

**WORKPLACE BULLYING AND VICTIMIZATION IN TERTIARY
INSTITUTION: SAFETY AND HEALTH PERSPECTIVE**

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ABSTRACT: *There has been rising interests in studying extraneous factors that are responsible to myriad of organizational misbehaviors in most working environment of today. Over the past decade mobbing or as is popularly known bullying in the workplace has contributed immensely to the challenges employees are facing. The near absence of research and data on this organizational misbehavior despite its high occurrences in most workplaces makes this research relevant and timely. The conspicuous or near absence of literature on bullying in this part of the world requires that a study like this need to be conducted. The of this research will not serve as an addition to literature but will unveiled level of occurrences of these behaviors, suggest ways and how to reduce the occurrence and develop mechanism to use to help the victims. Available literatures in advanced economies reveals that organizational cultures promotes or undermine the dignity of the individual employees, or visitors and in a way influence behaviors that encourages respect or bullying. The liberty to hide under the cover of certain organizational organograms and power structures denies interested parties to study the levels of bullying in the workplaces. These, therefore led to having an underestimated data in most of the work environment where it occur. It has been confirmed that bullying causes significant amount of health problems for employees in many organizations. The threat of being bullied or anticipated bullying contributed immensely to stress causing conditions and to a large extent ill health. This study recognizes that building a culture of respect requires organizations to establish a range of integrated policies, structures and interventions to address mobbing/bullying acts. A concerted and collective effort need to be made to developed greater understanding by involving range of stakeholders including organizational management, unions, professionals, human resources, lawyers, occupational health psychologists and therapists.*

KEYWORDS: bullying, mobbing, victimization, safety and health, workplace

INTRODUCTION

Houshmand, O'Reilly, Robinson and Wolff (2012) examined the simultaneous and interactive effects of direct and unit-level bullying on employees' turnover intentions in a sample of nurses in a western Canadian city. The sample of the study was 41 hospital units

and 357 nurses and hierarchical linear modeling were employed to analyze the data. The study found that employees working in an organization characterized by bullying are likely to increase individual turnover intentions (Houshmand, et.al, 2012; Yahya, Aisha & Suleiman, 2019). Additionally, the result further suggested high turnover intentions by employees in an organization characterized by bullying either by the direct target of bullying or when the work unit or the entire organization is characterized by high bullying, (Yahya, et. al., 2019). Furthermore, the study conducted by Yahya, et. al., (2019), showed that the impact of unit-level bullying is stronger on those who are not often directly bullied in this case environmental health professional in the mist of medical doctors. Severally studies in different organization revealed an unmindful posture to bullying despite the fact that bullying lead to undesirable organizational attitudes like increased turnover intentions to both direct and indirect targets, (Houshmand, et. al., 2012; Yahyya, et. al., 2019, Peleg-Oren, et. al., 2012). Most of the high turnover recorded in various organizations was as a result of the high level of bullying as well as a result of over concentration on productivity rather than the welfare and working condition of the employees Zaykowski, 2013; Anne, Hugge & Carneri, 2011;Zambo & Davidson, 2013; Hatem, et al 2012). Based on these the study investigates the relationship between independent variable consisting of 1.behavioural bullying, with (9 dimensions), 2. Performance evaluation with (11 dimensions) 3. Derogatory with (4 dimensions) and target/goal setting with (9 dimensions). While our research concentrated on four variables with dependent making it five other studies concentrated on the following bullying indicators such as 1. psychological distress, 2. intentions to leave work, 3. job satisfaction and 4. self-reported sickness absence as well Barriers to reporting bullying,(Carter, et. al. 2013). In another study conducted by, Juliana,et. al, (2016).reveals that bullying promotes destruction of lives and properties, inability to fulfill goals, family instability, breed social maladjustments, engender low self-esteem for victims, is stressful for both perpetrators and their victims and has brought about poor health status for victims generally, it was also found to have negative effects on students' and staffs academic performance. Therefore, this study sets to unravel the highly underreported incident (bullying) in most of our organization in Nigeria as it is also happening in other countries as would be seen in the literature. The scope of the study is tertiary institutions in Nigeria. The study will be significant in showing impact of bullying on performance, behaviour and even turnover among other unwanted incidences in our tertiary institutions.

LITERATURE REVIEW

Peleg-Oren, Cardenas, Comerford and Galea (2012) examined the association between bullying behaviors and alcohol use among middle school students in Florida. This study revealed high prevalence of bullying behavior among students with high prevalence of bullying behaviors with 30% physical, 52% verbal, and 12% cyber (Peleg-Oren, et al., 2012). Furthermore, the study showed that bullying behavior is higher (21%) in those who

used alcohol as against 13% students who were not involved in alcohol (ditto). In another study conducted by Richard, et. al., (2011) on revisiting the whole-school approach to bullying emphasized the aspects of school climate that are associated specifically to the bullying problem in 18,222 students from across France. The result of the study suggested that physical and verbal/relational bullying scored the highest, Peleg-Oren, 2012; Lauren, et. al., 2011). In Another study conducted by Green, and Polanin (2012) showed the level of willingness of persons to intervene in bullying episodes among middle school students. The study concentrated on the examination of the relationship among gender, empathy, attitudes toward bullying, willingness to intervene, and bullying within peer groups in a sample of sixth and seventh-grade students in central Illinois middle school, Green and Polanin, 2012. Findings showed a significant relationship between male peer-group willingness to intervene and between-group variation. Additionally, the result showed that there was greater bullying perpetration within one's peer group which was highly indication of less individual willingness to intervene. On the other hand, the result indicated that female's willingness to intervene was not dependent on friendship group Green and Polanin, 2012). Monks, Robbinson, and Worlidge (2012), studied cyber bullying with a negative consequences on young being bullied more than the adults. In another study conducted in Italy shows the level of bystanding behavior on bullying in public schools with category of passive and defending by standing behaviour with perceive expectation from parents and peers on a change behavior in school management of bullying in place of reporting or withdrawal of wards in school (Pirozzi and Gini, 2012).

Ariza-Montes, Muni, Montero-Simó, and Araque-Padilla (2013) investigated workplace bullying among healthcare workers. The objective of the study was to determine consistent bullying predictors in a sample of 284 healths. Findings suggested that bullying increases among health workers, who work on a shift schedule and perform repetitive responsibilities Aziza-Montes, et.al. 2013;.Cesaroni, et. al., 2012; Cowan, et. al. 2012; Farmer, et. al. 2012; Hughto, et al., 2012). The findings further revealed that the health workers on a shift tasks tend to suffer from work related stress, little working conditions welfare, and little growth opportunities in their organizations (Aziza-Montes et al., 2013). The study served as a basis for human resource managers in enhancing good social relationships among healthcare workers.

Schroeder, Messina, Schroeder, Good, Barto, Saylor, and Masiello (2012) studied the implementation of a statewide bullying prevention program in 49 counties across Pennsylvania. The study is for the period two years and the sample consisted of 56,137 students and 2,400 teachers from 107 schools. Olweus Bullying Prevention Program (OBPP) was employed for the study as an effective means of reducing bullying behavior in schools. It was aimed at reducing bullying using an established standardized measurement tool which produced a quantifiable change in school climate (Schroeder, 2012; Beale, et al., 2013; Brown, et al., 2013; Hutchinson, 2016; Richard, 2011). There were gradual

reductions in student self-reports of bullying others and students' attitudes about bullying at the end of two years of the implementation of program.

Brown, Aalsma, and Ott (2013) examined the experiences of parents who report youth bullying victimization to school officials. The study specifically investigated the experiences of middle-school parents as they took steps to protect their bullied youth. Interpretive phenomenology was employed to provide in-depth analysis of the phenomena. The study found three parent stages namely; discovering, reporting, and living with the aftermath. Parents reported bullying to schools using advice-giving at the discovery stage with the expectation that their children will be protected. When the parents observed the escalation of the negative psychosocial symptoms in their children, they tended to report the bullying to school authority. Lastly, in the aftermath, 10 of the 11 parents interviewed said they either let the victimization continues or withdraw their children from the school. Hutchinson (2016) explored rethinking workplace bullying as an employment relations problem in Australian public sector organizations. The study employed interviews method in collecting data from policy actors in Australian public sector organizations. The study found that prevailing conceptualizations and theorizations of bullying overlook the organizational structure, cultural factors, and organizational vision and mission. This result is supported by another study conducted on gifted children (Bain 2014). Farmer, Petrin, Brooks, Hamm, Lambert, and Gravelle (2012) examined bullying involvement and the school adjustment of rural students with and without disabilities in United State of America. The study found that bullies are likely to have more positive interpersonal qualities and relatively fewer negative ones than students who were recognized as victims or bully-victims (Farmer 2012; Bain, 2014). Similarly, the study found that students with special needs tended to have higher rates of involvement as victims and bully-victims, but not as bullies. Popp (2012) explored the effects of exposure, proximity, and capable guardians on the risk of bullying victimization in United States. The objectives of the study were to determine whether opportunity theory could explain students' risk of bullying victimization and to examine influence of exposure and proximity and guardianship measures on bullying victimization at school. The study concluded that opportunity theory is the dominant theory in victimization research and it is regularly utilized in explaining school-based students' criminal victimization.

Kyriakides and Creemers (2012) studied characteristics of effective schools in facing and reducing bullying in Cyprus. The objective of the study was to specifically determined whether variation in school effectiveness in terms of reducing bullying can be attributed to differences in their classroom and school learning environment. The study concluded that some teachers and schools are more effective in reducing bullying and it was due to the factors concerned with both the school learning environment and the classrooms.

Heugten (2012) investigated resilience as an underexplored outcome of workplace bullying among New Zealand social workers. The objective of the study was to examine the experiences of 17 New Zealand social workers who identified themselves as having been targets of workplace bullying. The results revealed that all respondents had experienced negative physical and psychological health impacts. The results also found that the consequences of their negative experiences made them developed greater resilience.

Smith, Fisher, Gillespie, Beery, and Gates (2013) empirically investigated adolescents' experience with workplace aggression with its implication on school health in United State. The study sample was 30 adolescent employees, ages from 16 to 18. The study concluded that the types of proposed reactions to future workplace aggression were akin to those reported by adult victims of workplace violence, adolescent dating violence and adolescent victims of school bullying. Espelage, Green, and Polanin (2012), supported the idea of promoting willingness to intervene as the best option to reducing school and workplace bullying. This study proposes to analyzed bullying and Victimization using the model below:

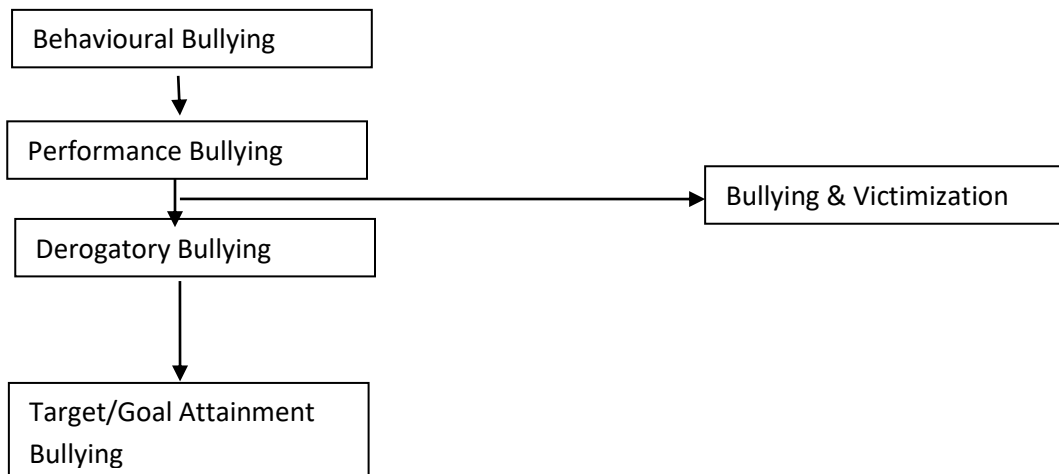


Figure 1. Conceptual Model of the study

The conceptual model of the study shows an assumption that, there is direct relationship between 1.Behavioural acts and Bullying and Victimization in the Nigerian Tertiary institutions, 2. There direct relationship between Job Performance and Bullying/Victimization, 3. There is direct relationship between Derogatory acts and Bullying /victimization and 4. Finally Target/Goal Attainment has direct relationship with Bullying and Victimization in our tertiary institutions in Nigeria. To this extent the study will respond to the following objectives:-

Objectives

1. To determine the extent to which behavioral acts constitute bullying and victimization in the workplace
2. To determine the extent to which Performance Rating and rewards constitute bullying and victimization in the workplace
3. To determine the extent to which derogatory acts constitutes bullying and victimization in the workplace
4. To determine the extent to which job target and goal attainment constitutes bullying and victimization in the workplace

2.3 Research Questions

1. To what extent does Behavioral acts constitute bullying and victimization in the workplace
2. To what extent does Performance Rating and rewards constitute bullying and victimization in the workplace
3. How does derogatory acts constitutes bullying and victimization in the workplace
4. To what extent does job target and goal attainment constitutes bullying and victimization in the workplace.

METHODOLOGY

The baseline for the conduct of any research is the choice of research methodology. According to Creswall (2013) research approaches are the master plans and specific procedures that lead to the development of broad assumptions and later transmute into general methods of data collection, analysis, and interpretation. Methodology is a systematic process of arriving at several decisions in order to arrive at which approach to use in a specific study. This is informed by using philosophical assumptions for the evolution of good and generic conclusions for the study (Creswall 2013). Pertinent to this systematic process is the development of procedures of inquiry by developing a research designs and specific research methods to use for data collection, data analysis, and data interpretation. As suggested by, Guetterman (2015); Lewis (2015); and Creswall (2013) that the selection of the specific research approach must be based on the nature of the research problem, under investigation, using the personal experiences of the researchers', as well the respondents selected for the study.

Therefore, this study investigated the level of bullying and victimization taking place in Nigerian tertiary institutions. The study concentrated on some tertiary institutions in Kaduna state of North Western Nigeria. These schools include Kaduna State University, Kaduna Polytechnic, Shehu Idris College of Health and Technology Makarfi Kaduna State, and some other organizations outside these institutions to locate how pervasive the issue of bullying is in most Nigerian work environment. As an old phenomenon yet having less

attention from the safety and health experts, this study is conducted to raise awareness among safety and health experts in Nigeria.

Design of the Study

The study was design as an experimental survey type. The design of this study is targeting the description of the entire variables devoid of any bias and manipulation (Galt, 1979). This study maintained the natural description of events in their natural state of their physical and evolutionary presentation. The research investigates the level of bullying and victimization in Nigerian with special reference to tertiary institutions in Kaduna State of north western Nigeria.

Sampling Techniques

The study used a stratified random sampling technique. All the institutions were stratified and sampled. The size of sample from each institution was proportionate to the size of that institution. This is to make sure that an equal opportunity is given to the institution to have balanced representative samples on the all important subject under investigation. Determining level of bullying in tertiary institution requires the contribution of all stakeholders in order to generalized the results and locate where the challenges exists and suggests remediation measures going forward.

Description of Instrument for Data Collection

The study used questionnaire instrument in order to obtain the data for the study. The questionnaire instrument is based on a five point likert's scale of Strongly Applicable = 5, Just Applicable = 4, Neither of the Two = 3, Strongly Not Applicable = 2 and Not Applicable = 1. The negative questions reversal was applied in order to reduce the level of confused interpretation. The questionnaire contained an introductory note followed by a section on bio demographic information. This section sought to know the age, marital, educational level and grade level. The questionnaire was adopted from State University of New York in New Paltz and Wayne State University; it was subjected to face and content validity in order to ensure the reliability of the questions in addressing the problem under investigation and ease of response by the respondents. The validation is to also improve its measuring efficiency and capacity. The expert involve includes those lecturers in the educational measurement and evaluation units of the institutions who read through and made adjustment where the case demands. The cronbach alpha test was conducted to establish the reliability of the instrument. The Instrument were administered to the sampled tertiary institutions staff and other institution as defined earlier. The descriptive and inferential statistics was applied to obtain the mean responses and significant level of the bullying in the organization.

Method of Data Collection

An on the spot retrieval method of data collection was adopted by the researcher to ensure maximum recovery of the questionnaire administered. In order to accomplish the exercise successfully and quickly too, assistants were trained on how to assist in administering the instrument. The area of training included explaining properly each item on the questionnaire.

Method of Data Analysis

The descriptive and analysis of Variance (ANOVA) was used to test the research questions. For all these techniques, computer software SPSS version 25 (statistic for social sciences) was used to ascertain the level of bullying in tertiary institutions in Kaduna State.

RESULT PRESENTATION AND DATA ANALYSIS

Reliability Test

Table 4.1 in the appendix is the result of the reliability test to confirm the reliability of the instrument use for the research. Cronbach alpha test was conducted to ensure internal consistency of the instrument section A has 9 dimensions with .814 cronbach alpha values signifying that the instrument is consistent; section B has .789 cronbach alpha value while section C and D has .640 and .791 values signifying an internal consistency and validity of the instrument. With these Cronbach alpha values the results of this study is good for both inferential analysis and generalization of results of the study.

Characteristics of the Study Sample

Table 4.2 revealed that 35.2% of the respondents are within the age group of 41-50 years, respondents within the age of 31-40 years constituted 28.4% of the distribution, respondent within the age group of 20-30 years constituted 26.4% of the distribution, 7.2% of the respondent represent 51-60 years while the least proportion is 2.8% of the distribution representing respondents within the age group of 61years and above. The result on table 4.3 shows that more than average 73.2% of the respondents were married, 13.6% of the distributions are not married while respondents that are single constituted 13.2% of the distribution. This implies that there were more married respondent than not married and single respondents respectively. Table 4.4 depicts that 28.8% of the respondents are Bsc holders; respondents who possessed PGDE and HND cert respectively represent 14.8% and 12.0% of the distribution. 21.6%of the respondents indicated that they possess Msc/M.Tech certificate as their highest level of education, however respondent who are Ph.D holders constituted 18.8% of the distribution while 4.4% of the respondents had Diploma/Other as their highest education qualification. Table 4.5, depict the grade level of respondents, with 5.6% for those on grade level 1 and 2 respectively, respondent with grade level 3, 6 and 12 represent 0.4% of the distribution respectively, while respondent with grade level 8, 5 and 9 constituted 33.6%, 12.8% and 12.0 respectively. Table 4.6, depicts the

department/Faculty/directorate of respondents, with 4.0% in the department/Faculty/directorate of administration, CST, Environmental Health, KSMC, programmers and Science respectively, respondent in the department/Faculty/directorate of Science education, leisure, hospitality, Applied Science, journalism, and Agriculture represent among other had 0.4% of the distribution respectively.

Bullying Behaviour

Table 4.1 represents the results of the mean of the various dimensions of what is term as the behavioural acts of bullying and victimization in tertiary institution in Kaduna state Nigeria, being glared in a hostile manner had 2.69 mean, being excluded from work-related social gathering with 2.91, had others storm out of work area when you entered, 3.09, had others consistently arrived late for meeting that you called, 3.09 been given the silent treatment, 2.42, not given the praise for which you felt entitled 2.36, been treated in a rude or disrespectful manner 2.53, had others refused your request for assistance 3.24, had others fail to deny false rumours about you, 2.85, with these 9 dimensions the mean score shows significant existence of bullying and victimization using behavioural acts in our tertiary institutions in Nigeria

Table 4.1: Behavioral

Items	Mean	Std. Deviation	Remark
1. Been glared at in a hostile manner	2.6917	1.34939	Applicable
2. Been excluded from work-related social gathering	2.9167	1.42355	Applicable
3. Had others storm out of work area when you entered	3.4042	1.10494	Not Applicable
4. Had others consistently arrived late for meeting that you called	3.0917	1.16788	Not Applicable
5. Been given the" silent treatment	2.4250	1.23181	Applicable
6. Not been given the praise for which you felt entitled	2.3667	1.28025	Applicable
7. Been treated in a rude or disrespectful manner	2.5375	1.28666	Applicable
8. Had others refused your requests for assistance	3.2417	1.19969	Not Applicable
9. Had others fail to deny false rumors about you	2.8542	1.17487	Applicable

Performance Evaluation

Table 4.4 represents the mean results for performance evaluation bullying and victimization in the workplace, when worker had others delay actions on matters that were important to you it is termed as being bullied as in this study such act had 2.30 mean score, been yelled at or shouted at in a hostile manner with 3.12, Been subjected to negative comments about your intelligence or competence with 2.91 mean, Had others consistently fail to return your telephone calls or respond to your memos or e-mail, 2.70, Had your contributions ignored by others, 2.84, Had someone interfere with your work activities, 3.02, Been subjected to mean pranks, 3.40, Been lied to, 3.22, Had others fail to give you information that you really needed 2.98, Been denied a raise or promotion without being given a valid reason, 3.32. There are ten dimensions measuring performance evaluation as indicators for

presence of bullying and victimization in an organization devoid of direct physical or confrontational bullying.

Table 4. 2: Performance Evaluation

Items	Mean	Std. Deviation	Remark
10. Had others delay actions on matters that were important to you	2.3000	1.24826	Applicable
11. Been yelled at or shouted at in a hostile manner	3.1208	1.90956	Not Applicable
12. Been subjected to negative comments about your intelligence or competence	2.9167	1.48117	Applicable
13. Had others consistently fail to return your telephone calls or respond to your memos or e-mail	2.7042	1.47219	Applicable
14. Had your contributions ignored by others	2.8458	1.38022	Applicable
15. Had someone interfere with your work activities	3.0208	1.37961	Not Applicable
16. Been subjected to mean pranks	3.4042	1.33162	Not Applicable
17. Been lied to	3.2292	1.38188	Not Applicable
18. Had others fail to give you information that you really needed	2.9833	1.38118	Applicable
19. Been denied a raise or promotion without being given a valid reason	3.1417	1.32435	Not Applicable

Derogatory Treatment

Table 4.5, represents derogatory treatments in the workplace, with statements such as; Been subjected to derogatory name calling, with 2.92 mean value, Been the target of rumors or gossip, 2.94 mean, Shown little empathy or sympathy when you were having a tough, 2.76, Had co- workers fail to defend your plans or ideas to others with 2.61 mean supporting persistence of derogatory behaviors depicting bullying and victimization in Nigerian tertiary institutions.

Table 4.3: Derogatory Treatment

Item	Mean	Std. Deviation	Remark
20. Been subjected to derogatory name calling	2.9280	1.36906	Applicable
21. Been the target of rumors or gossip	2.9440	1.25985	Applicable
22. Shown little empathy or sympathy when you were having a tough	2.7640	1.36960	Applicable
23. Had co- workers fail to defend your plans or ideas to others	2.6160	1.35791	Applicable

Target Settings/Goal Attainment

Table 4.4, shows the mean value of the responses on the bullying and victimization acts of Been given unreasonable workloads or deadlines more than others, with mean score of 2.65, while, Had others destroy or needlessly take resources that you needed to do your job, scores 3.09, Been accused of deliberately making an error, 3.18, been subjected to temper tantrums when disagreeing with someone, 2.83, Been prevented from expressing yourself (for example interrupted when speaking), 2.46, . Had attempt made to turn other employees against you 3.30, had someone flaunt his or her status or treat you in a condescending manner, 2.75, Had someone else take credit for your work or ideas, 2.49 and finally, Been

reprimanded or "put down" in front of others had 2.75 mean value, supporting that bullying act and victimization is on the increase in Nigerian tertiary institutions.

Table 4.4: Target Settings/Goal Attainment

	Mean	Std. Deviation	Remark
24. Been given unreasonable workloads or deadlines more than others	2.6542	1.31024	Applicable
25. Had others destroy or needlessly take resources that you needed to do your job	3.0958	1.43593	Not Applicable
26. Been accused of deliberately making an error	3.1833	1.31921	Not Applicable
27. Been subjected to temper tantrums when disagreeing with someone	2.8333	1.32774	Applicable
28. Been prevented from expressing yourself (for example interrupted when speaking)	2.4667	1.32206	Applicable
29. Had attempt made to turn other employees against you	3.3083	1.30205	Not Applicable
30. Had someone flaunt his or her status or treat you in a condescending manner	2.7583	1.41419	Applicable
31. Had someone else take credit for your work or ideas	2.4958	1.41716	Applicable
32. Been reprimanded or "put down" in front of others	2.7542	1.50660	Applicable

HYPOTHESIS

H^o There is no significant relationship between Behavioral acts, Performance Evaluation, Derogatory Treatment, Target Setting/Goal Attainment and Bullying/Victimization in our Tertiary Institutions in Nigeria

The results of ANOVA to determine the level of difference between the four factors considered in this study shows; ($F = .432$, $M = 2.8366$, $SD = 0.036379$, $P = .732 \leq 0.05$) is greater than 0.05 level of significance, hence there is sufficient evidence to retain the null hypothesis and conclude there is no significance difference in the mean responses based on the various sections statistically. This therefore shows behavioral acts is responsible for the level of bullying in our tertiary institutions, as well performance evaluation leads to promotion of bullying and victimization in our tertiary institutions, derogatory treatment promotes employee bullying and victimization, same way employee target setting and goal attainment contributed to the level of bullying and victimization in an organization in this case tertiary institutions in Kaduna state Nigeria. These conclusions is supported by the mean score for behavior act at $M = 2.9667$, performance evaluation, $M = 2.8389$, derogatory treatments, $M = 2.8366$, employee target setting and goal attainment, $M = 2.8130$. The mean values supported the ANOVA results that bullying and victimization is associated with the factors mentioned above. Mean result between groups shows .041, and mean value for within the comparison shows .096 differences responsible for the bullying and victimization in our tertiary institutions in Nigeria.

Table 12: ANOVA TEST

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.124	3	.041	.432	.732
Within Groups	2.688	28	.096		
Total	2.812	31			

DISCUSSION

The purpose and focus of this research was to determine whether, Behavioral acts, Performance Evaluation, Derogatory Treatment, Target Setting/Goal Attainment of workers rank and files (superior, colleagues or younger employees) behaviours in the workplace promotes bullying and victimization in Nigerian tertiary institutions. The results of this study generally showed that there is high possibility for the factors mentioned here to promote persistence of bullying in our tertiary institutions. As a way forward study conducted by Öcel & Aydin, (2012) reveals a correlation analyses in line with behavioural bullying with the argument that, the concept of belief in a just world may be said to be applicable to a non-western culture in resolving behavioural bullying with a positive correlation results that supports strong resistance to bullying and victimization in the workplace. The results of correlational analyses further showed that intention to leave the job and perception of being subject to bullying are negatively correlated with both personal and general Believe in a Just World. Meaning people should develop stronger belief in themselves to reinterpret unpleasant events in their workplace so as to protect their believe in a just world. Therefore employees with strong BJW are more satisfied with their jobs (Otto, Glaser and Dalbert, 2009), and support positions for less intent of of bullying and victimization (Otto & Schmidt, 2007). Believing in less injustice in individual behaviour and that of others will summount the challenges by behavioural bullying and victimization in the workplace, (Cubela Adoric and Kvartuc, 2007; Dzuka and Dalbert, 2007; Tomaka & Blascovich, 1994). In another research conducted in Nigerian tertiary institution on students bullying habit shows negative effects on the students with mean agreement of 5.00 that bullying create destruction of lives and properties, inability to fulfill destinies and family instability, breed social maladjustments, engender low self esteem for victims, is stressful for both perpetrators and their victims and has brought about poor health status for victims generally, (Juliana, Georgiana, Okorn & Akeke, 2016). School environment manifest acts of bullying through passing foul statements on others, harassment, tormenting others, passing derogatory statements, ganging up or forming clichés, breaking friendships, spreading malicious rumors, isolating members from groups, provoking others, damaging other reputations, playing school pranks, teasing others, (Juliana, Georgia, Okorn & Akeke, 2016).

RECOMMENDATION AND CONCLUSION

Bullying and victimization is becoming a serious challenge to organizational cohesion and performance of individual units. Behavioural bullying, Performance Evaluation, Derogatory Treatment, Target Setting/Goal Attainment leads to Bullying and Victimization in most tertiary institutions in Nigeria. These menaces culminated into making workplace environment stressful and a source number health challenges. Burnout has been the by product of bullying and victimization. The results of this study revealed that these factors as mentioned are sources of bullying in the present workplace or in our tertiary institutions.

Recommendation

1. The findings of this study have implications for institutional staff, institutional managers and institutional policy-makers. The Knowledge of the most persisting bullying behaviours in an organization should determine establishment of an endearing interventions targeted at the most impacting negative behaviours. To curtailed its consequences on the institutional progression and staff cohesion.
2. Derogatory statements should attract reprimand to accelerate recovery from the trauma of bullying and victimization, feeling of justice is enough to make adjustment easier.
3. Performance evaluation option for assessing staff performance should be base on practical evidence recorded over time to avoid single or group of selected heads of senior employee to assess their lower level or staff under their supervision.
4. Target setting and goal attainment as a yardstick for measuring employees ability and performance rating should be base on standard Key Performance Indicators (KPI)

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APPENDIX

I. Table 6: Reliability Statistics

SECTION	Cronbach's Alpha	N of Items
A	.814	9
B	.787	10
C	.640	4
D	.791	9

Table 1: Age

	Frequency	Percent
20-30years	66	26.4
31-40years	71	28.4
41-50years	88	35.2
51-60years	18	7.2
61 and above	7	2.8
Total	250	100.0

Table 2: Marital status

	Frequency	Percent
Married	183	73.2
Not married	34	13.6
Single	33	13.2
Total	250	100.0

Table 3: Education Qualification

	Frequency	Percent
Ph,D	47	18.8
Msc/ M.Tech	54	21.6
PGD	37	14.8
Bsc	71	28.4
HND	30	12.0
DIP / Others	11	4.4
Total	250	100.0

Table 4: Grade Level

Grade	Frequency	Percent
1	14	5.6
2	14	5.6
3	1	.4
4	15	6.0
5	32	12.8
6	1	.4
7	17	6.8
8	84	33.6
9	30	12.0
10	18	7.2
12	1	.4
13	17	6.8
14	6	2.4
Total	250	100.0

Table 5: Department/ Faculty/Directorate

	Frequency	Percent
Administration	19	4.0
Agric	1	.4
Applied Science	8	3.2
C S T	19	4.0
Environmental health	10	4.0
Food tech	7	2.8
Geography science	5	2.0
Hospitality	39	15.6
KSMC	10	4.0
Leisure	9	3.6
Local Govt	1	.4
NEWS and current affairs	7	2.8
Nut and Diet	8	3.2
Physic	43	4.8
Post pri mgt	2	.4
Programmers	17	4.0
Registry	27	10.8
Science	10	4.0
Science Edu	1	.4
Social Development	7	2.8
Total	250	100.0

Table 11: Descriptive Statistics

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean			
					Lower Bound	Upper Bound	Min	Max
Behavioral	9	2.8366	.36379	.12126	2.5570	3.1162	2.37	3.40
Performance Evaluation	10	2.9667	.30703	.09709	2.7470	3.1863	2.30	3.40
Derogatory Treatment	4	2.8130	.15448	.07724	2.5672	3.0588	2.62	2.94
Target Settings/Goal Attainment	9	2.8389	.29770	.09923	2.6100	3.0677	2.47	3.31
Total	32	2.8749	.30119	.05324	2.7663	2.9835	2.30	3.40

Mean Value < 3.0 Applicable, else not applicable

From the above table 11, it shows that the mean value 2.8366 with standard deviation 0.36379 indicate all the respondent are applicable to behavioral since the mean value is less than 3.0 hypothesized mean with lower bound 2.5570 and upper bound 3.1162, however the minimum mean value and maximum mean value are 2.37 and 3.40. See the above table 11 for other details.