

# **IMPACT OF WORKPLACE BULLYING ON PSYCHOLOGICAL DISTRESS: ROLE OF PERCEIVED ORGANISATIONAL SUPPORT AND RELIGIOUS COPING**

**Mei Teh Goi\*, Nusrah Samat, and Abdul Mutalib Mohamed Azim**

*Faculty of Business and Management, Open University Malaysia, Selangor, Malaysia*

\*Corresponding author: [goimeiteh73@oum.edu.my](mailto:goimeiteh73@oum.edu.my)

**Published online:** 30 October 2024

**To cite this article:** Goi, M. T., Samat, N., & Mohamed Azim, A. M. (2024). Impact of workplace bullying on psychological distress: Role of perceived organisational support and religious coping. *Asian Academy of Management Journal*, 29(2), 243–265. <https://doi.org/10.21315/aamj2024.29.2.9>

**To link to this article:** <https://doi.org/10.21315/aamj2024.29.2.9>

## **ABSTRACT**

*Despite the fact that perceived organisational support (POS) and religious coping have been advocated as a crucial component of the stress model, the roles remain unclear among academics that often associate with heavy workloads. Therefore, this study aims to examine the moderating role of POS, and the mediating role of religious coping between the relationship of workplace bullying and psychological distress among academics in higher educational institutions (HEIs). Data were collected from academic staff from private and public universities in Malaysia, and a total of 219 data were used. The results revealed that workplace bullying has a positive impact on academics' psychological distress, and the POS significantly moderated the relationship between workplace bullying and psychological distress. However, this study failed to support the mediating role of religious coping. This study adds to our knowledge of the stress model, by focusing more on perceived organisational support in minimising psychological distress and less on personal resources (religious coping).*

**Keywords:** academician, perceived organisational support, psychological distress, religious coping, workplace bullying

## **INTRODUCTION**

Academics play a vital part in assisting a country to achieve its educational objective and the quality of education. Although they contribute significantly to a country's progress and the quality of education, academic staff face many challenges (Fitzgerald et al., 2022). A survey performed by the National Education Union (NEU) found that 35% of academic staff intend to quit in the next five years (Weale, 2021) and 70% intend to leave the occupation (Gavin, 2018). Academic staff also reported quitting their occupation earlier than other professions (Cappe et al., 2021). Rising stress levels have been identified as one of the key reasons for withdrawal behaviour among academic staff (Gavin, 2018). Teaching has been identified as one of the most stressful occupations (Kourmousi et al., 2015) and academic staff are more open to simple assault (Wei et al., 2013). As compared to other occupations, academic roles are more stressful due to the wide range of tasks they must perform (Adnan et al., 2021). Apart from primary duties such as teaching, assessment, and research, academics also have secondary duties such as professional development, instructional design, academic programs recognition, and establishing networks with stakeholders (Adnan et al., 2021; van Dijk et al., 2020). The psychological well-being of academics can be greatly impacted by unreasonable tasks that are added over time and involve behaviours that can be harmful to job performance. This phenomenon was identified as workplace bullying by Farley et al. (2023). Workplace bullying is the most common form of bullying among academics and characterised by unreasonable demands and frequent criticism of work (Migliaccio et al., 2024).

Even though education is one of the industry's most vulnerable to bullying, there are not many studies that can address the current needs (Hodgins & McNamara, 2019). Bullying at work is the most serious threat to an academic staff's well-being (Kauppi & Porhola, 2012; Khairallah et al. 2023). In a survey, Chan et al. (2019) discovered that 39.1% of employees reported being bullied, which is significantly higher than the global work bullying rate of 15%. Many studies have revealed that academic staff are exposed to a variety of forms of bullying at work (de Wet, 2010) and is becoming more prevalent in higher education than it is in the general population (Sedivy-Benton et al., 2015). Workplace bullying can result in a variety of emotional and mood illnesses, which are referred to as psychological distress (Hutchison et al., 2022). Previous studies examining the relationship between workplace bullying and employee well-being have suggested focusing on personal resources (Farley et al., 2023). Since religion is valued more highly in Malaysia than in Western countries, it is frequently acknowledged that workplaces in Malaysia have adopted religious resources (Hassan et al., 2017). Individuals who engage in private activities such as focus on scripture study, meditation, or prayer

are considered to be engaged in religious coping (Beehr et al., 1995). Religious coping as a personal resource was strongly recommended to be highlighted in the study of Malaysian well-being (Chow et al., 2021; Noh et al., 2024). The studies adopting the stress and coping theory (SC) (Lazarus & Folkman, 1984) may aid in understanding the role of religious coping as the mediator.

Additionally, Hodgins and McNamara (2019) have explored the response of higher education institutions (HEIs) to bullied academic staff and discovered that human resource (HR) departments fail to handle bullying issues. Although most HEIs have related policies, organisational responses to the problem of workplace bullying are poor (Hodgins & McNamara, 2019). In addition to examining different types of coping strategies, Farley et al. (2023) highlighted that many researchers have introduced moderators between workplace bullying and employee well-being. Perceived organisational support (POS) is one of the organisational variables that has been neglected. Kourmoussi et al. (2015) showed that the lack of organisational support is connected with psychological distress among academic staff. Organisational support is crucial in reducing educational occupational stress. Despite the continuous study on stress among academic staff in HEIs (Hodgins & McNamara, 2019; Sedivy-Benton et al., 2015), little is known about the intervention that can reduce psychological distress (Canboy et al., 2023).

Building on the SC model and using POS, this study aims to examine the role of perceived organisational support in the association between workplace bullying, coping, and psychological distress among academics in HEIs. This study adds to the current stress literature in both practical and theoretical ways. Previous studies have focused on how academic staff cope with stress by employing a variety of individual sources of social support (Wang et al., 2022), and neglected organisational sources of social support (Canboy et al., 2023). The complexity of these works often requires a framework tailored specifically to the academic environment, rather than adopting a generalised framework (van Dijk et al., 2020). HEIs will be able to obtain empirical evidence on how they might provide intervention to reduce academic staff stress levels. This study adds to the current limited knowledge of the support role of organisations in the relationship between workplace bullying, religious coping, and psychological distress among academic staff in HEIs. This type of support offered by organisation to academic staff has been mentioned in many qualitative studies (Gregersen et al., 2021; Hodgins & McNamara, 2019; Nazari & Atai, 2022) and quantitative studies (Cappe et al., 2021; Kourmoussi et al., 2015), unfortunately, the existing knowledge on the role of POS remains under study in HEIs among academic staff. Due to a lack of study on the role of religious coping and POS, HEIs may be less effective at alleviating the stress of academic staff who have been bullied. As a result, this study offers

our understanding of POS as an intervention strategy for HEIs in managing stress among academic staff.

## **LITERATURE REVIEW**

The SC theory by Lazarus and Folkman (1984) has been employed extensively to understand the process of stress and coping of academic staff for many years (Wang et al., 2022). The theory can be explained into three major processes: stressors-coping-consequences. In past studies involving academic staff, the theory was extended or a different model was adopted. Despite widespread attention to the SC theory among academic staff, few studies have examined the inter-relationship between stressors, coping, and consequences. For example, Ahmad et al. (2022), Califf and Brooks (2020), Harmsen et al. (2018), Hu et al. (2019), and Winding et al. (2022) have neglected the role of coping strategy in examining the relationship between stressors and strain. There have not been many empirical studies on how coping affects stress among staff members (Paquette & Rieg, 2016).

The job demand-resources (JD-R) model is rather popular since it assumes that any demand and any resource may have an impact on employee stress (Schaufeli & Taris, 2014). For example, task (Ahmad et al., 2022; Harmsen et al., 2018; Paquette & Rieg, 2016; Pogere et al., 2019), student (Harmsen et al., 2018; Pogere et al., 2019; Winding et al., 2022), social (Harmsen et al., 2018), technology (Califf & Brooks, 2020), and organisation (Harmsen et al., 2018; Hu et al., 2019). While applying SC theory, a less specific stressor was examined. Furthermore, the results on the moderating effect of coping strategies are not always consistent (Farley et al., 2023). Kärner et al. (2021) and Winding et al. (2022) are the few studies that have examined the role of social support on academic staff stress. According to Ahmad et al. (2022), the management team of higher education should offer a supportive environment to lower the stress level among academic staff. Even though past studies emphasise the significant role of social support in the study of stress (Ahmad et al., 2022; Winding et al., 2022), many studies continue to place a strong emphasis on the individual level (Kärner et al., 2021; Winding et al., 2022).

### **Workplace Bullying**

Stressors are stress stimuli that arise from an event impinging on the person (Lazarus & Folkman, 1984). Employees are exposed to stressors daily at the workplace in the form of demands or stimuli (Califf & Brooks, 2020). There have been few studies that have focused on stressors that do not fit into the teacher-centred activities outlined by Junker et al. (2021). According to Collie and Mansfield (2022), it is

necessary to research different stressor combinations because they may be more harmful to academic staff. One of the harmful stressors among academic staff that researchers are unaware of is bullying (Noakes & Noakes, 2021). Bullying is portrayed as repeated harmful behaviour over time by an individual or group of individuals (Mishna et al., 2020).

Bullying was first studied among students in school settings, but it has now been applied to the workplace for adults (Cowie et al., 2002). Marín et al. (2022) explained that bullying behaviour varies following the characteristics of the study population and the instrument employed to measure it. Many studies have examined the serious negative impacts of bullying in education settings (Marín et al., 2022; Mishna et al., 2020), but few have examined the impact of bullying on academic staff (Noakes & Noakes, 2021; Kauppi & Porhola, 2012). The concept of workplace bullying depends on the values and norms of the workplace (Cowie et al., 2002). Workplace bullying is described as harmful behaviours that occur consistently and systematically for long-term at work and leaves victims feeling helpless to defend themselves (Boudrias et al., 2021). According to Attell et al. (2017), there is no generally acceptable definition of workplace bullying from earlier literature. Srivastava and Dey (2019) and Van den Brande et al. (2016) have grouped workplace bullying behaviour into work- and individual-related factors. A systematic review of existing studies reveals that work-related bullying is the most significant (Van den Brande et al., 2016). Workplace bullying is related to relationships between people and specifically targets a person in the workplace (Attell et al., 2017). For this study, workplace bullying is unidimensional that reflects persistent and unwelcome practices in the workplace. Despite the fact that few studies have asserted that workplace bullying is a substantial problem in the education sector (de Wet, 2010), only a few researchers have examined the effects of workplace bullying on higher education (Hollis, 2015).

### **Religious Coping**

Coping is described as a person's continuously shifting cognitive and behavioural attempts to manage uncertainty or pressures from external or internal (Lazarus & Folkman, 1984). A popular measurement of coping strategies consists of problem-focused and emotion-focused (Beehr et al., 1995). Upon reviewing previous literature, a few patterns were discovered. First, researchers have overemphasised in examining and comparing the effectiveness of problem-focused versus emotion-focused coping. Studies continue to fall short of offering solid evidence on general coping strategies. Few studies have revealed that employees did not always react in the same way and attempted to use a variety of coping strategies in response to bullying behaviour (Boudrias et al., 2021). Second, some have attempted to

develop widely accepted coping-related strategies and measurements. Although the same instrument was used in multiple studies, inconsistencies were discovered concerning the subscales, time frame, and scoring (Rizo et al., 2017).

For studies related to academics, past studies intensely focused on comprehending the causes of stress and coping strategies (Pogere et al., 2019). For example, Paquette and Rieg (2016) have identified a few personal sources of coping methods in contrast to the findings of Nazari and Atai (2022). Past empirical studies had neglected religious coping in favour of problem- and emotion-focused coping (Achour et al., 2014; Beehr et al., 1995, Imperatori et al., 2020). One of the major coping strategies Malaysian academics employ is religious coping (Achour et al., 2014). Religious coping is described as an individual's personal attempt to seek comfort, emotional support, and encouragement from their religious faith (Noh et al., 2024). When someone practises religion as a coping mechanism for stressful situations, they are said to be engaging in religious coping (Adam & Ward, 2016; Imperatori et al., 2020). Religious coping is a stronger predictor of both mental and physical health (Pargament et al., 2004). However, the findings of Panico et al. (2022) is inconsistent with earlier studies that indicated a significant role of religion. Despite previous research emphasising the value of religion in stress management, only a few studies have empirically examined the association between stressors and religious coping. In light of the study by Pogere et al. (2019), there may be an association between workplace bullying and religious coping strategies. Thus, the first hypothesis is as follow:

H1: Workplace bullying is positively related to religious coping strategy.

## **Psychological Distress**

Psychological stress is the interaction between an individual with their environment that they perceive as exceeding their resources and harming their well-being (Lazarus & Folkman, 1984). Many studies have used the term "distress" to denote a negative consequence when coping mechanisms fail; the two concepts are interchangeable in the literature because they both refer to discomfort feelings (National Research Council, 2008). The study of psychological distress is popular among academic staff (e.g. Esteban et al., 2022; Hutchison et al., 2022; Titheradge et al., 2019). Hutchison et al. (2022) and Titheradge et al. (2019) have found that academic staff are significantly more likely to experience psychological distress. The results are consistent with Schonfeld's (1990) study, which found that academic staff experience more psychological distress than the general population. However, there is still a need for additional studies examining the interrelationship between workplace bullying and its consequences (Boudrias et al., 2021).

Workplace bullying is one of the causes of psychological distress that can arise from ineffective stress management (Khairallah et al. 2023). Bullying at work results in many undesirable behaviours (Boudrias et al., 2021; Said & Tanova, 2021). A few psychological health consequences of workplace bullying found in past studies are depression, anxiety, psychological distress, burnout, and suicidal ideation (Boudrias et al., 2021). Said and Tonova (2021) found a positive relationship between workplace bullying and emotional exhaustion among employees in the hospitality industry. Attell et al. (2017) and Chan et al. (2019) found that workplace bullying positively influenced psychological distress among working adults. Although workplace bullying has not been used widely in education, studies in the field of education also support the hypothesis that stressors and psychological distress are positively associated (Esteban et al., 2022; Kärner et al., 2021). The second hypothesis is posited as follow:

H2: Workplace bullying is positively related to psychological distress.

A review of earlier studies found a significant or insignificant relationship between religious coping and psychological wellness. For example, Adam and Ward (2016) adopted a multi-dimensional religious coping and found religious coping strategies reduce the negative impacts of stressors on life satisfaction, but did not support a main effect of religious coping strategies on life satisfaction. Beehr et al. (1995) found that religious coping was not significantly related to the majority of strains. However, Imperatori et al. (2020) and Pargament et al. (2004) have found a positive association between religious coping and mental health. Both studies offered a precise finding regarding the role of religious coping in the study of psychological distress. Dyer et al. (2023) have examined the impact of religious affiliation on psychological and physiological distress among adolescents. The study found that having a religion was associated with substantially lower rates of mental health such as depression. Considering the of Dyer et al. (2023), it was hypothesised that:

H3: Religious coping is negatively related to psychological distress.

### **Mediating Effects of Religious Coping**

Based on SC theory, there is a connection between stressor (workplace bullying), response (religious coping), and consequences (psychological distress). Past studies have revealed that religious coping has moderating (Orak et al., 2023; Khairallah et al. 2023) and mediating (Lin et al., 2018; Panico et al., 2022) effects on employee well-being. Since, personal resources appeared to have less of an

effect as a moderator on the outcomes of psychological well-being (Farley et al., 2023), this study also adopted the suggestion of Lin et al. (2018) and Panico et al. (2022). Thus, we posited the following hypothesis:

H4: Religious coping mediates the relationship between workplace bullying and psychological distress.

### **Moderating Effects of Perceived Organisational Support**

Receiving support from colleagues (Schonfeld, 1990) and social (Wilson et al., 2022) has been extensively studied as an intervention to lessen psychological distress. In comparison to social support, stressors or coping methods received far more attention in the majority of studies. Few studies, such Wang et al. (2022), and Nazari and Atai (2022) have investigated and examined academic staff's stress-related events by focusing on coping strategies. However, many continued to assert that the importance of social support has not received enough attention (Winding et al., 2022). According to Lazarus and Folkman (1984), the difficulty in measuring social support has resulted in a shortage of strong research. Most social support studies have focused on personal sources of support and ignored organisational support (Canboy et al., 2023).

The variable used to explain organisational support is known as POS (Canboy et al., 2023; Loi et al., 2014). POS refers to the general perception of employees that an organisation appreciates their commitment and is concerned with their welfare (Eisenberger et al., 1986). According to Masoom (2021), one of the key determinants of teaching quality is educational institutions' support. Academic staff who felt supported by the educational institutions exhibited favourable attitudes and desired behaviour in return (Wanyama & Eyamu, 2021). There is no consensus on the kind of support for academic staff in past literature. Wanyama and Eyamu (2021) have reviewed past literature and concluded that administrative, professional, and financial support are the three main POS for research supervisors at higher educational institutions.

Despite the fact that POS has received a lot of attention, inconsistent results have been found regarding its function in the study of stress (Farley et al., 2023). There are a few POS roles that have been identified from past studies. Firstly, POS is the antecedent of psychological stress (Loi et al. 2014; Masoom, 2021). Secondly, using POS as a predictor along with job stress (Son et al., 2022). Thirdly, using POS as the moderator to alter the relationship between independent variables and perceived stress (Attell et al., 2017; Canboy et al., 2023). Finally, utilising POS as the mediator between job stress and organisation commitment (Inas &



Taghrid, 2020). Referring to the fundamentals of SC theory, Lazarus and Folkman (1984) explained that social support can have both positive and negative effects on the prevention, coping, and recovery stages of stress. A study among education professionals found that POS significantly moderates the association between workplace bullying and intention to leave (Djurkovic et al., 2008). By considering POS use as an intervention by higher education institutions to control stress levels, this study proposes that:

H5: POS significantly moderates the relationship between workplace bullying and psychological distress.

### Control Variables

Control variables are used in analysing the data to control the assumption of endogeneity from being violated. Gender, type of HEIs, experience, age, and income were collected as the control variables. These variables were chosen based on suggestions by Califf and Brooks (2020) and Hu et al. (2019) who studied academic staff stress. Figure 1 shows the framework for this study.

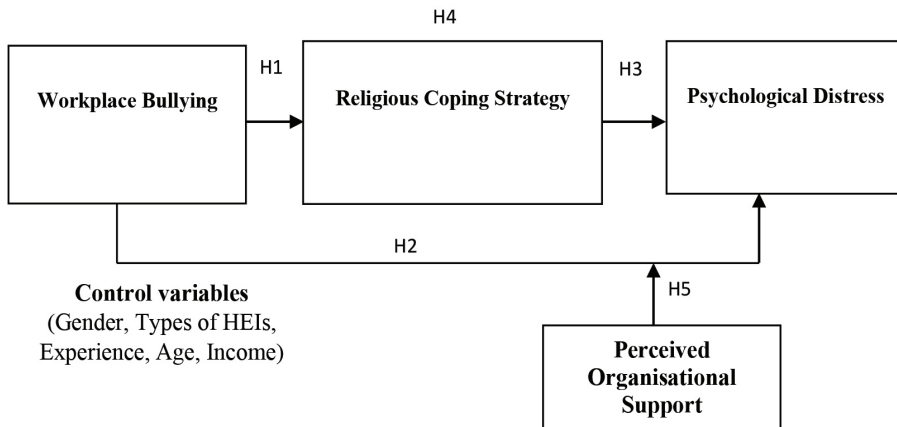


Figure 1. Research framework

## METHODS

### Participants

The academicians from both public and private HEIs in Malaysia were invited via email to take part in this study. A total of 4,197 email addresses were gathered from HEI websites that were chosen at random to create a sampling frame. Only

emails from the academic category were utilised to ensure the representativeness of the sample. Academics with management positions were excluded from the sample to ascertain its homogeneity. Convenience sampling was employed, as respondents were available and willing to participate. The use of convenience sampling should be supported by clear criteria to demonstrate similarity (Farrokhi & Mahmoudi-Hamidabad, 2012). In this case, only academics who are not involved in management are selected as one of the criteria of the study respondents. A total of 229 data were collected after receiving no feedback. According to G\*Power, this data collection exceeds the recommended minimum of 119. Non-response bias was investigated in this study by comparing early and late respondents with *t*-test. The results show no significant difference in psychological distress between the two groups. After excluding outliers, 219 data were used in the final analysis (Table 1).

Table 1  
*Respondents' profile*

Characteristics		Frequency	Percentage (%)
Gender	Male	43	19.6
	Female	176	80.4
Type of HEI	Public	143	65.3
	Private	76	34.7
Experience	Below 15 years	76	34.7
	Above 15 years	143	65.3
Age	26–30	6	2.7
	31–35	38	17.4
	36–40	58	26.5
	41–45	50	22.8
	46–50	37	16.9
	51–55	13	5.9
	56–60	11	5.0
Income	Above 61	6	2.7
	RM4,360 and below (Bottom)	26	11.9
	RM4,360–RM 9,619 (Middle)	142	64.8
	RM9,619 and above (High)	51	23.3

## Measurements

A validated measurement from past literature was used to develop the measurement, ensuring construct validity. A single expert has evaluated the items to ensure their validity within the current study setting. Workplace bullying was operationally defined as “the repeated unfavourable psychological effects by others at the workplace,” and this study used 12 items that have been adopted from Said and Tanova (2021). Religious coping was operationally defined as “individual engagement in religious practices,” and the three items were adopted from Beehr et al. (1995). For POS, this study adopted the 8-item scale from Canboyl et al. (2023) and was defined as “the general perception of employees that an organisation appreciates their commitment and is concerned with their welfare” (Eisenberger et al., 1986). This study measured psychological distress based on Ferguson et al. (2015), the measurement is a four-item index. The mean, standard deviation (SD), skewness, and Kurtosis for the variables are presented in Table 2.

Table 2  
*Descriptive statistics*

Variable	Item	Factor loading	Mean	SD	Skewness	Kurtosis
Workplace bullying	10	0.67, 0.66, 0.75, 0.78, 0.81, 0.75, 0.80, 0.74, 0.60	2.31	0.74	0.52	-0.10
Religious coping	3	0.78, 0.87, 0.69	4.30	0.81	-1.16	0.64
Perceived organisational support	7	0.83, 0.87, 0.87, 0.81, 0.63, 0.69, 0.72	3.16	0.77	-0.50	0.28
Stress	4	0.79, 0.79, 0.63, 0.77	2.86	0.88	0.19	-0.20

Confirmatory factor analysis was performed in the analysis of moment structures (AMOS) to verify the measurement that has been developed in different study settings. AMOS was selected over alternative software tools because of its ability to perform model modification which can help improve the overall fit. The multivariate normality was checked before proceeding with the analysis. The critical ratio value for multivariate skewness and kurtosis show values greater than 5. Thus, Byrne (2016) suggests using bootstrapping with a sample size of 1,000. Bollen-Stine bootstrap  $p = 0.001$  indicates that the model is correct or fits the data well. The factor loading estimates should be 0.60 or higher. In the study of a wide range of fields, partial least squares (PLS) is commonly acknowledged as the only structural modelling method that produces a meaningful solution for small sample sizes (Hair et al., 2019). Two items for workplace bullying and one

item for POS were eliminated from this study. The model fit values indicate a fair to average fit (CFI = 0.94, TLI = 0.93, RMSEA = 0.06). In order to assess common method bias (CMB), Harman’s one-factor test was performed. The total variance extracted by one factor indicated a value of 39.10% (< 50%), therefore is no problem with CMB. Table 3 displays the corrections among the study variables, composite reliability (CR), average variance extracted (AVE), maximum shared squared variance (MSV), and average shared squared variance (ASV). All indices of discriminant validity indicate good validity for all variables. The Bivariate correlation values among variables are below the threshold value of 0.70. The VIF values for workplace bullying (1.52), religious coping (1.01), and organisational support (1.53) indicate a low potential for multicollinearity (Hair et al., 2019).

Table 3  
*Discriminant validity*

	No. of items	CR	AVE	MSV	ASV	1	2	3	4
Workplace Bullying	10	0.92	0.53	0.40	0.22	<b>0.73</b>			
Religious Coping	3	0.82	0.61	0.01	0.002	-0.04	<b>0.78</b>		
Perceived Organisational Support	7	0.92	0.61	0.28	0.16	-0.52	0.07	<b>0.78</b>	
Stress	4	0.83	0.56	0.40	0.19	0.63	0.02	-0.43	<b>0.75</b>

Note: The bold figures indicate the square root of the AVE

The proposed framework was tested twice, once with and without the control variable. Most control variables had no significant impact on psychological distress. However, income level had significant positive impacts on psychological distress. In comparison to low- and middle-income levels, high-income levels have a greater mean value for psychological distress. The control variables did not change the *p*-value of the hypotheses. As a consequence, Type I or Type II errors are prevented. Table 4 presents the results of the structural model used for testing the four hypotheses. Overall model fit of this study was fair ( $\chi^2 = 617.61$  ( $p < 0.01$ ),  $df = 360$ , CFI = 0.94, TLI = 0.92, RMSEA = 0.06). H1 and H3 were not supported as both results indicated  $p > 0.05$ . Similarly, the indirect effect of workplace bullying via religious coping is insignificant ( $\beta = 0$ ), therefore, H4 is not supported.

H2 was supported ( $\beta = 0.55$ ,  $t = 6.79$ ,  $p = 0.001$ ); workplace bullying was positively related to psychological distress. Moreover, H5 was supported ( $\beta = -0.06$ ,  $t = 3.96$ ,  $p = 0.001$ ). POS was found to moderate the relationship between workplace bullying

and psychological distress. Since the standardised beta coefficient is negative, the more positive is POS, the more negative the effect of workplace bullying on psychological distress. That means, POS reduces the impact of workplace bullying on psychological distress.

Table 4  
*Moderating effect test*

Hypotheses	Results without control variable	Results with control variable	Results
H1: Workplace Bullying and Religious Coping	$\beta = -0.05, p > 0.05$	$\beta = -0.03, p > 0.05$	Not support
H2: Workplace Bullying and Psychological Distress	$\beta = 0.55, p < 0.05$	$\beta = 0.58, p < 0.05$	Support
H3: Religious Coping and Psychological Distress	$\beta = 0.06, p > 0.05$	$\beta = 0.05, p > 0.05$	Not support
H4: Mediating Role of Religious Coping	$\beta = 0.000, p > 0.05$	$\beta = 0.001, p > 0.05$	Not support
H5: Moderating Role of POS	$\beta = -0.22, p < 0.05$ $\beta = -0.06, p < 0.05$	$\beta = -0.21, p < 0.05$ $\beta = -0.06, p < 0.05$	Support
<i>Effect of control variable on Psychological Distress</i>			
Gender	$\beta = -0.01, p > 0.05$		
Experience	$\beta = 0.07, p > 0.05$		
Type of HEIs	$\beta = -0.02, p > 0.05$		
Age	$\beta = -0.02, p > 0.05$		
Income	$\beta = -0.23, p < 0.05^*$		

## DISCUSSION

This study tested the direct effect between workplace bullying and religious coping, and also between religious coping and psychological distress which were insignificant. These findings are not consistent with Achour et al. (2014), Adam and Ward (2016), and Imperatori et al. (2020); however, support with the studies of Panico et al. (2022) and Beehr et al. (1995). Additionally, this study aimed to enrich the SC theory by examining how religious coping mediates the relationship between workplace bullying and psychological distress. This study found no significant indirect or direct effects in the framework. This study is in line with Beehr et al. (1995) and Panico et al. (2022) findings that religious coping is not related to stress outcomes; however, inconsistent with Orak et al. (2023) and Khairallah et al. (2023). One possible explanation for the finding is the measurement

adopted for religious coping (Beehr et al., 1995; Lazarus & Folkman, 1984). The measurement used in this study might be more concerned with a stable aspect of personality than with a person's reaction to a particular stressful situation (Beehr et al., 1995). The items adopted in this study might only have captured the routine religious practices of the respondents. This is reflected by the high average score for religious coping ( $M = 4.30$ ). Despite contradicting results from past studies, many studies still support the significant role of religious coping in managing stressors (Panico et al., 2022).

The findings revealed that workplace bullying has significant positive associations with psychological distress. These findings suggest that victims of workplace bullying increased the level of academic staff's psychological distress. These findings are also consistent with findings from previous studies, showing that bullying at work results in many undesirable behaviours (Attell et al., 2017; Boudrias et al., 2021; Said & Tanova, 2021), such as psychological distress (Chan et al., 2019; Esteban et al. 2022; Kärner et al., 2021). As explained by SC theory, individuals who are subjected to unreasonable expectations in their work experience psychological distress.

Furthermore, this study found that POS significantly moderates the relationship between workplace bullying and psychological distress among academic staff. This finding is consistent with the fundamentals of Lazarus and Folkman (1984) that explained that social support can have positive effects on the prevention, coping, and recovery stages of stress. This confirms the claim made by Attell et al. (2017), Canboy et al. (2023), and Djurkovic et al. (2008) that POS acts as a moderator between stressor and stress outcome. The results showed that POS minimises the negative effects of workplace bullying on psychological distress. This empirical evidence further stated that academic staff suffered workplace bullying and that the academic staff who experienced psychological distress were fully supported and cooperated by organisations that not only encouraged them to face the problem but also enhanced their psychological well-being. Concerning the impact of POS, this study argued that those employees who can depend on their organisation for support and feel valued are more energised and keener as compared to those who do not experience such value and support. This study suggests that those who experience that greater level of POS can reduce psychological distress among academic staff. Furthermore, those who experience inadequate support will lead to stress that can influence other aspects of a person's life. It is in line with the study of Wanyama and Eyamu (2021) found that the academic staff who experienced institutional support displayed favourable attitudes and desired behaviour in return.

## **Theoretical Contributions**

This study takes a lead in regarding the moderating role of POS in the SC model. Previous studies have focused on the personal effort in searching for a support response to stressor (Wilson et al., 2022). This study has systematically tested the theory underlying the role of POS. Canboy et al. (2023) and Farley et al. (2023) indicated that there is not much rigorous evidence on the role of organisation as an institution in assisting its employees in minimising stress. This finding concluded that POS is a moderator between workplace bullying and psychological distress among academic staff. This study therefore contributes to the body of knowledge regarding the role of POS in the stress model among academic staff in higher education institutions.

Additionally, the insignificant mediating effect of religious coping between workplace bullying and psychological distress raises the possibility that there are more important coping strategies. The results coincide with Lin et al. (2018) and Panico et al. (2022). Boudrias et al. (2021) indicated that each person has unique coping strategies for dealing with stressors. Considering people utilise religion in a variety of ways to cope with stressors. This result is not unexpected given that Rizo et al. (2017) noted contradictory results in earlier studies despite the use of a similar measurement.

## **Managerial Implications**

Given that academic staff experience higher levels of stress than employees in other professions, it is important to comprehend how higher education institutions in this industry may support their employees. This study found that academic staff in HEIs had a mean score of 2.86 for psychological distress, which is higher than the median score of 2.5. In order to lessen their psychological distress, it is essential to improve how employees feel that the institution values their contributions and cares for their well-being (Eisenberger et al., 1986). This study provides a new perspective on how organisations can play a role in social support. The HR department should understand the role of POS given by the academic staff toward the HEI. The more positively academic staff perceive their support from the institution, the more likely it is that the link between workplace bullying and psychological distress will be weakened. Due to the nature of the profession, it is difficult to lessen the stressors. After many years of research in the field of occupational stress among academic staff, studies have uncovered many new sources of stress. In order to show academic staff that the HEI supports them, the HR department could increase belief in organisational support by getting compliments and approval such as monetary rewards, and physical working conditions. Additionally, the HR

department must establish channels of communication to hear their complaints about workplace bullying.

Although this study failed to support the significance of religious coping in the stress model. Religion can be important in life whether or not there are stressors. Since the religious coping score is high, HEIs should not ignore the strategy. In order to reduce psychological distress experienced by academic staff, workplace bullying should be controlled. Based on the results, workplace bullying has occurred among academic staff in HEIs. Although bullying in the workplace is unacceptable, HEIs have to be aware of the existence of a toxic work culture. HEIs should have clear policies that outline expectations for employee behaviour before workplace bullying becomes a severe problem. In order to monitor workplace bullying, the HR department should perform a longitudinal study. The study will be used as a detector to periodically check for any potential changes in workplace bullying. Foreign universities that set up their campus in Malaysia, have been advised to incorporate religious elements in their practices. However, to reduce psychological distress among academics, religious coping can be ignored by the HR department.

### **Limitations**

This study has several limitations. First, three items were used to test religious coping to obtain quick and valid measurement. The measurement might not accurately reflect the true reaction to the stressor. Therefore, a multi-dimensional measurement for religious coping should be developed and adopted in future research. Second, the selection of religious coping as the only mediator in a study may lead to endogeneity bias. According to earlier studies, people may use a variety of coping strategies depending on the scenario of stressors. There may be a variety of coping strategies used by different personalities. This study did not consider additional control variables such as personality or other types of coping strategies. Future studies can include personality as the control variable or various coping strategies as the mediators. Third, since the population of this study consists predominantly of Muslims, for whom Muslims must perform prayer five times a day, the 5-point scale adopted ranging from “never” to “always” may not adequately reflect the practices of all religions. Future studies could consider employing measures that reflect perceived efficacy. Forth, the cross-sectional study utilised in this study may make it less accurate and cannot be generalised to determine the impact of workplace bullying on psychological distress. It is suggested that future research to conduct a longitudinal study more than two time points.



## CONCLUSION

This study clarifies the complex links between workplace bullying, religiosity coping, psychological distress, and POS. The findings support the significant effect of workplace bullying on psychological distress. In line with past literature, this study demonstrates that POS is a key factor in lowering the impact of workplace bullying on psychological distress. However, this study does not demonstrate that religious coping is a moderating variable. The results contribute to the existing body of knowledge on workplace bullying, psychological distress, and SC theory by highlighting the moderating role of POS. In summary, this study sheds light on the strategies in which academicians at universities might be assisted. Academic staff members' perspectives, well-being, and values should be given top priority at universities.

## REFERENCES

- Achour, M., Grine, F., & Mohd Nor, M. R. (2014). Work–family conflict and coping strategies: Qualitative study of Muslim female academicians in Malaysia. *Mental Health, Religion & Culture, 17*(10), 1002–1014. <https://doi.org/10.1080/13674676.2014.994201>
- Adam, Z., & Ward, C. (2016). Stress, religious coping and wellbeing in acculturating Muslims. *Journal of Muslim Mental Health, 10*(2). <https://doi.org/10.3998/jmmh.10381607.0010.201>
- Adnan, N. L., Muda, R., Wan Jusoh, W. N. H., & Yusoff, R. (2021). Is the vitality of Malaysian academics at stake? *Journal of Applied Research in Higher Education, 14*(4), 1536–1553. <https://doi.org/10.1108/JARHE-05-2021-0192>
- Ahmad, I., Gul, R., & Kashif, M. A. (2022). Qualitative study of workplace factors causing stress among university teachers and coping strategies a qualitative study of workplace factors. *Human Arenas*. <https://doi.org/10.1007/s42087-022-00302-w>
- Attell, B. K., Brown, K. K., & Treiber, L. A. (2017). Workplace bullying, perceived job stressors, and psychological distress: Gender and race differences in the stress process. *Social Science Research, 65*, 210–221. <https://doi.org/10.1016/j.ssresearch.2017.02.001>
- Beehr, T. A., Johnson, L. B., & Nieva, R. (1995). Occupational stress: Coping of police and their spouses. *Journal of Organizational Behavior, 16*(1), 3–25. <https://doi.org/10.1002/job.4030160104>
- Boudrias, V., Trépanier, S. D., & Salin, D. (2021). A systematic review of research on the longitudinal consequences of workplace bullying and the mechanisms involved. *Aggression and Violent Behavior, 56*, 101508. <https://doi.org/10.1016/j.avb.2020.101508>
- Byrne, B.M. (2016). *Structural equation modeling with AMOS: Basic concepts, applications, and programming* (3rd ed.). Routledge. <https://doi.org/10.4324/9781315757421>

- Califf, C. B., & Brooks, S. (2020). An empirical study of techno-stressors, literacy facilitation, burnout, and turnover intention as experienced by K-12 teachers. *Computers and Education, 157*, 103971. <https://doi.org/10.1016/j.compedu.2020.103971>
- Canboy, B., Tillou, C., Barzantny, C., Güçlü, B., & Benichoux, F. (2023). The impact of perceived organizational support on work meaningfulness, engagement, and perceived stress in France. *European Management Journal, 41*(1), 90–100. <https://doi.org/10.1016/j.emj.2021.12.004>
- Cappe, E., Poirier, N., Engelberg, A., & Boujut, E. (2021). Comparison of teachers in France and in Quebec working with autistic students: Self-efficacy, stress, social support, coping, and burnout. *Teaching and Teacher Education, 98*, 103244. <https://doi.org/10.1016/j.tate.2020.103244>
- Chan, C. M. H., Wong, J. E., Yeap, L. L. L., Wee, L. H., Jamil, N. A., & Nantha, Y. S. (2019). Workplace bullying and psychological distress of employees across socioeconomic strata: A cross-sectional study. *BMC Public Health, 19*(Suppl. 4), 608. <https://doi.org/10.1186/s12889-019-6859-1>
- Chow, S. K., Francis, B., Ng, Y. H., Naim, N., Beh, H. C., Ariffin, M. A. A., Md Yusuf, M. H., Lee, J. W., & Sulaiman, A. H. (2021). Religious coping, depression and anxiety among healthcare workers during the COVID-19 pandemic: A Malaysian perspective. *Healthcare, 9*(1), 1–15. <https://doi.org/10.3390/healthcare9010079>
- Collie, R. J., & Mansfield, C. F. (2022). Teacher and school stress profiles: A multilevel examination and associations with work-related outcomes. *Teaching and Teacher Education, 116*, 103759. <https://doi.org/10.1016/j.tate.2022.103759>
- Cowie, H., Naylor, P., Rivers, I., Smith, P. K., & Pereira, B. (2002). Measuring workplace bullying. *Aggression and Violent Behavior, 7*(1), 33–51. [https://doi.org/10.1016/S1359-1789\(00\)00034-3](https://doi.org/10.1016/S1359-1789(00)00034-3)
- De Wet, C. (2010). The reasons for and the impact of principal-on-teacher bullying on the victims' private and professional lives. *Teaching and Teacher Education, 26*(7), 1450–1459. <https://doi.org/10.1016/j.tate.2010.05.005>
- Djurkovic, N., McCormack, D., & Casimir, G. (2008). Workplace bullying and intention to leave: The moderating effect of perceived organisational support. *Human Resource Management Journal, 18*(4), 405–422. <https://doi.org/10.1111/j.1748-8583.2008.00081.x>
- Dyer, W. J., Crandall, A., & Hanson, C. L. (2023). COVID-19 stress, religious affiliation, and mental health outcomes among adolescents. *Journal of Adolescent Health, 72*(6), 892–898. <https://doi.org/10.1016/j.jadohealth.2022.12.026>
- Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organisational support. *Journal of Applied Psychology, 71*(3), 500–507. <https://doi.org/10.1037/0021-9010.71.3.500>
- Esteban, R. F. C., Mamani-Benito, O., Chaparro, J. E. T., Lingán-Huamán, S. K., & Pajares, A. E. (2022). Psychological distress and workload as predictors of satisfaction with life in Peruvian female university professors with a family burden. *Heliyon, 8*(1), e08711. <https://doi.org/10.1016/j.heliyon.2021.e08711>

- Farley, S., Mokhtar, D., Ng, K., & Niven, K. (2023). What influences the relationship between workplace bullying and employee well-being? A systematic review of moderators. *Work & Stress, 37*(3), 345–372. <https://doi.org/10.1080/02678373.2023.2169968>
- Farrokhi, F., & Mahmoudi-Hamidabad, A. (2012). Rethinking convenience sampling: Defining quality criteria. *Theory and Practice in Language Studies, 2*(4), 784–792. <https://doi.org/10.4304/tpls.2.4.784-792>
- Ferguson, T. W., Andercheck, B., Tom, J. C., Martinez, B. C., & Stroope, S. (2015). Occupational conditions, self-care, and obesity among clergy in the United States. *Social Science Research, 49*, 249–263. <https://doi.org/10.1016/j.ssresearch.2014.08.014>
- Fitzgerald, M. M., Shipman, K., Pauletic, M., Ellesworth, K., & Dymnicki, A. (2022). Promoting educator social emotional competence, well-being, and student-educator relationships: A pilot study. *Mental Health and Prevention, 26*, 200234. <https://doi.org/10.1016/j.mhp.2022.200234>
- Gavin, O. (2018). 70% of college staff consider quitting as workloads and stress levels rise, according to NEU poll. *FE News*. <https://www.fenews.co.uk/fe-voices/70-of-fe-staff-consider-quitting-as-workloads-and-stress-levels-rise/>
- Gregersen, T., Mercer, S., & MacIntyre, P. D. (2021). Language teacher perspectives on stress and coping. *Foreign Language Annals, 54*(4), 1145–1163. <https://doi.org/10.1111/flan.12544>
- Hair, J. F., Babin, B. J., Anderson, R. E., & Black, W. C. (2019). *Multivariate data analysis* (8th ed.). Pearson Prentice.
- Harmsen, R., Helms-Lorenz, M., Maulana, R., & van Veen, K. (2018). The relationship between beginning teachers' stress causes, stress responses, teaching behaviour and attrition. *Teachers and Teaching: Theory and Practice, 24*(6), 626–643. <https://doi.org/10.1080/13540602.2018.1465404>
- Hassan, Z., Abang Ibrahim, D. K., Md Nor, N. N., Sabil, S., & Abdullah Bandar, N. F. (2017). Relationship between aspects of religion and work-family interface in Malaysia: A longitudinal study. *International Journal of Business and Society, 18*(S4), 862–868.
- Hodgins, M., & McNamara, P. M. (2019). An enlightened environment? Workplace bullying and incivility in Irish higher education. *SAGE Open, 9*(4), 1–13. <https://doi.org/10.1177/2158244019894278>
- Hollis, L. P. (2015). Bully university? The cost of workplace bullying and employee disengagement in American higher education. *SAGE Open, 5*(2). <https://doi.org/10.1177/2158244015589997>
- Hu, B. Y., Li, Y., Wang, C., & Reynolds, B. L. (2019). The relation between school climate and preschool teacher stress: The mediating role of teachers' self-efficacy. *Journal of Educational Administration, 57*(6), 748–767. <https://doi.org/10.1108/JEA-08-2018-0146>

- Hutchison, S. M., Watts, A., Gadermann, A., Oberle, E., Oberlander, T. F., Lavoie, P. M., & Mâsse, L. C. (2022). School staff and teachers during the second year of COVID-19: Higher anxiety symptoms, higher psychological distress, and poorer mental health compared to the general population. *Journal of Affective Disorders Reports*, 8(April), 100335. <https://doi.org/10.1016/j.jadr.2022.100335>
- Inas, M. S., & Taghrif, S. S. (2020). Job stress and organizational commitment in hospitals: The mediating role of perceived organizational support. *International Journal of Organizational Analysis*, 28(1), 226–242. <https://doi.org/10.1108/IJOA-11-2018-1597>
- Imperatori, C., Bersani, F. S., Massullo, C., Carbone, G. A., Salvati, A., Mazzi, G., Cicerale, G., Carrara, A., & Farina, B. (2020). Neurophysiological correlates of religious coping to stress: A preliminary EEG power spectra investigation. *Neuroscience Letters*, 728(May). <https://doi.org/10.1016/j.neulet.2020.134956>
- Junker, R., Donker, M. H., & Mainhard, T. (2021). Potential classroom stressors of teachers: An audiovisual and physiological approach. *Learning and Instruction*, 75(October), 101495. <https://doi.org/10.1016/j.learninstruc.2021.101495>
- Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. Springer Publishing Company.
- Lin, C. Y., Saffari, M., Koenig, H. G., & Pakpur, A. H. (2018). Effects of religiosity and religious coping on medication adherence and quality of life among people with epilepsy. *Epilepsy & Behaviour*, 78, 45–51. <https://doi.org/10.1016/j.yebeh.2017.10.008>
- Loi, R., Ao, O. K. Y., & Xu, A. J. (2014). Perceived organizational support and coworker support as antecedents of foreign workers' voice and psychological stress. *International Journal of Hospitality Management*, 36, 23–30. <https://doi.org/10.1016/j.ijhm.2013.08.001>
- Kärner Tobias, Weiß, J. K., & Heinrichs, K. (2021). A social perspective on resilience: Social support and dyadic coping in teacher training. *Empirical Research in Vocational Education and Training*, 13(1). <https://doi.org/10.1186/s40461-021-00126-y>
- Kauppi, T., & Porhola, M. (2012). Teachers bullied by students: Forms of bullying and perpetrator characteristics. *Violence and Victims*, 27(3), 396–413. <https://doi.org/10.1891/0886-6708.27.3.396>
- Khairallah, G. M., Makarem, N. N., Rahme, D. V., El Jaouni, M. A., & Brome, D. (2023). The effect of workplace bullying on fatigue in school teachers: The moderating roles of gender and spirituality. *Libyan Journal of Medicine*, 18, 2266239. <https://doi.org/10.1080/19932820.2023.2266239>
- Kourmoussi, N., Darviri, C., Varvogli, L., & Alexopoulos, E. C. (2015). Teacher stress inventory: Validation of the Greek version and perceived stress levels among 3,447 educators. *Psychology Research and Behavior Management*, 8, 81–88. <https://doi.org/10.2147/PRBM.S74752>
- Marín, I. Á., Pérez-Albéniz, A., Lucas-Molina, B., Valderrey, V. M., & Fonseca-Pedrero, E. (2022). Bullying in adolescence: Impact on socioemotional and behavioral adjustment. *Revista de Psicodidáctica*, 27(2), 141–148. <https://doi.org/10.1016/j.psicoe.2022.02.003>

- Masoom, M.R. (2021). Educators' self-esteem: The effect of perceived occupational stress and the role of organizational support. *International Journal of Educational Management*, 35(5), 1000–1015. <https://doi.org/10.1108/IJEM-11-2020-0550>
- Migliaccio, T., Rivas, A., Rivas, B., & Stark, R. (2024). Bullying within academia: A cultural and structural analysis. *Learning, Culture and Social Interaction*, 44, 100783. <https://doi.org/10.1016/j.lcsi.2023.100783>
- Mishna, F., Sanders, J. E., McNeil, S., Fearing, G., & Kalenteridis, K. (2020). “If somebody is different”: A critical analysis of parent, teacher and student perspectives on bullying and cyberbullying. *Children and Youth Services Review*, 118, 105366. <https://doi.org/10.1016/j.childyouth.2020.105366>
- National Research Council. (2008). Stress and distress: Definitions. In *Recognition and alleviation of distress in laboratory animals*. National Academies Press. <https://www.ncbi.nlm.nih.gov/books/NBK4027/>
- Nazari, O., & Atai, M. R. (2022). An exploratory study of EAP teachers' coping strategies. *System*, 106, 102764. <https://doi.org/10.1016/j.system.2022.102764>
- Noakes, T., & Noakes, T. (2021). Distinguishing online academic bullying: Identifying new forms of harassment in a dissenting Emeritus Professor's case. *Heliyon*, 7(2), e06326. <https://doi.org/10.1016/j.heliyon.2021.e06326>
- Noh, Y. E., Zaki, F., & Danaee, M. (2024). The impact of religious-psychological factors on self-perceived sport performance among religious athletes in Malaysia. *Psychology of Sport and Exercise*, 74, 102612. <https://doi.org/10.1016/j.psychsport.2024.102612>
- Orak, U., Yildiz, M., Aydogdu, R., Koenig, H. G., & Pietrzak, R. H. (2023). The relationship between combat exposure and suicide risk in U.S. military veterans: Exploring the role of posttraumatic stress symptoms and religious coping. *Journal of Affective Disorders*, 341, 77–87. <https://doi.org/10.1016/j.jad.2023.08.115>
- Panico, F., Luciano, S. M., Sagliano, L., Santangelo, G., & Trojano, L. (2022). Cognitive reserve and coping strategies predict the level of perceived stress during COVID-19 pandemic: A cross-sectional study. *Personality and Individual Differences*, 195. <https://doi.org/10.1016/j.paid.2022.111703>
- Pargament, K. I., Koenig, H. G., Tarakeshwar, N., & Hahn, J. (2004). Religious coping methods as predictors of psychological, physical and spiritual outcomes among medically ill elderly patients: A two-year longitudinal study. *Journal of Health Psychology*, 9(6), 713–730. <https://doi.org/10.1177/1359105304045366>
- Paquette, K. R., & Rieg, S. A. (2016). Stressors and coping strategies through the lens of early childhood/special education pre-service teachers. *Teaching and Teacher Education*, 57, 51–58. <https://doi.org/10.1016/j.tate.2016.03.009>
- Pogere, E. F., López-Sangil, M. C., García-Señorán, M. M., & González, A. (2019). Teachers' job stressors and coping strategies: Their structural relationships with emotional exhaustion and autonomy support. *Teaching and Teacher Education*, 85, 269–280. <https://doi.org/10.1016/j.tate.2019.07.001>
- Rizo, C. F., Givens, A., & Lombardi, B. (2017). A systematic review of coping among heterosexual female IPV survivors in the United States with a focus on the conceptualization and measurement of coping. *Aggression and Violent Behavior*, 34, 35–50. <https://doi.org/10.1016/j.avb.2017.03.006>

- Schaufeli, W. B., & Taris, T. W. (2014). A critical review of the job demands-resources model: Implications for improving work and health. In G. F. Bauer, & O. Hammig (Eds.), *Bridging occupational, organizational and public health: A transdisciplinary approach* (pp. 43–68). Springer. [https://doi.org/10.1007/978-94-007-5640-3\\_4](https://doi.org/10.1007/978-94-007-5640-3_4)
- Schonfeld, I. S. (1990). Psychological distress in a sample of teachers. *The Journal of Psychology: Interdisciplinary and Applied*, 123(3), 321–338. <https://doi.org/10.1080/00223980.1990.10543227>
- Sedivy-Benton, A., Strohschen, G., Cavazos, N., & Boden-McGill, C. (2015). Good Ol' Boys, Mean Girls, and Tyrants: A phenomenological study of the lived experiences and survival strategies of bullied women adult educators. *Adult Learning*, 26(1), 35–41. <https://doi.org/10.1177/1045159514558411>
- Son, Y. J., Lee, H., & Jang, S. J. (2022). Work stress and perceived organisational support on young Korean nurses' care for COVID-19 patients. *Collegian*, 29(5), 748–754. <https://doi.org/10.1016/j.colegn.2022.05.009>
- Said, H., & Tanova, C. (2021). Workplace bullying in the hospitality industry: A hindrance to the employee mindfulness state and a source of emotional exhaustion. *International Journal of Hospitality Management*, 96, 102961. <https://doi.org/10.1016/j.ijhm.2021.102961>
- Srivastava, S., & Dey, B. (2019). Workplace bullying and job burnout: A moderated mediation model of emotional intelligence and hardiness. *International Journal of Organizational Analysis*, 28(1), 183–204. <https://doi.org/10.1108/IJOA-02-2019-1664>
- Titheradge, D., Hayes, R., Longdon, B., Allen, K., Price, A., Hansford, L., Nye E., Ukoumunne, O. C., Byford, S., Norwich, B., Fletcher, M., Logan, S., & Ford, T. (2019). Psychological distress among primary school teachers: A comparison with clinical and population samples. *Public Health*, 166, 53–56. <https://doi.org/10.1016/j.puhe.2018.09.022>
- Van den Brande, W., Baillien, E., De Witte, H., Elst, T. V., & Godderis, L. (2016). The role of work stressors, coping strategies and coping resources in the process of workplace bullying: A systematic review and development of a comprehensive model. *Aggression and Violent Behavior*, 29, 61–71. <https://doi.org/10.1016/j.avb.2016.06.004>
- Van Dijk, E. E., van Tartwijk, J., van der Schaaf, M. F., & Kluijtmans, M. (2020). What makes an expert university teacher? A systematic review of synthesis of frameworks for teacher expertise in higher education. *Educational Research Review*, 31, 100365. <https://doi.org/10.1016/j.edurev.2020.100365>
- Wang, H., Lee, S. Y., & Hall, N. C. (2022). Coping profiles among teachers: Implications for emotions, job satisfaction, burnout, and quitting intentions. *Contemporary Educational Psychology*, 68, 102030. <https://doi.org/10.1016/j.cedpsych.2021.102030>
- Wanyama, S. B., & Eyamu, S. (2021). Perceived organizational support, graduate research supervision and research completion rate. *Employee Relations*, 43(6), 1414–1430. <https://doi.org/10.1108/ER-05-2020-0205>

- Weale, S. (2021). One in three teachers plan to quit, says national Education Union survey. *The Guardian*. <https://www.theguardian.com/uk-news/2021/apr/08/one-in-three-uk-teachers-plan-to-quit-says-national-education-union-survey>
- Wei, C., Gerberich, S. G., Alexander, B. H., Ryan, A. D., Nachreiner, N. M., & Mongin, S. J. (2013). Work-related violence against educators in Minnesota: Rates and risks based on hours exposed. *Journal of Safety Research, 44*, 73–85. <https://doi.org/10.1016/j.jsr.2012.12.005>
- Wilson, J. M., Colebaugh, C. A., Flowers, K. M., Meints, S. M., Edwards, R. R., & Schreiber, K. L. (2022). Social support and psychological distress among chronic pain patients: The mediating role of mindfulness. *Personality and Individual Differences, 190*, 111551. <https://doi.org/10.1016/j.paid.2022.111551>
- Winding, T. N., Aust, B., & Andersen, L. P. S. (2022). The association between pupils' aggressive behaviour and burnout among Danish school teachers: The role of stress and social support at work. *BMC Public Health, 22*, 316. <https://doi.org/10.1186/s12889-022-12606-1>