MEASUREMENT AND ASSESSMENT OF BULLYING BEHAVIOURS IN DEPARTMENTS AND AFFILIATED COLLEGES OF UNIVERSITY OF DELHI

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Abstract

Workplace bullying has received tremendous attention both from the academicians and the researchers in last few years. Bullying predominantly results in unfavourable consequences both for the individual, who is a victim, and the organization which supports such deviant behaviour. The most common effects of bullying in organization have been lowered performance, decreased commitment, higher absenteeism and intention to leave the organization. The present study is envisaged to analyze the existence of bullying behaviours in the university departments and affiliates colleges of University of Delhi. It was found that most of the bullying came from the seniors and the boss in colleges with colleagues being the next major source. It was evident that excessive criticism by the seniors and bosses was the most prevalent bullying form followed by threats and constantly changing instructions. With respect to affect of bullying, depression and irritability were top on the list of symptoms followed by loss of confidence and self esteem, fear of going to work, headache and loss of sleep. Most of the bullied employees reported the matter either to their colleague or to their seniors in the college. Two-third of the respondents believed that the culture of bullying did not exist in the system while one-third believed that it was present. Research has begun to shed light on how the structure and context of academe can

promote bullying and harassment behaviours, but much more needs to be done to understand how often these behaviours occur, why they occur, and the effective means to combat their prevalence on campus.

Keywords

Workplace bullying; Bullying behaviours; University Departments & Colleges

1. Introduction

Workplace bullying has received tremendous attention both from the academicians and the researchers in last few years. Bullying predominantly results in unfavourable consequences both for the individual, who is a victim, and the organization which supports such deviant behaviour. The most common effects of bullying in organization have been lowered performance, decreased commitment, higher absenteeism and intention to leave the organization (Hoel, et.al. 2003; Keashly & Jagatic, 2003). For an individual employee, bullying behaviour has resulted in lowered satisfaction with the job and psychological and physical illness and exclusion from the larger group (Hoel & Cooper, 2000; Keashly & Jagatic, 2003; Vartia, 2001). The cost of bullying is very high for the individuals, organizations as well as for the society (Leymann, 1992).

A lot of researchers have been continuously working to define this concept accurately and discuss the nature of workplace bullying (Leymann, 1996; Liefooghe &Mackenzie, 2001). Few have also tried to discuss the prevalence and form of bullying (Einarsen & Skogstad, 1996; Hoel & Cooper, 2000; O'Moore, 2000) in addition to outlining the factors associated with the personality of the individuals and the organization which supports bullying behaviours (Aquino et.al. 1999; Coyne et. al. 2000; Zapf et.al. 1996).

1.1 Defining Workplace Bullying

The concept of bullying has been approached by scholars in number of ways. Few have defined it as "repeated and persistent negative acts towards one or more individuals involving a relationship of power differential resulting in the creation of hostile environment (Einarsen, 1996; Hoel & Cooper, 2000)". Bullying behavior is also the result of interpersonal aggression and hostility. This behaviour generally leads to stigmatization and victimization of the recipient (Leymann, 1996; Bjorqvist, et.al, 1994). These activities may be carved out deliberately or

unconsciously, but they result in humiliation, offence and distress and interfere with the job performance of the victim (Einarsen & Raknes, 1997).

- Repeated and persistent negative acts towards one or more individuals involving a relationship of power differential resulting in the creation of hostile environment: Einarsen, (1996); Hoel & Cooper, (2000).
- Result of interpersonal aggression and hostility leading to stigmatization and victimization of the recipient: Leymann, (1996); Bjorqvist, et.al, (1994).
- Action of others resulting in humiliation, offence and distress and interfering with the job performance of the victim: Einarsen & Raknes, (1997).

Figure 1: *Defining Bullying*

There might not be consensus on the way bullying behaviour is classified or categorized but there is a consensus regarding ways in which bullying behaviours are manifested at the workplace. These might range from persistent insults, criticism or ridicule (Hoel & Cooper, 2000; Leymann, 1996) to being ignored or treatment as being non-existent (Einarsen & Raknes, 1997). These may also include giving demeaning responsibilities to the victim (Rayner, 1997), making unrealistic work demands (Einarsen & Raknes, 1997; Lewis, 2002). Some of these acts can be classified as being personal (like name calling, insults and humiliation), while others may be organizationally derived (enhanced workloads, excessive monitoring etc). In a study by Einarsen (1998), the most common negative acts included social isolation and exclusion, devaluation of one's work and efforts and exposure to teasing, insulting remarks and ridicule. Box 1 presents the categorization of bullying behaviors.

Box 1: Categorization of Bullying Behaviors (Zapf, 1999)

- Behaviours related to change in kind of work being performed by the victim to his or her dissatisfaction
- Social isolation
- Attacking the private life of the victim by ridicule and insulting remarks
- Humiliation in public; being criticized or yelled at
- Threat of physical violence or actually doing it

The situational factors in the form of power differential or inescapable interactions may cause lots of anxiety and misery to the victim in addition to the frequency of longevity of such acts.

Bullying is a phenomenon which is rapidly on rise from last two decades. The growth of workplace bullying both in terms of research and an organizational phenomenon is spectacular. Though expression of bullying in different terminologies like mobbing (Leymann, 1996); harassment (Bjorqvist et.al. 1994); workplace harassment (Brodsky, 1976); and emotional abuse (Keashly, 1998) have been used but the central core is the mistreatment of the employee resulting in victimization of the employee. The reported growth of bullying within the organizations remains widespread due to increased reporting and the media exposure of these behaviours. Majority of the victims have reported to being bullied by their seniors (Einarsen & Skogstad, 1996) which is much more detrimental than by the co-workers (Einarsen & Raknes, 1997). The term bullying has been used quite widely by researchers in UK and Ireland (Hoel & Cooper 2000; O'Moore, 2000), Australia (McCarthy, 1996) and Northern Europe (Einarsen, 1996). In Northern America, the term is replaceable with words like employee abuse (Keashly, 1998), workplace aggression (Neuman & Baron, 1998), victimization (Aquino et.al. 1999) and workplace incivility (Anderson & Parson, 1999; Cortina et.al. 2001).

The consequences of bullying can be identified in the form of ill health, reduced commitment and decreased productivity. The term bullying behaviour has also been used in being similar to sexual harassment at Workplace with the sexual element missing from it. Both the phenomena are different form of harassment which have severe consequences for the well-being and the job satisfaction of the victim (Pryor & Fitzgerad, 2003).

Most of the researches on bullying are based on self-report data of the victims. Wilson (1991) suggests including both the real and perceived malicious treatment as work abuse. Brodsky (1976) differentiates between 'subjective harassment' referring to the awareness of harassment by the victim and 'objective harassment' referring to actual evidence of harassment through co-workers, employers and observers may be stated.

1.2 Factors in Work Environment Contributing to Bullying Behaviour

Bullying is supposed to be a multi-causal phenomenon (Zapf, 1999). A lot of factors interplay with each other leading to bullying behaviours in organization. Some of these factors are (shown in Box 2):

Enabling structures and processes act both as a foundation and a filter of bullying. They serve as a basic ground for bullying behaviour to take place, making the workplace prone to bullying. In the presence of motivating and precipitating factors, it is the enabling structures that determine whether bullying will take place or not.

1.2.1 Enabling structures and processes

These factors become the foundation for bullying behaviour to take place in organizations. Certain conditions required to generate bullying behavior are:
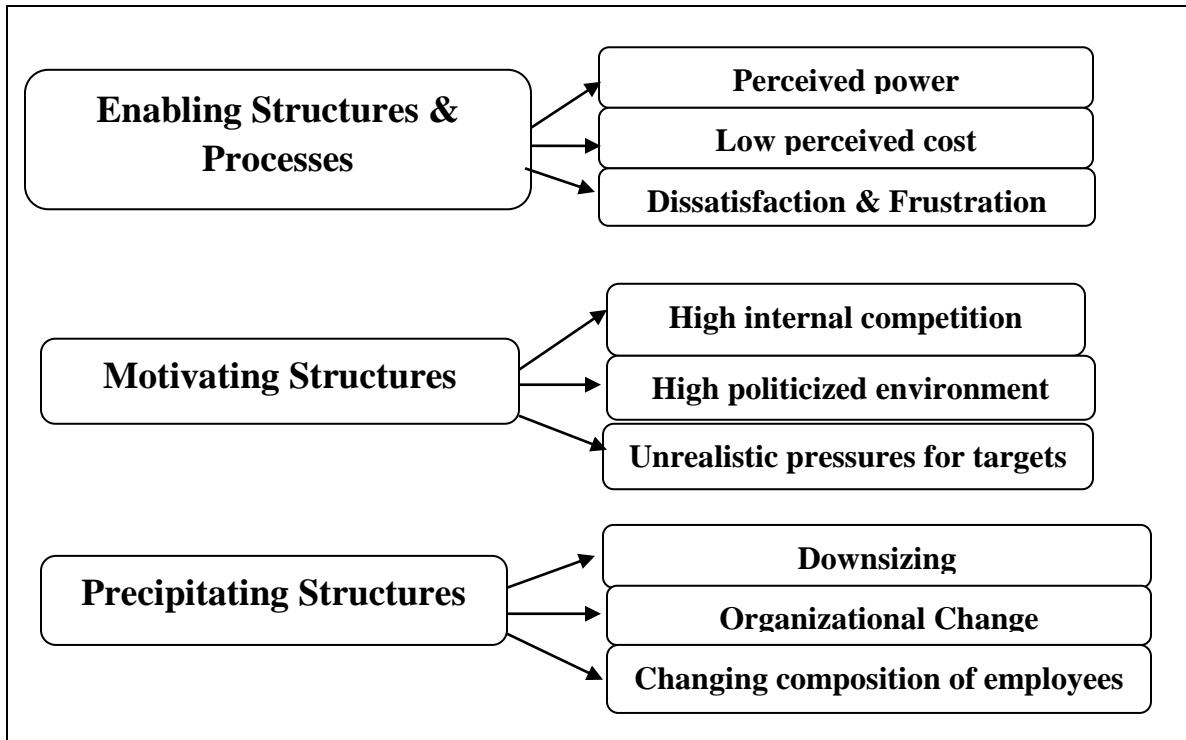
(i) Perceived Power Imbalance

Bullying generally occurs in situations where there is power imbalance, thus providing a victim-perpetrator structure (Einersan & Skogstad, 1996; Leymann, 1996). In the absence of power imbalance, the person towards whom the aggression is directed could withstand the attack and also may retaliate, thus not allowing bullying to take place.

It has been found that in many organizations it is the superiors who are responsible for a clear majority of all bullies and instigators of incivility (Cortina, et.al. 2001; Hoel & Cooper, 2000; O'Moore, 2000). Power differential may not always reside in the position of a person in the organization but may also be linked with other factors (Cleveland & Kerst, 1993) like traditional gender roles and minority status of the victim. In many countries women are found to be more victimized as compared to men (Aquino & Bradfield, 2000; Cortina et.al. 2001). This follows from the belief that organizational power differences are driven from the societal power differences.

Bullying behaviours are also more visible in autocratic and bureaucratic organizations where dominance and power imbalances are strongly emphasized (Ashforth, 1994) leading to institutionalized bullying.

Box 2: *Factors of Bullying Behaviours in Organizations*

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┌─────────────────────────────────────────────────────────────────┐
│  ┌───────────────────────┐      ┌─────────────────────────────┐  │
│  │                       │ ───→ │     Perceived power         │  │
│  │  Enabling Structures  │      ├─────────────────────────────┤  │
│  │      & Processes      │ ───→ │   Low perceived cost        │  │
│  │                       │      ├─────────────────────────────┤  │
│  │                       │ ───→ │ Dissatisfaction & Frustration│ │
│  └───────────────────────┘      └─────────────────────────────┘  │
│                                                                   │
│  ┌───────────────────────┐      ┌─────────────────────────────┐  │
│  │                       │ ───→ │  High internal competition  │  │
│  │ Motivating Structures │      ├─────────────────────────────┤  │
│  │                       │ ───→ │ High politicized environment│  │
│  │                       │      ├─────────────────────────────┤  │
│  │                       │ ───→ │ Unrealistic pressures for   │  │
│  │                       │      │          targets            │  │
│  └───────────────────────┘      └─────────────────────────────┘  │
│                                                                   │
│  ┌───────────────────────┐      ┌─────────────────────────────┐  │
│  │                       │ ───→ │        Downsizing           │  │
│  │    Precipitating      │      ├─────────────────────────────┤  │
│  │     Structures        │ ───→ │   Organizational Change     │  │
│  │                       │      ├─────────────────────────────┤  │
│  │                       │ ───→ │ Changing composition of     │  │
│  │                       │      │       employees             │  │
│  └───────────────────────┘      └─────────────────────────────┘  │
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(ii) Low Perceived Cost

If the perpetrator assesses the cost of bullying to be relatively low, the chances of bullying behaviour increases. The cost here is in terms of risk of getting reprimanded, being dismissed or being socially isolated or punished by the members of the organization. In very large and bureaucratic organization, it has been found that the duration of the decision making process, in case of any such situation, is so long drawn and time consuming that the perpetrator becomes invisible after a while and therefore the risk of being caught, punished or ostracized also decreases (Einarsen & Skogstad, 1996). The extent of bullying behaviour is also related to the leadership style of the superior. In case of lassiez faire style of leadership, upper management abdicates responsibility and does not intervene, therefore, giving way to bullying behaviour in organizations (Einarsen et.al. 1994). Bullying behaviour also depends on the culture of the organization. In some organizations, bullying may be seen as 'permitted' way of doing things. For such behaviours to occur in organizations, the elements of harassment must exist within the culture that permits and rewards harassment (Brodsky, 1976). Hoel & Salin (2003) have also found that employees generally may not want to report the incidence of bullying to higher authorities as it might be seen as an act of disloyalty. In some instances it has also been found that violence and bullying at workplace have become naturalized actions and taken for granted

(Hearn & Parkin, 2001). Bullying can also take the form of extreme jokes and banter when the target cannot defend him or take the joke 'sportingly'.

(iii) Dissatisfaction and Frustrations

Bullying and other forms of anti-social behaviours could be the result of extreme dissatisfaction and frustration experienced at workplace. This can happen due to organizational constraints (Einarsen et.al. 1994; Vartia, 1996), lack of clear goals (Vartia, 1996) and role conflict and ambiguity ((Einarsen et.al. 1994) leading to high irritation, lower tolerance and a search for more stimulating activities, giving way to bullying behaviour in organizations. Vartia (1996) found that bullying could also be caused by deficient internal communication, lack of discussion about tasks and goals and a poor communication climate. High workload, time pressure and hectic work environment may result in increased bullying at work (Appelberg et.al. 1991; Hoel & Cooper 2000).

1.2.2 Motivating Structures and Processes

In addition to the suitable environment for the bullying to take place in organizations there are some motivating processes that seem to reward the bullying behaviour in organizations. If these situations are present, they bring about enhanced bullying in the system. These factors include high internal competition, some reward system and expected benefits for the perpetrator.

Sometimes bullying in organizations is seen as "a kind of behaviour that strives to enlarge the allocation and proportion of existing profits to acertain individual (Krakel, 1997). A very high internal competition and highly politicized environment makes the organization prone to bullying (O'Moore, 2000; Salin, 2003). An environment in the organization where an employee succeeds by manipulating or harming others is giving an incentive to rest of the employees to do the same (O'Leary-Kelly et.al., 1996). Bullying could also be used to punish the good performers who tend to work hard and raise the bars for others too, in case of high internal competition (Kraker, 1997; Neuman & Baron, 1998). Bullying could also be resorted to as a means of achieving high status.

The reward system can also contribute to vertical bullying where superiors can resort to bullying either a very high performer or very low performing subordinates (Krakel, 1997). A very high performing subordinate may be seen as a threat and a very low performing may be perceived as harming the interest of the organization. Bullying can also be used as a tool to get rid of incompetent or underperforming employees, thereby saving the redundancy payment.

1.2.3 Precipitating Process

Precipitating factors are related to the changes in the status quo and include factors like downsizing, organizational changes and changes in the composition of the work group. It has been observed that activities like cost cutting, restructuring and reengineering are significantly related to expression of hostility and obstructionism (Baron & Neuman, 1996; Hoel & Cooper, 2000). The resultant of downsizing and restructuring may be in the form of elimination of layers and positions leading to reduced promotional opportunities, increased workload, high internal competition and lowered job security leading to pressures and stress, reduced threshold for aggression resulting in a feeling of powerlessness. Such employees are likely to indulge in deviant behaviours, bullying being one of such acts (Ashforth, 1989; Bennet, 1998). Other changes like delegation of power, flatter organizational structure and decentralization may also result in creating lot of uncertainty among the employees leading to more destructive behaviour in organizations.

Change in the composition of workforce may also result in increasing bullying behaviour in organization (Hoel & Coper, 2000; Rayner, 1997). In a study, it was reported that bullying behaviour increased after the promotion of the perpetrator or on arrival of a new manager (O'Moore et.al. 1998). Workplace aggression has also been found to be significantly related to workplace diversity in terms of age, gender and ethnicity (Baron & Neuman, 1996).

1.3 Causes of Bullying

The causes of bullying have been classified in two categories:

- The role of Personality of the Victim
- The role of psychosocial factors

In a study by Seigne (1998), it was found that all victims blamed the difficult personality of the bully. Fifty percent of them felt that it was because of the change in the job situation of the bully with power in the hands. Few of them also felt that bullying was taking place because the bully was envious of their qualification. Bjorkqvist et.al. (1994) reported three reasons for bullying in organization as competition concerning status and job position, envy and the aggressor being uncertain about him/her. In some situations personality of the victim was also found to be responsible for bullying to take place. Vartia (1996) also found envy to be the main reason for bullying (68%), followed by weak superior (42%), competition for task or growth (38%) and superior's approval (34%). Einarsen et.al. (1994) also found envy to be most

important factor for bullying their research. Weak leadership was identified to be one of the causes for bullying. In addition to this the victim's personality in terms of lack of coping ability and self-efficacy, low self-esteem, shyness and lack of conflict management skills lead to the enhancement of the problem. Few of them also ascribed stressful work situation and social climate to be the causes of bullying.

Few researchers like (Einarsen et.al. 1994) concede that envy could be a possible reason but also suggested that this may get aggravated due to victim's unrealistically high self-esteem. In many instances, victims have been found to be overachievers and also highly rigid (Brodsky, 1976). Annoying employees in organizations may also provoke bullying behaviours from others (Felson, 1992). In a study by Gondolofo (1995), victims of bullying were found to be oversensitive, suspicious and angry as compared to others. They had low self-esteem and were found to be anxious in social setting (Einarsen et.al., 1994). Few of them could be conscientious, literal-minded and naïve (Brodsky, 1976). Leymann (1993) identified four factors to be responsible for causing bullying at workplace: deficiency in the work design; deficiency in the leadership behavior; socially exposed position of the victim; and low moral standard in the department

The psychological and social environment at workplace could be a contributory factor to bullying. Seigne (1998) found that the victims of the bullying stated their work environment to be highly stressful and competitive being high on interpersonal conflict with lack of friendly atmosphere and usually led by authoritarian leaders.

Einarsen et.al. (1994) found that victims generally reported lack of constructive leadership, lack of possibilities to monitor and control their own tasks and high role conflict. Unrealistic and incompatible demands and expectations lead to high stress and frustration causing conflict and poor relationship and then creating a need to displace frustration on someone else resulting in bullying behaviour in organizations. Vartia (1996) reported that some characteristics of the workplace like poor information flow, authoritarian style, lack of discussion andlack of influence over decisions concerning self-lead to bullying.

2. Research Method

2.1 Objectives of the Study

The present study aims to analyse the existence of bullying behaviours in the university departments and affiliates colleges of University of Delhi. The major objectives of the present study are:

1. To track the prevalence of bullying among university employees specifically amongst the teaching faculty, in higher education,

2. To assess the nature of bullying and harassment among university employees in higher education.

3. To highlight the impact of bullying both on the individual and the organizations

4. To outline the steps that can be taken to reduce risk of bullying behaviour and lead to better prevention

2.2 Techniques of Data Collection

Data collection was done through self-administered questionnaires and semi-structured interviews. The questionnaire consisted of 16 items, which were spread over personal profile of the respondents (3 questions) and the other 13 questions were aimed to collect information on the bullying experience of the respondents, if any.

2.3 Questionnaire Used for the purpose of the Study

The intent of the questionnaire was to measure the perception of teaching faculty (both men and women) towards bullying, in terms of whether they have experiences bullying at work place. If they had experienced bullying, what was its form, how did it affect them, presence of any platform for addressing their concerns, any action taken and whether the action taken led to any improvement in the situation?

2.4 Sample Design and Sample Size

A total of 500 self-administered questionnaires were distributed to teachers in different colleges and university departments of University of Delhi. The sampling design for this study was purposive sampling. Against the targeted sample of 500 questionnaires, 280 questionnaires have been collected and analyzed. A profile of the sample has been provided at the end of the present chapter.

3. Data Analysis and Discussion

3.1 Profiles of the Respondents

Summary profiles of the 280 respondents has been given in the Table 1 to 3

3.1 (a) Gender profile (N = 280)

Table 1: *Gender profile of the respondents*

Gender	Respondents	% age
Male	112	40%
Female	168	60%
Total	280	100

As is evident from the Table 1, 40% of the respondents are males while 60% of them are females.

3.1 (b) Age Profile (N = 280)

Table 2: *Age Profile of the Respondents*

Age Group	Respondents	% age
Less than 25 Years	12	4.3%
25 - 35 Years	128	45.7%
More than 35Years	96	50%
Total	280	100%

As can be observed from the Table 2, 12% of the respondents are in the age bracket of less than 25 years, followed by 45.7% of the respondents in the category of 25-35 years. 50% are in the category of more than 36 years of age.

3.1 (c) Experience Profile (N = 280)

Table 3: *Current Employment status of the Respondents*

Experience in years	Respondents	% age
Permanent	140	50%
Ad Hoc	136	48.8%
Guest	4	1.4%
	280	100%

As shown in Table 3 of the 280 respondents 50% of them are permanently employees in the University, while 48.8% are working on Ad hoc basis. 1.4% of the teachers were working as guest faculty.

3.2 Data Analysis and Discussion

3.2 (a) Have you personally experienced bullying or harassment at work in the last two years? (N = 280)

Table 4: *Incidents of bullying in organizations*

Response	In number	In percentage
Yes	36	12.9%
No	244	87.1%

As presented in Table 4 from the 280 teachers, it was found that 36 (12.9%) of them responded positively to the statement that they had experiences bullying at work place in different forms (to be discussed later), while 244 (87.1%) did not have bullying experience at work.

3.2 (b) Who was the person responsible for bullying? (N = 36)

Table 5: *Person responsible for bullying in organizations*

Person	Number of Responses	In percentage
Your Colleague	12	33.3%
Your senior	28	77.7%
Your Boss	16	44.4%
Office Staff	4	11.1%
Students	4	11.1%

As shown in Table 5 of the 36 teacher who reported bullying at workplace, 33.3% said that it was their colleague who was bullying them while 77.7% ascribed it to their seniors in the organization. 44.4% reported it coming from their bosses while 11.1 % felt it be derived from the students. Some of them also reported multiple sources of bullying from different quarters.

As is evident from the data available, most of the respondents stated the seniors and the boss to be the main source of bullying in colleges with colleagues being the next major source. As majority of the respondents in the sample are working on ad hoc basis in colleges (without any permanent positions) there is a possibility that they are the ones who are being bullied by the respective parties.

3.2 (c) Forms of Bullying (N = 36)

Table 6: *Forms of Bullying*

Form of Bullying	Number of Responses	In percentage
Threats	16	44.4%
Humiliation	12	33.3%
Constantly changing instructions	16	44.4%
Setting unrealistic targets	8	22.2%

Refusing reasonable requests (i.e. for leave or professional training)	12	33.3%
Shouting or verbal abuse	12	33.3%
Excessive criticism	24	66.6%
Excessive workloads	12	33.3%

As shown in Table 6, to assess the different form of bullying experienced by the teachers of Delhi University Colleges, it was found that excessive criticism was found to be most dominant with a response of 66.6%. This was followed by threats and constant changing instructions (44.4%). Humiliation, refusing reasonable requests and excessive workload were the next with 33.3% of the respondents reporting it. Setting unrealistic targets was least experienced by the respondents.

As per the information available it is evident that excessive criticism by the seniors and bosses is the most prevalent bullying form followed by threats and constantly changing instructions. In the absence of security of job, the respondents are expected to take up any responsibility as dictated by their seniors. They are severely criticized for not being sincere, regular and updated. They are threatened to be thrown out of the job and are constantly given different courses to teach, some of which may not even fall into their area of specialization.

3.2 (d) Affect of Bullying (N = 36)

Table 7: *Affect of Bullying*

Affect of Bullying	Number of Responses	In percentage
Loss of confidence and self esteem	12	33.3%
Depression	20	55.5%
Loss of appetite	8	22.2%
Irritability	20	55.5%
Fear of going to work	12	33.3%
Anxiety	8	22.2%
Headaches	12	33.3%
Loss of sleep	12	33.3%
More time off work	8	22.2%

With respect to the impact of bullying in the respondents, it was found (as shown in Table 7), that the maximum impact was in the form of depression and irritability of the respondents with 55.5% reporting it. This was followed by loss of confidence and self-esteem,

fear of going to work, headache and loss of sleep (33.3%). Loss of appetite, anxiety and the desire to keep away from work were reported by 22.2% of the respondents.

With respect to affect of bullying, it has been observed that depression and irritability were top on the list of symptoms followed by loss of confidence and self-esteem, fear of going to work, headache and loss of sleep. Anxiety, loss of appetite and trying to be away from the work were few other symptoms. In the absence of permanent job with the responsibilities of sharing the house hold activities, the respondents felt depressed in such uncomfortable situation as the future too seemed bleak. In trying to figure out the solution (with none in sight) it led to high degree of irritability too. Other symptoms were directly related to these two resulting in loss of self-confidence, self-esteem, headaches and fear of going to work.

3.2 (e) Have you raised the problem of bullying or harassment at work? (N = 36)

Table 8: *Problem of Bullying Raised*

Response	In number	In percentage
Yes	12	33.3%
No	24	66.7%

As presented in Table 8, when inquired whether the respondents have raised the issue of bullying at work with someone, only 33.3% (12 respondents) of them responded in affirmation. 66.7% (24) of them claimed that they have never reported the matter to anyone in particular.

It is observed that when it comes to reporting the problem of bullying to authorities only 33% of the bullied employees did so. It may be ascribed to the absence of any significant authority which is able to handle such grievances in colleges and university departments. As observed earlier, in most of the cases, it was the immediate superior or the boss who was the source of bullying. In the absence of any such platform, it was not possible to report the bullying.

3.2 (f) If Yes, then with Whom (N = 12)

Table 9: *Person with whom the issue was raised*

Person	Number of Responses	In percentage
Your Colleague	8	66.7%
Your Senior	8	66.7%
Your Boss	4	33.3%

Of the 12 respondents who have tried to raise the issue of bullying at workplace, 8 (66.7%) of them have raised it with their colleagues and seniors at workplace while 4 (33.3%) have raised it with their bosses at workplace as presented in Table 9.

Most of the bullied employees reported the matter either to their colleague or to their seniors in the college. Very few of them reported it to their boss. The comfort zone and the level of trust is relatively higher while sharing the concern with the colleagues as compared to with the boss.

3.2 (g) Action Taken (N = 12)

Table 10: *Action Taken*

Response	In number	In percentage
Yes	4	33.3%
No	8	66.7%

3.2 (h) Improvement in the situation, if action taken (N = 4)

Table 11: *Improvement in situation*

Response	In number	In percentage
Yes	4	100%
No	0	0

When inquired about whether any action was taken to manage the situation, only 4 of them (33.3%) reported in affirmation while8 of them (66.7%) claimed that no action was taken even after reporting the matter with the people at workplace as presented in Table 10.

In the 12 reported cases, only in 33.3%, any action was taken to alleviate the concern of teachers. This is a reflection of lack of effective machinery in the system to tackle such an important concern of employees in organizations. But is it found that whenever action was taken (though only in 4 cases), there was a definite improvement in the situation as presented in table 11.

3.2 (i) Do you believe a culture of bullying exists at your institution (N = 280)

Table 12: *Existence of Culture of Bullying in the College*

Response	In number	In percentage
Yes	72	25.7%
No	208	74.3%%

When inquired if there was a culture of bullying at workplace, 72 (25.7%) of the respondents claimed it to be there while 208 (74.3%) claimed it to be absent as presented in Table 12.

3.2 (j) Do you think the college/university has an effective policy on bullying and harassment? (N = 280)

Table 13: *Existence of Effective Policy on Bullying in the University/College*

Response	In number	In percentage
Yes	124	44.3%
No	156	55.7%

To assess the awareness about the policy on bullying and harassment at workplace, it was found that 44.3% (124) respondents are aware that such a policy exists at the university level by a majority of the respondents 55.7% (156) of them had no such information or knowledge as presented in Table 13.

The colleges affiliated to University of Delhi predominantly do not have a culture of bullying. A good percentage of respondents stated that they were not aware of any policy at the University level which caters to the problem of bullying in organizations.

4. Conclusions

Different conclusions that can be drawn from the current study are:

- Very few faculty members have experienced bullying in different colleges of the University of Delhi.

- Most of the bullying came from the seniors and the boss in colleges with colleagues being the next major source. As majority of the respondents in the sample are working on ad hoc basis in colleges (without any permanent positions) there is a possibility that they are the ones who are being bullied by the respective parties.

- As far as the forms of bullying concerned, it is evident that excessive criticism by the seniors and bosses is the most prevalent bullying form followed by threats and constantly changing instructions. In the absence of security of job, the respondents are expected to take up any responsibility as dictated by their seniors. They are severely criticized for not being sincere, regular and updated. They are threatened to be thrown out of the job and are constantly given different courses to teach, some of which may not even fall into their area of specialization.

- With respect to affect of bullying, depression and irritability were top on the list of symptoms followed by loss of confidence and self-esteem, fear of going to work, headache and loss of sleep. Anxiety, loss of appetite and trying to be away from the work were few other symptoms. In the absence of permanent job with the responsibilities of sharing the house hold activities, the respondents felt depressed in such uncomfortable situation as the future too seemed bleak. In trying to figure out the solution (with none in sight) it led to high degree of irritability too. Other symptoms were directly related to these two resulting in loss of self-confidence, self-esteem, headaches and fear of going to work.

- With respect to the reporting of bullying only one-third of the respondents did so. It may be ascribed to the absence of any significant authority which is able to handle such grievances in colleges and university departments. As observed earlier, in most of the cases, it was the immediate superior or the boss who was the source of bullying. In the absence of any such platform, it was not possible to report the bullying.

- Most of the bullied employees reported the matter either to their colleague or to their seniors in the college. Very few of them reported it to their boss. The comfort zone and the level of trust are relatively higher while sharing the concern with the colleagues as compared to with the boss.

- In the reported cases only in one-third of the cases some action was taken to alleviate the concern of teachers. This is a reflection of lack of effective machinery in the system to tackle such an important concern of employees in organizations. But is it found that whenever action was taken there was a definite improvement in the situation.

- In situations of action taken, it was found that all the respondents claimed that there was an improvement in the situation.

- Two-third of the respondents believed that the culture of bullying does not exist in the system while one-third believed that it was present. The colleges affiliated to University of Delhi predominantly do not have a culture of bullying. A good percentage of respondents stated that they were not aware of any policy at the University level which caters to the problem of bullying in organizations.

5. Implications

Research has begun to shed light on how the structure and context of academe can promote bullying and harassment behaviours (Twale & DeLuca, 2008), but much more needs to be done to understand how often these behaviours occur, why they occur, and the effective means to combat their prevalence on campus. Future research to address the gaps in knowledge should include:

- A national study of bullying and harassment in higher education that includes students, faculty, and staff: This study would provide the data that national and state policy makers and individual institutional leaders need to understand the necessity of addressing bullying and harassment behaviours beyond the existing protected-category legislation. The study could include sexual harassment and assault but would also move beyond protected categories to address bullying behaviours. The data could serve as a call for anti-bullying legislation to include higher education institutions.

- Institutional research that systematically examines bullying and harassment on campuses: The data from this research could be used to promote anti-bullying cultures through honor codes and civility campaigns addressing all campus constituent groups: faculty, staff, leaders, and students.

Such research could help foster clear, evidence-based policies that cut across institutional structural silos separating groups within higher education that play a role in the prevention of bullying and harassment (such as college departments; offices of student affairs, of academic affairs, of equity and diversity; and fraternities and sororities). Such research can also contribute to a national conversation across higher education associations, research associations, government agencies, and private foundations about the conditions in higher education that foster bullying and harassment and steps that can be taken to reduce risk and lead to better prevention. Training on bullying separate from or in addition to training on sexual harassment, and campus-wide campaigns to educate campus communities on the legal, ethical, cultural, and policy implications of bullying, could follow from such efforts.

6. Research Limitations

The concept of bullying has not been very well researched in the Indian context, as a result of which this research work also suffers from few limitations.

- There seems to be a lack of desire in responding to the question related to bullying especially among the academicians
- While responding it may be difficult for respondents to exclusively define bullying and differentiate it from other forms of misbehaviour.
- Since only one organization has been studied, the data may be slightly skewed.

7. Scope For Further Research

The research on bullying can be further extended into different areas based on the lacuna identified. Some of these domains are:

- In addition to identifying bullying behaviors, researchers can conduct research in the area organizational misbehaviour like aggressive behavior, sexual harassment etc.
- A comparative analysis could be carried our between different universities both within public and private domain.
- In addition to academics, research can be conducted in the business organizations.
- Impact of organizational misbehaviour could be assessed on outcome variables like rate of attrition, organizational loyalty, organizational performance etc.

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