Li (2007,p.15); Lazuras et.al (2013,p.880); Coyne et.al (2017,p.946); Forssell (2016,p.456); Myers and Cowie (2017,p.1172) indicated that “cyber-bullying

Publication of the European Centre for Research Training and Development-UK is an emerging form of aggression that takes place in workplace and is utilized by contemporary information and communication technologies (ICTs)". Also they mentioned that "unlike the traditional face-to-face bullying, cyber-bullying provides total anonymity to the aggressor, and can reach a wide audience" (e.g. a humiliating video against another person posted on social networking or file sharing web-sides can become visible to millions of web-users).

As addressed in the definition of workplace cyber bullying, these negative behaviors can be categorized as direct (obvious or overt) and indirect (subtle or covert). Some of the direct behaviors include sending rude, insulting, or offensive messages via e-mail and other ICTs to the target and openly criticizing a co-worker's work and performance on a work intranet or an online public discussion forum. Some of the indirect behaviors are spreading rumors about a co-worker on a social media group, ignoring or not responding to a coworker's emails and excluding them from work e-mail lists. Given the variety of these behaviors and the unique characteristics of cyber bullying, such as the anonymity of offenders and temporal permanence of hurtful material, organizations are struggling to enact effective decision-making processes to curtail the negative outcomes (Oguz et.al, 2023,p. 2276)

The differences between traditional and cyber-bullying:

Although the concept of cyber-bullying stems from traditional bullying, it is understood differently. It is considered as an umbrella term and is related to constructs such as "online bullying," "cyber aggression," "cyber violence," "electronic aggression," and "Internet harassment.". According to Grover (2023, p.20), Smith (2012,p.93); Antoniadou et.al (2016,p.28); Tanrikulu and Campbell (2015,p.139) the main differences between can be summarized in the following points:

- 1)The traditional is usually is direct which means face-to-face, while cyber-bullying is usually indirect.
- 2) Cyber-bullying depends on some degree of the technological advances , while the traditional does not require any technological experiences.
- 3) The variety of bystander roles in cyber-bullying is more complex than the different forms of traditional bullying.
- 4) The main motive for traditional bullying is the status gained by showing power over others in front of witnesses, while there is a lack of this in cyber-bullying.
- 5) In the short-time, the perpetrator does not usually see the victim's reaction in cyber-bullying but in the traditional he/she will see the victim and immediately.
- 6) In the traditional bullying , the audiences are going to be very small, while in cyber-bullying, the audiences are going to be large. Moreover, the victim is accessible most of the time, i.e., 24 h a day, 7 days a week, 365 days a year. A message or any single act of online bullying remains accessible to the majority of the public until it is being removed by the perpetrator or removed or blocked by regulatory bodies. Hence, one act can have a long-lasting impact.

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7) Nowadays, it is difficult to escape from cyber-bullying because there is no safe heaven, but you can escape from the traditional one through leaving from the place or moving from the location.

The main consequences of workplace bullying (traditional and cyber):

Nowadays, workplace bullying - with its different forms – is considered one of the most common phenomena that exist in almost every organization. It is usually accompanied by many and different negative consequences. Studies and researches done by Celuch et.al. (2024); Oguz et.al. (2023,p. 2276); Lazuras et.al. (2013,p.882); Antoniadou et.al. (2016,p.29); Aricak (2016,p.77); Plopa et.al. (2017,p.19); Kowalski and Limber (2013,p.514); Elipe et.al (2015,p.5); Gualdo et. Al. (2015,p.229); Smith (2012,p.95); Desrumaux et.al (2015,p.510); Chang et.al. (2013,p.454) and Rose and Tynes (2015,p.305) indicated that “workplace bullying affect the psychological , physiological, and work related behavior of the individual”. These studies “have documented that individuals who are bullied may experience problems associated with their health, emotional well-being, and work performance”. They also indicated that “the bullied individuals are more likely than their non-bullied peers to report feelings of anxiety, depression, low self-esteem, low self-confidence, high level of stress and tension, low level of achievement, low level of organizational, occupational and job commitment, low level of organizational citizenship behavior (helping behavior), and high level of physical and psychological withdrawal”. Based on these findings, the following hypothesis is proposed:

H2: It is expected to have strong, negative and significant relationship between workplace bullying and (a) students’ academic achievement level; (b) students’ self-esteem level and (c) students’ affective commitment level towards their colleges.

In addition, studies and researches done by : Celuch et.al. (2024); Olsen et.al (2017,p.2710); Gamian et.al (2017,p.81); Coyne et.al (2017,p.946); Mayers and Cowie (2017,p.1173); Cippa et.al (2019,p.61); Martinez-Monteagudo et.al (2019,p.221) and Escartin et.al (2019,p.910) revealed that the increasing and generalized use of the new information and communication technologies (**ICT**) has led to what called cyber-bullying. They indicated that “the victims of cyber-bullying are more likely to have high level of anxiety, depression, stress, suicide ideation and attempts, low self-esteem, rage sleep disorders, stomach pain , headaches, fatigue, poor appetite difficulties in concentrating, and high level of absenteeism”. In addition, they revealed that “the cyber-bullying victims are associated with : high level of fear that often lead to avoiding work in teams, an inability to have high concentration and deep thinking, an increase risk of psychiatric disorders , low level of emotional intelligence and high level of emotional exhaustion”. These results lead the researcher to propose the following hypothesis:

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H3: It is expected to have strong, negative and significant relationship between workplace cyber-bullying and (a) students' academic achievement level; (b) students' self-esteem level and (c) students' affective commitment level towards their colleges.

Research Model

Based on the research hypotheses, the following figure illustrates the relationships among the research variables.

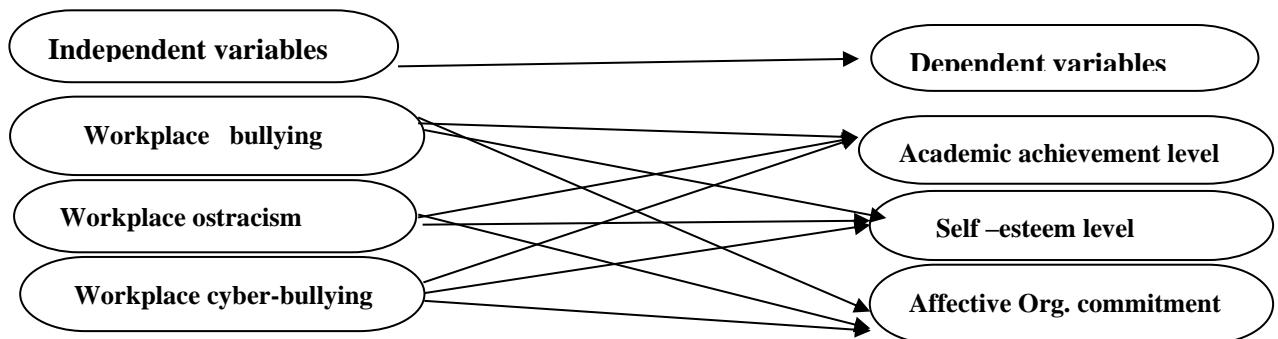


Figure (1): The Suggested Research Model
Source: Prepared by the author.

RESEARCH VARIABLES AND MEASUREMENTS:

The independent variables

Workplace Ostracism:

Is one of the subtle and damaging problems within organizations. It is distinctive from other forms of workplace mistreatments. It was defined by Williams (2007, p.426) as “the extent to which an individual perceives that he/she is ignored or excluded by others in workplace”.

It will be measured through asking the respondents to report their perception of workplace ostracism (WPO) using 10 items scale adopted from Ferris et al (2008) scale. Sample items: “others ignored you at work”. The 10 items are designed on 5 point Likert type scale where: 1=never (not at all), and 5= regularly (many times a week).

Workplace bullying:

Is commonly called “ traditional or face-to-face bullying”. It was defined first by Einerson et.al (2011,p.30) and modified by Bentley et.al (2012,p.352) as “ an

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aggressive acts that are meant to hurt another person and that happen repeatedly and that involves imbalance of power”. Also, they mentioned that “it is unreasonable and inappropriate behavior that intimidates , offends, degrades, insults or humiliates a worker in front of his/her co-workers, clients, customers, and which includes physical and psychological behavior”.

It will be measured by a modified selected 10 items from Negative Acts **Questionnaire-Revised(NAQ-R)** that have been developed by Einarson et.al (2009). The responses are designed on 5 point Likert type scale where: 1=never and 5= regularly.

Workplace cyber-bullying:

It is a goal-directed behavior that aimed at hurting others. According to Smith (2012,p.94) and Antoniadou et. Al (2016, p.30) “ it is an aggressive, intentional act that is carried out by a group or individual through the use of information communication technologies , repeatedly and over time and against the victim who cannot easily defend himself/herself”.

It will be measured by a selected 10 items from **Cyber victimization Questionnaire (CYVIC)** that was developed by Alvarez-Garica et.al (2015). The selected 10 items are designed on 5 point Likert type scale where: 1=never and 5= always.

The dependent variables:

Affective organization commitment:

As an attitude, it was defined by Luthans (2013,p.225) as: “ (a) a strong desire to remain a member of the organization; (b) a willingness to exert high level of efforts and energy in it, and (c) a definite beliefs in and acceptance of the values and goals of the organization”. John and Saks (2014,p.134) considered that organization commitment “ reflects the strength of the linkage between the employee and his organization”. It will be measured by the 8 items scale developed by Meyer and Allen (2011). These 8 items are designed on 5 point Likert scale where , 1=strongly disagree and 5=strongly agree, and all of them are coded in the positive direction.

Self-esteem level:

It was defined by John and Saks(2014) as “ the evaluation which the individual makes and customarily maintains with regard to self.” Thus, “ it reflects the degree to which the person has a positive or negative self-evaluation”. It will be measured by using the adopted 8 items from the Chinese Adolescent Self-esteem Scale that have been developed by Cheng (1998). The 8 items were designed on 5 point Likert type scale where : 1=strongly disagree, and 5=strongly agree.

Achievement Level:

According to Nakamoto (2009), It is simply refers to “the time spent and energy exerted by the worker in his/her job and the translation of that time and energy to an achievement (performance) level”. Meanwhile, some organizations emphasize on the

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quality of the achievement level, while the others emphasized on the quantity of it, but the most appropriate is to focus on both. The academic achievement level for the university students are going to be measurement by using 2 self-evaluation report items that have been adopted and modified (to be matching with the academic achievement) from the research of Nakamoto et.al (2009).

RESEARCH METHODOLOGY

In the light of the research problem and objectives, the methodology is quantitative, descriptive and analytical. It depends on hypothesis testing through sampling opinions to reach recommendations and conclusions contributing to the enhancement of society. The current research is cross sectional.

Population and Sampling:

The study population includes all the undergraduate students who are currently studying in the different colleges and institutions at Cairo University. Due to the inability to cover the total population as it is more than 10000 students, the researcher will depend on a proportional stratified random sample (PSRS) because there is a homogeneity within stratum (i.e. each college students) but there is a heterogeneity between strata (i.e. colleges such as the college of medicine, Engineer, Commerce...etc.), i.e. there will be more differences between colleges than within each of them due to the differences between the fields of studies for these colleges. Since the study population is more than 10000 students and according to Sunders et.al (2011), the sample size at 95% confidence level and 5% standard error will be equal 384. The sample was obtained from the total population through: (a) separating the study population into mutually exclusive sets or strata (the students number for each college), (b) each stratum is divided by the total population in order to determine its percentage, (c) drawing random sample from each stratum in the study. Total 384 questionnaires were distributed proportionally on 15 colleges. Table (1) shows the colleges that are included, the number of distributed questionnaires in each college, and (c) the number of returned questionnaires from each college. Since the returned number was = 310 questionnaires, thus the rate of return is =81%. After revising the returns, the researcher found that 20 of them are not complete, therefore the usable questionnaires became =290 questionnaires.

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Table (1): Colleges included in sample along with the distributed/returned questionnaires

Colleges	The distributed	The returned
Faculty of Art	20	15
Faculty of Law	30	25
Faculty of Commerce	44	40
Faculty of Medicine	50	40
Faculty of Engineering	28	23
Faculty of Agriculture	35	29
Faculty of Dentist	18	14
Faculty of Broadcasting	20	16
Faculty of Computer Science	15	12
Faculty of Econ. and Political Science	16	10
Faculty of Veterinary	22	18
Faculty of Dar El Aloom	20	14
Faculty of Archaeology	15	13
Faculty of Pharmacology	18	14
Faculty of Science	33	27
Total	384	310

Statistical analysis and Results:

Validity

Although the researcher depends for measuring the research variables on valid published and widely common scales, it was necessary to re-validate the content and the construct of them since they are used in different environment and culture. Therefore, the researcher depends on a panel of judges and experts consists of ten professors who are research specialists in psychology, organizational behavior and management for testing the face validity of the scales.. Their comments are reviewed and the appropriate correction is done. In addition, the received feedback assured the face validity of the used measurements.

Reliability:

The reliability of the used variables' measurements were examined by computing **Cronbach Alpha Coefficients and validity**. The obtained results are shown in table (2).

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Table (2) Cronbach Alpha Coefficients and validity of the scales

Variables scales	α coefficient	Validity
Workplace Ostracism	0.876	0.935
Workplace Bullying	0.901	0.949
Workplace cyber-bullying	0.892	0.944
Academic achievement level	0.893	0.944
Self-esteem level	0.921	0.959
Affective organization commitment	0.881	0.938

The results in table (2) showed that all the used scales are reliable and valid as all Alpha Coefficients are between 0.876 and 0.921, and the validity coefficients are between 0.959 and 0.935. Since the minimum accepted level according to **Sckaran (2000)** is **0.60**, thus all the scales reliability and validity satisfy the basic requirements for developing the research.

Testing the hypotheses:

In order to test the developed 3 hypotheses , Pearson Correlation technique was used to test the relationship between the independent variables and the dependent variables. The obtained results are shown in table (3). These results indicate that:

Table(3) The descriptive statistics and correlation among study variables

Variables	Mean	SD	1	2	3	4	5
Workplace ostracism	3.51	0.44	-----	-----	-----	-----	-----
Workplace bullying	3.22	0.39	0.434	-----	-----	-----	-----
Workplace cyber-bullying	3.01	0.41	0.323	0.462	-----	-----	-----
Academic achievement level	3.24	0.47	-0.534***	-0.572*	-0.561***	-----	-----
Self-esteem level	3.33	0.59	-0.592**	-0.501*	-0.500**	0.543	-----
Affective org. commitment	3.54	0.54	-0.567***	-0.562*	-0.551*	0.343	0.457

*** P < 0.001 , ** P < 0.01 , * P < 0.05

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(1)The means for all the variables are greater than 3, which represent the anchor of all the used scales.

(2)The correlation coefficients indicate the following:

(a)There are strong, negative and highly significant relationships between workplace ostracism and the students' academic achievement level; the students' self-esteem level and the students' affective commitment level for their colleges as the correlation coefficients respectively for them were equal : $(r = -0.534, p < 0.001)$, $(r = -0.592, p < 0.001)$ and $(r = -0.567, p < 0.01)$. **This means that H1 hypothesis is accepted.**

(b)There are strong, negative and highly significant relationships between workplace bullying and the students' academic achievement level and the students' self-esteem level as the correlation coefficients respectively for them were equal: $(r = -0.572, p < 0.01)$, $(r = -0.501, p < 0.01)$ and $(r = -0.562, p < 0.001)$. **This means that H2 hypothesis is accepted.**

(c)There is strong, negative and highly significant relationships between workplace cyber-bullying and the students' academic achievement level, the students' self-esteem level and the students' affective commitment level for their college as the correlation coefficients respectively for them were equal : $(r = -0.561, p < 0.001)$, $(r = -0.500, p < 0.05)$ and $(r = -0.551, p < 0.01)$. **This means that H3 hypothesis is accepted.**

In addition to the usage of Pearson Correlation and for more test to the relationship between the independent and dependent variables, Multiple Regression is used to determine the coefficient of determination (R^2) which shows the explained variance of the three independent variables regarding each of the dependent variables. The data in Tables (4),(5),(6) show the multiple regression statistics.

Table(4) The multiple regression statistics for the variables affecting on the academic achievement level

Variables	Unstandardized β	Standardized β	R	R^2	T value	Sign. level
Workplace ostracism	0.490	- 0.530	.505	0.255	8.133	0.01
Workplace Bullying	0.480	-0.570	.504	0.254	8.210	0.001
Workplace Cyber-bullying	0.532	-0.545	.500	0.250	8.150	0.01

Total Model	R=	R^2	Sign. Level
	0.500	=0.251	=0.01

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Table(5) The multiple regression statistics for the variables affecting on the self-esteem level

Variables	Unstandardized β	Standardized β	R	R ²	T value	Sign. level
Workplace ostracism	0.582	-0.585	.500	0.250	8.210	0.001
Workplace Bullying	0.532	-0.526	.505	0.255	8.310	0.01
Workplace Cyber-bullying	0.552	-0.521	.503	0.253	8.150	0.01

Total Model	R=	R ²	Sign. Level
	0.505	=0.253	=0.001

Table(6) The multiple regression statistics for the variables affecting on the Affective Commitment level

Variables	Unstandardized β	Standardized β	R	R ²	T value	Sign. level
Workplace ostracism	0.565	-0.561	.512	0.262	8.188	0.001
Workplace Bullying	0.585	-0.565	.500	0.250	8.201	0.01
Workplace Cyber-bullying	0.521	-0.560	.503	0.253	7.891	0.001

Total Model	R=	R ²	Sign. Level
	0.510	=0.260	=0.001

The in tables indicate that :

results these

(a) The standardized regression coefficients (**Beta weights**) for the workplace ostracism, bullying and cyber-bullying that shown in tables (4),(5),(6) follow the patterns of the correlation coefficients (**r's**) that have been previously reported in Table(3).

(b)The shown data in tables (4)(5)(6) indicated that workplace ostracism, bullying and cyber-bullying operating jointly and explain **25.1%** of the academic achievement (**R²= 0.251**) and **25.3%** of self-esteem (**R²= 0.253**) and **26%** of the affective commitment (**R²=0.260**).

DISCUSSION

This research aimed at studying some of consequences of workplace ostracism, bullying and cyber-bullying on the undergraduate students at Cairo University's colleges. The obtained results from the analyzed data indicated the following:

First: The research three developed hypotheses are accepted (i.e. are strongly and significantly supported).

Second: Most of the correlation coefficients (r) and the multiple regressions (β) are highly significant. This means that the relationships between the three independent variables and the three dependent variables are real relationships.

Third: Workplace ostracism was more negatively related with the affective commitment for colleges and students' self-esteem levels among the research sample of students than workplace bullying and cyber-bullying. The correlation coefficients (r) and multiple regression (β) for the relationships between workplace ostracism and affective commitment were equal: ($r = -0.567, p < 0.01$), ($\beta = -0.561, p < 0.001$) and between workplace ostracism and self-esteem were equal: ($r = -0.592, p < 0.01$), ($\beta = -0.585, p < 0.001$). The correlation coefficients (r) and multiple regression (β) for the relationship between workplace ostracism and the academic achievement level were equal: ($r = -0.534, p < 0.001$), ($\beta = -0.530, p < 0.01$).

In addition, workplace bullying and cyber-bullying were more negatively related with the academic achievement and affective commitment levels than with the self-esteem, but the differences were not significant. The correlation coefficients (r) and the multiple regression (β) for the relationships between workplace bullying and cyber-bullying and academic achievement were respectively equal: ($r = -0.572, p < 0.01, \beta = -0.570, p < 0.001$), ($r = -0.561, p < 0.001, \beta = -0.545, p < 0.01$). The correlation coefficients (r) and the multiple regression (β) for the relationships between workplace bullying and cyber-bullying and affective commitment were respectively equal: ($r = -0.562, p < 0.01, \beta = -0.565, p < 0.01$), ($r = -0.551, p < 0.01, \beta = -0.560, p < 0.001$). Regarding their relationships with self-esteem level, the correlation coefficients (r) and multiple regression (β) were respectively equal: ($r = -0.501, p < 0.01, \beta = -0.526, p < 0.01$), ($r = -0.500, p < 0.05, \beta = -0.521, p < 0.01$).

Meanwhile, the mentioned results of this research are in line with those from other studies that have highlighted how the deviant behaviors with its different forms such as ostracism, bullying and cyber-bullying strongly affect its victims (**Antoniadou et. al. (2016)**, **Coyne et.al (2019)**, **Fatima (2016)**, **Ferris et.al (2017)**, and **Gulado et.al (2015)**). These strong, negative and significant relationships between workplace ostracism, bullying and cyber-bullying and academic achievement, affective commitment and self-esteem levels can be attributed to many reasons. The conservation of resources theory (COR) can be taken as the fundamental theory to explain this study results that represent the relationships between its variables as follows:

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(1) According to this theory, the undergraduate students who face excessive workplace ostracism, bullying and cyber-bullying, they will firstly determine whether they have the ability or resources to cope with any of these forms of workplace deviant behaviors. If they figured out that they are incapable of coping and their resources are constantly drained without replenishment, they will develop negative psychological and behavioral reactions such as: a decrease in their exerted efforts, energy and spent time in studying; an increase in their negative feelings (attitudes) toward their colleges; and negative evaluations to themselves and their self-images.

(2) Researches and studies done by **Appelbaum et.al (2012)**, **Aricak (2016)**, **Coyne et.al (2017)**, **Gualdo et.al (2015)**, **Kokkinos et.al (2014)**, **Myers and Cowie (2017)** indicated that the employees (students) who get affected by workplace ostracism, or bullying or cyber-bullying will experience damage to their health and psychological being. This will create more stress, tensions, isolation, anxiety and sleep disturbance. These in turn will: (a) affect their degree of concentration and deep thinking in their studying, doing their exams and assignments, and in participation in any activity. (b) increase their tendency to be absent and not attending classes. (c) increase their tendency not to do anything on time. (d) increase their negative attitude toward their colleges.

(3) If the student perceives that he/she is usually ignored and excluded by their colleagues, he/she will feel that he/she lost one of the most and essential need which called (according to Maslow's theory of needs) "the social need or the belonging need or being with other need." This in turn will lead to a decrease in their academic achievement because: (a) he/she will depend on his/her limited knowledge, (b) he/she will lose any chance for having what is called "synergy" that springs from the interaction and cooperation with others, (c) the decrease in the concentration level.

(4) The relationships of workplace ostracism, bullying and cyber-bullying with self-esteem were negative because the individual self-esteem is directly dependent on his/her status of inclusion or exclusion in variable relationships.

CONCLUSION

The research has indicated the fact that due to globalization, industrialization, workforce diversity and the rapid technological advancements, the study of employees' behavior at workplace becomes imperative. This because the deviant work behaviors with its different forms and types is considered one of the vital areas that influence both the employees and their organizations. The research focused on studying some of the consequences of three deviant behaviors (workplace ostracism, bullying and cyber-bullying) for the undergraduate students who are studying at Cairo University colleges. The research results indicated that: (1) workplace ostracism is negatively, strongly and significantly related with: (a) students' academic achievement level, their self-esteem level, and with their affective commitment level for their colleges. (2) Workplace bullying is negatively, strongly and significantly related with: (a) the student's

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academic achievement level, (b) their self-esteem level, and (c) their affective commitment level for their colleges. (3) cyber-bullying is negatively, strongly and significantly related with: (a) the student's academic achievement level, (b) their self-esteem level, and (c) their affective commitment level for their colleges.

Research recommendations:

Recommendations for the accountable people in the colleges:

- Since workplace ostracism, bullying and cyber-bullying are less likely in cohesive and self-managed groups, thus, prevention efforts should be directed toward creating group cohesiveness and developing social networks.
- There must be a social support for those experiencing any of these deviant work behaviors because this support will help in managing the immediate negative responses of these behaviors.
- Encouraging work teams , social activities and work-shops.
- A workplace canteen can be used as a place where students can connect with others.

Recommendations for the students

Since, cyber-bullying is considered nowadays the most harmful work deviant behavior as it exists widely among all the university students. There are different ways of technically protecting oneself from harassment online by: (a) trying to change the passwords periodically, (b) deleting any annoying text messages without reading them, (c) avoid giving strangers private phone number, (d) changing the user name or e-mail addresses, (e) switching one's name online account or changing phone number, (f) blocking certain people from contacting on-line, (g) responding on-line telling the bullying to stop or even bullying back.

Research limitations

The research has some limitations. The most important of them are:

- (a)It relied upon a snapshot in time survey design. Thus, the interpretation of the results is limited by the cross-section design that does not permit inferences about causality.
- (b)It relied on self-report measures to measure the study variables. This increases the common methods variance.

Future Research

Future research studies should be applied in other governmental and private institutions with respect to its different psychological and behavioral consequences such as organizational citizenship behavior, social undermining, workplace incivility and counterproductive work behavior. Also, it is recommended to study the reasons and the factors behind such deviant workplace behaviors so that it would help in reducing its emergence nowadays in most places and organizations. As (Selma.et.al (2023) pointed that research on ostracism has mostly focused on ostracized targets' reactions to being excluded and ignored. In contrast, the ostracizing sources' perspective and reasons for

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why individuals decide to ostracize others are still a largely unexplored frontier for empirical research.

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