

The role of ethical leadership in bullying workplace behaviors: Field research – An Applied Research in The College of Osol Aldeen University

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Received

14/9/2023

Accepted

31/10/2023

Published

31/3/2024

Abstract:

The current research aims to determine the importance of the role and impact of ethical leadership on workplace bullying. The research problem revolves around a significant question: "Why has workplace bullying expanded among employees?" To explain the relationship between the key research variables, two main hypotheses were formulated, from which sub-hypotheses were derived.

To achieve the research objectives, a descriptive-analytical approach was used to investigate the opinions of a sample of employees working at the College of Religious Sciences at the university. The sample included 55 employees out of a total population of 80 employees. The purposive sampling method was employed, and their opinions were collected through a structured questionnaire. The data were analyzed using the SPSS and Excel software, and statistical methods such as the Spearman correlation coefficient and simple linear regression were applied.

The research concluded several findings, including the influence of ethical leadership on organizational bullying in the studied college. Moreover, there was a statistically significant and inversely proportional relationship between ethical leadership and organizational bullying.

Keywords: Ethical Leadership, Workplace Bullying.

Introduction:

Ethical leadership is the most prominent trait in fostering collaboration among employees within an organization. When employees bond together and establish good relationships with their employers, they can accomplish their tasks more efficiently, creating a positive atmosphere built on honesty and respect. This is a valuable factor for success and achieving a vibrant, beneficial environment. Workplace bullying, or workplace harassment, is aggressive behavior directed towards an individual by one person or a group of people. It can be initiated by a coworker, a higher-ranking employee, or even the manager themselves. Often, it is challenging for the target to respond to or defend themselves against such mistreatment. This inability to respond is not necessarily due to a weak personality but rather specific circumstances. Ethical leadership ensures dealing with workplace issues effectively and promptly to eliminate deviant behaviors among employees.

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Therefore, it is essential for leaders to be aware of specific shifts in employee behaviors and monitor the environment to anticipate potential changes and developments. The research covers four axes, starting with the research methodology and previous studies. The second axis focuses on the theoretical framework related to the research variables (ethical leadership, workplace bullying) and their connection. The third axis delves into the practical aspect. Finally, the research concludes with the fourth axis containing the conclusions and recommendations.

Research Methodology and Previous Studies

First: Research Methodology

1. Research Problem: The research problem lies in the increasing phenomenon of workplace bullying, which is considered a deviant behavior in the workplace. This problem significantly affects the psychological, emotional, and physical well-being of employees, creating a conflict-ridden environment among them. The researchers pose an essential question: "Why has the circle of bullying among employees in the workplace expanded?" From this question, several inquiries arise:

- What is the level of ethical leadership in the researched organization?
- What is the level of workplace bullying in the researched organization?
- How does ethical leadership address workplace bullying in the researched organization?
- Is ethical leadership employed to reduce workplace bullying in the researched organization?

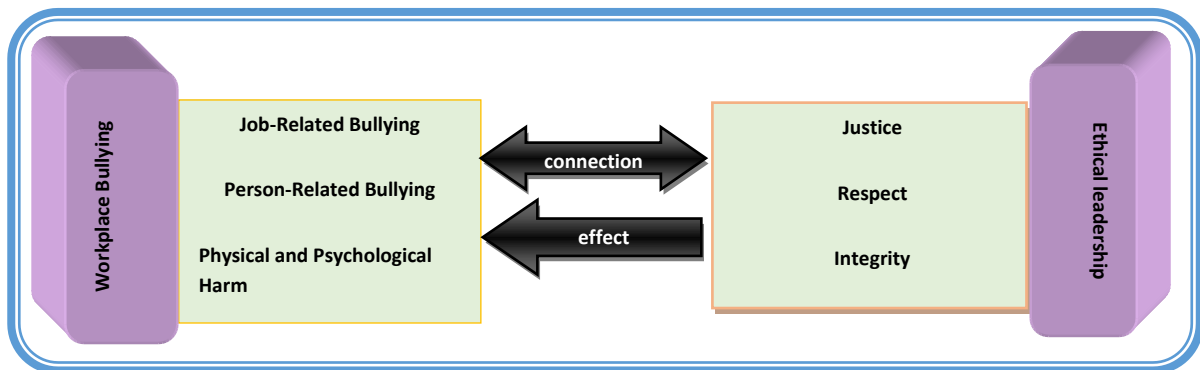
2. The importance of Research:

- 1- The significance of the research variables, given their prevalence in management and research discussions.
- 2- The importance of research to reduce the phenomenon of job bullying in college
- 3- The importance of ethical leadership in the workplace and addressing negative phenomena within it.

3. Research Objectives:

- Raise awareness among employees about the importance of cooperation, creating a positive atmosphere, and avoiding harmful behaviors.
- Identify the variables of ethical leadership and workplace bullying.
- Determine the degree of interest in curbing deviant behaviors within the organization.
- Understand the relationship and impact between the variables of ethical leadership and workplace bullying.

4. Hypothetical Research Plan



The source: Prepared by the researchers

5. Research Hypotheses: The first main hypothesis (H1): There is a statistically significant correlation between ethical leadership and workplace bullying, which branches into the following sub-hypotheses:

H11: There is a statistically significant relationship between justice and workplace bullying.

H12: There is a statistically significant correlation between respect and workplace bullying .

H13: There is a statistically significant correlation between integrity and workplace bullying.

The second main hypothesis (H2): There is a statistically significant effect of ethical leadership in the workplace bullying, which branches in to the following sub-hypotheses:

H21: There is a statistically significant effect of justice in the workplace bullying.

H22: There is a statistically significant effect of respect in the workplace bullying.

H23: There is a statistically significant effect of integrity in the workplace bullying.

6. Research Limitations

6-1 Geographical limitations: The research was limited to specific departments and units within The College of Osol Aldeen University.

6-2 Human limitations: The research included a number of employees in the departments and units affiliated with the College of Osol Aldeen University.

6-3 Time limitations: The research period extended from August 1, 2023, to September 1, 2023.

7. Research Population and Sample: The research population consisted of employees in administrative positions at the College of Religious Fundamentals at the University, totaling 80 employees. The sample selected for the study included 55 employees from this population. The initial sample data can be illustrated as follows:

Table (1) shows the initial data for the sample

Percentage	Frequency	Target Categories	Variable	N
%60	33	Male	Gender	1
%40	22	Female		
%100	55	Total		
%6	2	Less than 20	Age	2
%27	15	30-20		
%21	12	40-30		
%10	6	50-40		
%18	10	60-50		
%18	10	More than 60		
%100	55	55	Total	
%60	33	Bachelor's	Educational Qualifications	3
%12	7	Higher diploma		
%18	10	Master's		
%10	5	Doctorate		
%100	55	Total		

A- Social Gender: Table 1 shows that the employees in the college are predominantly male, as there is a difference in the numbers of male and female employees. The number of male employees is 33 (60%), while the number of female employees is 22 (40%).

B- Age: Table 1 indicates that the age group of 20-30 years has the highest frequency with 15 occurrences, representing 27%. This suggests that this age group is the most common among the employees of the surveyed college, followed by the other age groups with relatively similar levels.

C- Educational Qualification: Table 1 reveals that the majority of employees in the college have a Bachelor's degree, with 33 employees (60%). Next is the Master's degree with 10 employees (18%), and finally, the Doctorate degree with 5 employees (10%). This indicates that most employees hold Bachelor's degrees.

8. Research Scale

The researchers relied on the following sources to measure the variables of ethical leadership and workplace bullying.

Table (2): Research Scale

Source	Paragraph Numbers	Subsidiary Variable	Main Variable
Vikaraman et.al,2021	6-1	Justice	Ethical leadership
	11-6	Respect	
	116-11	Integrity	
Einarsen et.al,2009	21-16	Job-related bullying	Ethical leadership
	26-21	Person-related bullying	
	30-26	Physical and psychological harm	

Source: Prepared by the researchers based on the mentioned sources

Second: Previous Studies

1-Studies Related to the Ethical Leadership Variable

A- Study (Vikaraman, et al., 2021): Ethical Leadership Practices and Trust Among Public School Leaders in Malaysia

In this study, the focus was on integrating values into school management and its importance in balancing the roles of school leaders as both leaders and managers in one context. Ethical leadership practices were specifically highlighted through a study consisting of seven dimensions. Using a mixed-method approach (QUAN-qual), the level of ethical leadership practices of school principals and the trust of teachers in them were determined based on their opinions in Malaysia. The study also explored the relationship between these variables and categorized them according to the substructures of ethical leadership practices that significantly contribute to building trust in leaders. Finally, an examination was made of the understanding and practices of managers regarding ethical leadership style from their personal perspective. Data were collected from around 438 teachers in public schools, and the data were analyzed using descriptive, inferential, and statistical methods. The results showed that school principals in Malaysia practice a high level of ethical leadership, and teachers also have strong trust in their principals. The study also found a strong relationship between ethical leadership and teachers' trust in their principals. Interviews with three school principals revealed that they lacked a complete understanding of ethical leadership style, but they practiced several dimensions of it in managing their schools. The study recommended the integration of ethical leadership into current school leadership practices to better understand its impact.

B- Study (Jia, et al., 2022): The Relationship between Ethical Leadership, Well-being, Work Engagement, and Innovative Work Behavior: Empirical Evidence from China's Higher Education Sector

This study aimed to understand the relationship between ethical leadership (EL), work engagement (WE), well-being, and innovative work behavior (IWB). Data were collected through surveys with senior professors, lecturers, and support staff in higher education in Zhejiang, China. Data analysis was conducted using structural equation modeling. The results indicated that ethical leadership had a positive impact on innovative work behavior. It was also found that work engagement played a moderate mediating role in the relationship between ethical leadership and innovative work behavior. There was a positive relationship between ethical leadership and well-being, as well as between work engagement and innovative work behavior. Lastly, the study showed that work engagement mediated the relationship between ethical leadership and innovative work behavior. In summary, ethical leadership and well-being support innovative work behavior and contribute to improving personal relationships between managers and subordinates, ultimately leading to better work quality.

2- Studies Related to Workplace Bullying

A- Study (Einarsen, et al., 2009): Measuring Exposure to Bullying and Harassment at Work: Validity and Psychometric Properties of the Negative Acts Questionnaire-Revised (NAQ-R)

This study aimed to explore the psychometric properties and factor structure of the Negative Acts Questionnaire-Revised (NAQ-R), which is used to measure exposure to workplace bullying. Data were reanalyzed using a large sample of 5,288 employees in the United Kingdom. The results showed that NAQ-R exhibited internal stability and consisted of three main factors: personal bullying, work-related bullying, and intimidation forms of bullying. The tool can also be used as a single scale. The criterion validity was established by correlating NAQ-R scores with the perceived victimization from bullying, indicating a strong correlation. Employees who experienced bullying scored higher on all items compared to those who did not experience bullying. NAQ-R was also related to measures of mental health, workplace psychosocial environment, and leadership, indicating its good validity. Latent class cluster analysis (LCC) demonstrated that NAQ-R can be used to distinguish between groups of employees with different levels of exposure to bullying, ranging from occasional exposure to severe harassment. NAQ-R can also be used to identify targets of bullying. Therefore, NAQ-R is considered a valid and reliable tool for measuring workplace bullying.

B- Study (Farley, et al., 2023): What Affects the Relationship between Workplace Bullying and Employee Well-being? A Systematic Review for Supervisors

Previous research has repeatedly shown the harmful effects of workplace bullying on employee well-being. Although many studies have explored the factors that moderate this relationship, this field still lacks a common theoretical framework that can integrate and explain these diverse moderating factors. This study aimed to identify, categorize, and evaluate the variables tested as moderators of the relationship between workplace bullying and well-being using the Job Demands-Resources model. A literature search was conducted using the PsycINFO, Web of Science, and Scopus databases. A total of 68 studies meeting inclusion criteria were included, which reported about 209 tests of moderation.

Based on the classification used, supervisors were classified into different groups, including home demands/resources, personal demands/resources, job demands/resources, social demands/resources, and organizational demands/resources. The analysis revealed that social resources, such as coworker support, and organizational resources, such as a supportive organizational climate, play an important role in mitigating the negative effects of workplace bullying. In contrast, personal resources had less of an impact as moderators. The study highlighted the importance of social support resources and a supportive organizational climate in mitigating the negative effects of workplace bullying. It also emphasized the importance of conducting further cross-cultural research and longitudinal studies to understand whether these moderating factors work in the same way in different cultural contexts and over different time periods.

Section Two: Theoretical Framework

First: The Concept of Ethical Leadership: With the recent scandals involving some governments, institutions, and educational establishments, growing concerns have emerged among managers, employees, academics, and the general public about ethical issues in organizational leadership. Researchers have explored the behavior of managers and their role in leadership, as well as personal practices and decisions that improve employee behavior at lower levels within the organization (Brown et al., 2005:120). On the other hand, other studies have found that employees managed by ethical leaders are less prone to engage in unethical or deviant behaviors in the workplace, such as workplace bullying.

While philosophers and theologians have long discussed the topic of ethical leadership and how different levels of ethical leadership relate to employee behaviors, there are two main perspectives on this issue. Some scholars argue that "tone at the top" is of paramount importance, and therefore, top management should have the strongest influence on employee behavior. Proponents of this perspective emphasize that top management conveys the ethical values of the organization and inspires employees to act accordingly (Grojean et al., 2004).

The second perspective argues that due to their proximity to employees and intimate communication with them, supervisors are likely to serve as ethical role models. Moreover, their ability to enforce rewards and penalties suggests that supervisors should have the strongest influence on employee behaviors (Mayer et al., 2009:2).

Sociologists have also started empirically studying the ethical aspects of leadership in organizations. Brown et al. (2005:120) introduced a new conceptualization of leadership, called ethical leadership, defined as "demonstrating normatively appropriate conduct through personal actions and interpersonal relationships and promoting such conduct to followers through two-way communication, reinforcement, and decision-making." Ethical leaders are described as individuals who are sincere, caring, principled, and make fair and balanced decisions. Ethical leaders frequently communicate with their followers about ethics, set clear ethical standards, and use rewards and punishments to ensure compliance with those standards (Brown & Trevino, 2006:597). Therefore, the researchers consider ethical leadership as a leadership style based on ethical values and principles aimed at guiding and inspiring employees to make decisions and behave in ways that align with honesty, integrity, justice, respect, trust, serving others, and promoting the common good (Bello, 2012:228).

1- Dimensions of Ethical Leadership: To comprehensively understand the concept of ethical leadership, it is essential to explore its various dimensions. These dimensions shed light on the intricate components that constitute ethical leadership, contributing to a deep understanding of this important phenomenon in the organizational environment.

Toor and Ofori (2009) added that ethical behavior includes fundamental principles such as honesty, integrity, fairness, and concern for others. Ethical leadership, according to Yilmaz (2010:3950), involves attempting to promote justice, showing respect for others' personal qualities, combining qualities of honesty, reliability, competence, trustworthiness, and sincerity, as well as treating others fairly, making democratic decisions, supporting participation, showing empathy, and being kind.

The researchers argue that the dimensions of justice, respect, and integrity are the most suitable for the research community. They distinguish between different types of justice dimensions, with the first type being ethical justice, which refers to employees' general perceptions of the ethics of the organization's policies, procedures, and practices. The second type is procedural justice, which is a narrower form of organizational climate related to the fairness of decisions related to work and resource allocation within the organization. Among these two types of climates, ethical climate is considered a more general form of organizational climate that is directly influenced by ethical leadership of top management (Shin et al., 2015:46).

In contrast, the researchers added interpersonal justice, which refers to the fairness of interpersonal treatment when implementing procedures, and informational justice, which relates to the accuracy and timeliness of explanations received by individuals, with a stronger focus on supervisors (Xu et al., 2016:4). Group ethical behavior, in turn, promotes a climate of justice because the ethical behavior of group members is an indicator that leaders convey and encourage expectations of fair and ethical behavior to all group members, encouraging them to act ethically for the benefit of the organization and their peers (Walumbwa et al., 2017:16). Consequently, such

behaviors and their consequences must be committed to and recognized by their leaders (Khan et al., 2020:3).

A study by Al Halbusi et al. (2017:85) found that ethical leadership is enhanced when the level of justice increases, giving a significant perception of ethical leadership through desired treatment of employees. Furthermore, the perception of ethical leadership is enhanced based on perceived support. Ethical leaders are perceived to prioritize employee respect, service, fairness, honesty, and community building.

Finally, regarding integrity, ethical leadership can support an organization's credibility and reputation by giving importance to the ethical decision-making process to enhance relationships with stakeholders (Lin et al., 2020:8). Therefore, integrity can be considered an element of ethical leadership, but the concept of integrity also has a significant impact on ethical leadership. Integrity is considered a value, while ethical leadership is a behavior in creating an ethical climate. Ethical leadership focuses on managing ethics. If a person's integrity is highly valued, they will demonstrate consistency in personal behavior, which is based on ethical values (Engelbrecht et al., 2015:4).

Secondly: Workplace Bullying

1- Definition of Workplace Bullying

There has been an increasing number of researchers, including ourselves, conducting research on this phenomenon and related phenomena, such as workplace aggression, violence, harassment, bullying, abuse, emotional mistreatment, and harassment. Workplace bullying is defined as an escalating process in its context, where an individual ultimately ends up in a lower position and becomes the target of systematic negative social actions (Einarsen, et al., 2003:15).

In a study conducted with university employees (Keashly & Neuman, 2008), it is likely that colleagues would be defined as bullies by faculty members (63.4%), while supervisors were more likely to be defined as bullies by frontline employees (52.9%). Unlike the current focus on student incivility, faculty members were more likely to be concerned about workplace harassment by colleagues (especially senior colleagues) and supervisors rather than by students. According to WorkSafe BC, "If workplace bullying and harassment are not addressed, it can lead to lost productivity, anxiety, and sometimes suicidal thoughts or actions" (Guidelines, 2013: paragraph 1). Shahbazi et al. (2013:1816) pointed out that there are common characteristics of all workplace bullying definitions, including three essential elements:

1. Repeated negative actions.
2. Occurring frequently and regularly.
3. Occurring in the workplace where there is an imbalance of power between the parties.

1-1 Characteristics of Workplace Bullying: According to the researchers, it is difficult to determine the abusive behaviors of the bully because people's perceptions of situations vary based on their cognitive interpretations, individual factors, personality traits, and the context. This difficulty is particularly pronounced when the bullying behavior is not overt or when the abusive behavior is unintentional. Moreover, perceptions may vary among all three parties involved (the bully, the target, and the witness).

In terms of the periodic nature of the repetitive negative behavior, this characteristic excludes incidents that occur only once but have a significant negative impact on the target and may cause fear, disturbance, or anxiety for extended periods in the future. If the same target experiences negative behavior repeatedly over long and regular intervals, it is considered workplace bullying.

Regarding the third characteristic related to an imbalance of power, workplace bullying must involve two parties: one with power and the other without. The source of power can be either formal or informal. When a manager has the power, workplace bullying is likely to be vertical

bullying, directed from employees towards managers, who become the targets. However, in the case of horizontal bullying, which occurs among employees at the same managerial level, the power source is typically related to subgroup attributes (e.g., race, religion, gender, goals, age, etc.). Consequently, anyone outside this subgroup will be subjected to aggressive behavior.

1-2 Stages of Addressing Workplace Bullying: Addressing workplace bullying typically involves several stages. Branch and Murray (2015:31) proposed that an effective response to intervene in and reduce workplace bullying should involve three stages and should be initiated by top leadership through both formal and informal interventions, as outlined in the following table:

Table (3): Stages of Intervention by Top Management to Address Workplace Bullying

Interventions based on...	The first stage	the second stage	the third stage
Official	<ul style="list-style-type: none"> •Behavior policies and rules •Risk auditing •Workshops for workplace bullying awareness •Training all employees on how to respond to bullying 	<ul style="list-style-type: none"> •Communication support responsibilities. •Maintaining goal-oriented records. •Incident reports. •Swift investigation of incidents. •Employee Assistance Program (EPA) counseling provision. 	<ul style="list-style-type: none"> •Grievance policies and procedures. •Mediation or conference processes. •Support for all parties. •Workplace redesign aspects.
Unofficial	<ul style="list-style-type: none"> •Developing respectful behaviors in the workplace. •Modeling respectful behavior by management. 	<ul style="list-style-type: none"> •Social support for targets and witnesses. •Bystander intervention. 	<ul style="list-style-type: none"> •Promoting conscious/unconscious respectful behaviors, such as refraining from engaging in gossip.

Source: Branch, S., & Murray, J. (2015). Workplace bullying: Is lack of understanding the reason for inaction. *Organizational Dynamics*, 44(4), 287-295.

2- Ethical Leadership and Workplace Bullying in Academic Environments: Allegations of workplace bullying in academic institutions have received support from international research for several years. Westhues (2004) was one of the pioneers in shedding light on workplace bullying in universities and its impact on both academics and universities. Twale (2008) and De Luca argue that the administrative structures of universities and higher education institutions, in addition to traditional academic standards, support and promote the legitimization of toxic behaviors in academia (Fahie, 2019:8). In a study conducted at an academic institution in South Africa by Pietersen (2007), seven laboratory technicians reported experiencing workplace bullying from their superiors at higher levels. The study identified four types of bullying behaviors, including:

1. **Non-recognition:** This refers to a lack of recognition when recognition implies showing appreciation or approval. Recognizing employees' contributions is important for maintaining their self-esteem and motivation.
2. **Discrimination:** This is based on biases related to race, gender, or favoritism.
3. **Obstruction:** This involves efforts to hinder progress or sabotage proper performance.
4. **Isolation:** Perpetrators of isolation use secretive tactics to threaten the personal and professional standing of the target.

O'Neill (2018) argues that universities are particularly vulnerable to workplace bullying due to their decentralized organizational structures and clear hierarchies of power. The consequences of such behavior may include reduced productivity, increased employee turnover, negative effects on individual well-being, and increased litigation. This study emphasizes the real role of human resources in supporting university leaders in preventing personal conflicts and quickly addressing them when they arise.

In a study by Hollis (2019), a dataset consisting of 730 higher education professionals who were likely to report that the organization did nothing in response to reports of workplace bullying was used. A chi-squared analysis was conducted to examine whether organizational neglect was likely to lead to workplace bullying. This social psychology approach contributes to the literature on workplace bullying in higher education by highlighting the need for leadership intervention and stopping bullying behaviors. The study's results indicated that those who reported organizational neglect, i.e., "the organization did nothing," were more likely to experience workplace bullying in higher education.

McKinney et al. (2021) also confirmed the role of indirect bullying in the academic advancement of African American women. Leadership that chooses to ignore harmful behavior enables workplace bullying and unhealthy behavior to grow until it destroys organizational potential and incurs significant costs.

Third Section: Practical Aspect

Firstly: Testing the Hypotheses

1-1 Testing and Analysing the Correlation Hypotheses

The research assumed the primary hypothesis that there is a significant meaningful correlation between ethical leadership and workplace bullying. Statistical tools in the SPSS statistical program and the Spearman correlation coefficient were used to determine the type of relationship between the main and sub-variables of the research, as shown in Table(4).

Table (4): correlation between Ethical Leadership and its Sub-dimensions with Workplace Bullying

Workplace Bullying	Physical and Psychological Harassment	Personal Bullying	Work-Related Bullying	Dependent Independent
0.567 **	0.611**	0.552 **	0.412**	Justice
0.000	0.000	0.000	0.000	
0.511 **	0.595**	0.501 **	0.478 **	Respect
0.000	0.000	0.000	0.000	
0.675**	0.698**	0.537**	0.567**	Integrity
0.000	0.000	0.000	0.000	
0.681**	0.667**	0.522**	0.598**	Ethical Leadership
0.000	0.000	0.000	0.000	

From the results in Table 4, it is evident that there is a positive and significant correlation between ethical leadership and workplace bullying, with a correlation coefficient of (0.681*) and a significance level of (0.000). This underscores the importance of ethical leadership in fostering strong relationships among employees, reducing deviant behaviors among them, and strengthening the bond between organizations and their employees. This supports the main hypothesis that there is a significant correlation between ethical leadership and workplace bullying.

1-2 Regarding the sub-hypotheses:

1- Sub-hypothesis 1: There is a significant correlation relationship between justice and workplace bullying. The correlation coefficient was (0.567**), and the significance level was (0.0000). This suggests that justice among employees makes them feel fairness and equality in leadership, which can lead to increased employee satisfaction and improved performance within the organization. Therefore, Sub-hypothesis 1 is accepted.

2- Sub-hypothesis 2: There is a significant correlation relationship between respect and workplace bullying. The correlation coefficient was (0.511**), and the significance level was (0.000). This

highlights the importance of respect in strengthening communication with employees, fostering collaboration among them, and enhancing trust between employees or different departments. Thus, Sub-hypothesis 2 is accepted.

3- Sub-hypothesis 3: There is a significant correlation relationship between integrity and workplace bullying. The correlation coefficient was (0.675**), and the significance level was (0.0000). This suggests that integrity plays a role in reducing instances of workplace bullying, making employees feel comfortable in their roles. Therefore, Sub-hypothesis 3 is accepted.

Secondly: the analysis and testing of the effect hypotheses are explained

The impact hypotheses demonstrate the relationship between the study variables (ethical leadership and workplace bullying) through the significance level, constant value, coefficient (b), and the coefficient of determination (R^2). The coefficient of determination (R^2) explains the proportion of variance in the observations' values in simple linear regression. Thus, the hypothesis is accepted when the significance level (Sig) is less than (0.05)

Table (5): The effect of Ethical Leadership on Workplace Bullying

Workplace Bullying				Dependent
B	A	coefficient (R^2)	Sig	Independent
0.891	0.502	0.613	0.000	Ethical Leadership
0.560	1.456	0.502	0.000	Justice
0.592	1.234	0.478	0.000	Respect
0.678	2.203	0.446	0.000	Integrity

In Table (5), it is apparent that there is a significant impact of ethical leadership on workplace bullying, with a significance level of (0.000). This indicates that ethical leadership, with its principles of justice, integrity, and Respect, contributes to reducing deviant behaviors and promoting employees' professional progress and success. Thus, the second main hypothesis (There is an effect of ethical leadership on workplace bullying) is accepted. In terms of the determination coefficient (R^2), it explains 61.30% of the contribution of ethical leadership to workplace bullying.

Regarding the sub-dimensions:

1. Justice: The impact model of the independent variable "justice" on the dependent variable "workplace bullying" is significant (Sig=0.000), with an R^2 value of 50%. This means that the justice dimension explains 53% of workplace bullying, with a coefficient (β) of 0.560. Therefore, Sub-hypothesis 1 of the second main hypothesis (there is statistical effect of justice on workplace bullying) is accepted.

2. Respect: The impact model of the independent variable "respect" on the dependent variable "workplace bullying" is significant (Sig=0.000), with an R^2 value of 47%. This means that the respect dimension explains 48% of workplace bullying, with a coefficient (β) of 0.592. Hence, Sub-hypothesis 2 of the second main hypothesis (there is statistical impact of respect on workplace bullying) is accepted.

3. Integrity: The impact model of the independent variable "integrity" on the dependent variable "workplace bullying" is significant (Sig=0.000), with an R^2 value of 44%. This indicates that the integrity dimension explains 45% of workplace bullying, with a coefficient (β) of 0.678. Thus, Sub-hypothesis 3 of the second main hypothesis (there is statistical impact of integrity on workplace bullying) is accepted.

Fourth Section: Conclusions and Recommendations

Conclusions:

1. The results highlight the significant role of ethical leadership in mitigating workplace bullying. There is a positive and meaningful correlation between ethical leadership dimensions and workplace bullying dimensions, indicating that ethical leadership contributes to reducing workplace bullying and establishing strong relationships with employees.
2. The study suggests the presence of coordination mechanisms within ethical leadership to combat workplace bullying, such as educational programs, workshops, and voluntary initiatives.
3. The results emphasize the importance of justice in achieving employee satisfaction and reducing deviant behaviors.
4. Ethical leadership promotes a culture of respect among employees, enhancing teamwork and trust.
5. Integrity plays a significant role in reducing workplace bullying, creating a comfortable environment for employees.

Recommendations:

1. Increase awareness among ethical leadership about their role in fostering ethical conduct and reducing workplace bullying.
2. Organize seminars and educational workshops to enhance the ethical aspects of work.
3. Promote collaboration and positive work relationships while discouraging detrimental behaviors.
4. Provide incentives and rewards for employees who contribute to solving organizational issues.
5. Invest in employees as the most valuable resource and encourage respectful interactions while discouraging slander and defamation.

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