

Measuring Workplace Bullying among Kindergarten Teachers

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ABSTRACT

The research aims to know the level of job bullying for the kindergarten teacher, in order to achieve the objectives of the research it was necessary to build a research scale (job bullying). A female teacher via the results showed that kindergarten teachers have clear functional bullying. Also, there is no statistically significant difference between the two arithmetic averages of kindergarten teachers on the job bullying scale according to the social status variable, but there was an effect of the variable of years of service in the high level of bullying among kindergarten teachers.

Keywords: Job bullying, kindergarten teacher.

Chapter One

General Framework for Research

Research Problem:-

For the individual, the profession is an essential source for building his self-confidence, and for achieving pride in his identity through the work he performs and the distinguished performances he achieves. Through these professions, the individual builds different networks of social relations on which the development of his profession depends, as he feels pleasure and psychological comfort during his practice, especially if that profession is compatible with his expectations and ambitions since the previous stages of his life, and these professions may be created as a result of positive tendencies before the individual, who has characteristics and behaviors that are sound to him, and may contribute to refining his personality, enhancing his mental health, developing his knowledge and thinking, and building his physical strength, and then reflecting these characteristics on his characteristics and the nature of his behavior (Bukor, 2011: P.10).

Naturally with the spread of the concept of professions within various institutions, Researchers and specialists in the field of occupational psychology have turned to study acceptable and socially unacceptable behaviors, and job bullying is one of the most important behavioral problems that appear widely across all professions among employees, and the kindergarten teacher is part of those employees who tend to adopt behaviors that may be acceptable Or socially unacceptable, and one of these behaviors is job bullying, which is one of the most important behavioral problems that appear widely across all professions among employees, and the kindergarten teacher is part of these problems. Those who tend to adopt behaviors that may or may not be socially acceptable, including bullying behaviors, (Al-Rashidi et al., 2015: 277).

These behaviors are usually produced by teachers in general, and kindergarten teachers in particular, as a result of the complexity and increasing requirements of life, which often appear due to several frustrations and obstacles, which the kindergarten teacher feels in front of her of her inability to avoid them, so she may resort to responding to them in violent and harsh ways, especially in While dealing with others, kindergarten teachers are not immune from these increasing pressures that affect their performance directly, especially on their psychological state, which is negatively reflected in their dealings with their colleagues, their management and children at work, (Matthiesen et al. 2004, p.3).

Job bullying is one of the most important behavioral problems that appear widely across all professions among employees, and the kindergarten teacher is part of those employees who tend to adopt behaviors that may or may not be socially acceptable, including bullying behaviors. Bullying in general is a product of Social pressure for employees, which is an intractable problem if it occurs to individuals in their professional work, because it will eventually be linked to other pressures related to work (Al-Rashidi et al., 2015: 277).

The research problem is determined in the following question: - What is the level of job bullying for the kindergarten teacher?

Research Importance:-

The importance of the research, from the theoretical and practical point of view, is illustrated in the following points

Theoretical Significance:

- 1- The importance of the research is that it focuses on an important sample of kindergarten teachers who represent the active segment of society and who have the responsibility to build and develop the future generation.
- 2- The lack of previous studies that dealt with the concept of self-transcendence among kindergarten teachers (within the limits of the researcher's knowledge). In addition, the researcher did not obtain an Arab or foreign study that dealt with the two variables of the current research together.
- 3- This research can be a theoretical framework that discusses the behavior of self-transcendence and the degree of its contribution to the phenomenon of job bullying, which will provide a scientific reference for them.
- 4- The current study is an addition to the Arabic library in general and the Iraqi library, especially in the fields of kindergarten specialization, which can be relied upon in the future in later studies.
- 5- This research seeks to achieve organizational outcomes free from the risk of job bullying among kindergarten teachers, as well as educating them with the term self-transcendence.
- 6- The teacher's ability to elevate herself means that she is able to successfully manage her life and perform her role efficiently and effectively, enjoying a sense of meaning behind her, and forming successful social relationships in the work environment in order to be able to deal with difficult working conditions, especially if the work environment suffers from the spread of bullying as a career.

Practical Importance:

- 1- The lack of previous studies that dealt with the concept of occupational bullying (within the limits of the researcher's knowledge). In addition, the researcher did not obtain an Arab or foreign study that dealt with the two variables of the current research together.

2- Building a measure of self-transcendence for kindergarten teachers with good psychometric properties that can be relied upon in the future in previous studies.

3- Building a scale of occupational bullying for kindergarten teachers with good psychometric properties that can be relied upon in the future in previous studies.

4- Addressing the variables of self-transcendence among kindergarten teachers and the most important indicators of achieving their self to its fullest potential, and therefore it is hoped that this research will contribute to determining the self-transcendence of the kindergarten teacher, on which we depend in raising the men of the prosperous future in which we aspire to live.

5- The research is a response to the development witnessed by society, which led to an increase in work pressures, tension and anxiety, and thus led to the widespread phenomenon of occupational bullying.

6- The results of the current research may contribute to planning training programs and scientific seminars for kindergarten teachers in order to. Raising awareness of the concept of self-transcendence, developing their abilities and skills, and teaching those ways to confront bullying behavior

Research Objectives: The research aims to identify:

- Identifying the level of job bullying among kindergarten teachers
- Identifying the level of job bullying among kindergarten teachers according to two variables

- 1- Marital status (married - unmarried)
- 2- Service (1-5), (6-10), (11 and above)
- 3- The adjective of a bully (bully - victim)

The limits of the research: - The current research is determined by a sample of government kindergarten teachers in the governorate of Baghdad with its two sides: Karkh (first, second, third) and Rusafa (first, second, third) for the academic year 2020-2021 AD.

Search Terms:-

First: Job bullying was defined by:

1- Glasl, 1982): Negative behaviors directed at members of the organization or their work context, which occur either regularly, frequently, or intermittently over a period of time. (Glasl,1982,).

2- Namie (2007): Aggressive and negative behaviors, which occur frequently and over a period of time, targeting some workers, and make them feel distressed, humiliated and humiliated, in which the worker considers himself a victim, and without protection from these negative actions, by a co-worker, or superiors and have serious consequences, including psychological harm to the worker, which in turn affects the completion of work and the achievement of the organization's goals, (Al Shawabkeh, 2019, 13).

3- Visinskaite, (2015): Undesirable behaviors that an employee or group of employees perform towards another employee frequently, and usually occur in the workplace, and have a serious impact on the individual and the organization in which he works. (Visinskaite, 2015, 7).

4- Sarin (2018, sarin) a negative behavior that endangers workers and problems related to mental and physical health, and in the long run affects the permanence and effectiveness of the completion of the required work. This behavior reflects a set of dimensions (public yelling, constant criticism, deprivation of the use of resources, undue pressure) that cause bullying. (Demarjian, 2018).

5- Definition of the theoretical and procedural researchers:

Definition of the two researchers theoretically: The researcher adopted the definition of Glasl, (1982) as a theoretical definition of the concept of occupational bullying.

The two researchers defined procedurally: the total score obtained by the teacher through her answers to the paragraphs of the job bullying scale that was prepared to measure this purpose.

Second: Kindergarten Teacher

1- (Badr, 2009)

The backbone of the educational process in the kindergarten, and it bears the greatest burden in achieving the message of the kindergarten, and the success of the teacher in her mission at this important, difficult and critical stage of the child's life is considered the success of the kindergarten in achieving its goals, (Badr, 2009, 285).

Theoretical Framework and Previous Studies

Theoretical background:

The theoretical background of the research is the main component of its contents, as it is the backbone on which the research is based, and without it there will be no scientific research in the first place, because it will become a normal or lengthy research devoid of any glimpses or scientific research frameworks. So, the theoretical background is meant a set of theoretical pages that are meticulously written down in the scientific research curriculum or the scientific thesis, and this includes the importance and objectives of the research, the different scientific approaches used in the study, the terms related to it, and the hypotheses mentioned by the researcher (Ibrahim, 2000, 34).

Tinner language is bullying, to be bullied, bullying is bullying (NMR), meaning that the person is like a tiger in print, and he wanted to frighten his comrades by bullying and tried to imitate the tiger in his ferocity (Al-Desouki, 2016: 7). The term "workplace bullying" has been described as a global concept that includes harassment, intimidation, and aggressive or violent behaviors, and there are many terms to describe this phenomenon, and the term "bullying" is mostly used by researchers in the United Kingdom, Ireland, Australia and Northern Europe, while it is used German researchers commonly use the term "harassment", and in North America this issue has been studied under a number of different names (workplace harassment, abusive disrespect, employee abuse, workplace public abuse, workplace abuse, unethical behavior in The workplace (Researchers who study occupational bullying and its effects have presented several explanations for the phenomenon and tried to put one agreed definition of this phenomenon, but in fact the existing literature reveals a relatively large number of definitions, which confirms the difficulties in choosing a unified definition of occupational bullying. (Teresa A. Daniel. 2009: 6).

Occupational bullying is inflicting harm on one or more individuals physically, psychologically, emotionally, or verbally. It also includes threats of physical or physical harm with a weapon, extortion, civil rights violation, assault and beating, working within gangs and attempts to kill or threaten, as well as sexual harassment. (Vonen, Graham, and Shuster 2003 see that bullying is that behavior that occurs from

an imbalance between two individuals, the first is called the (bully) and the other is called the victim (Victim), which includes physical abuse, verbal abuse, and humiliation in a way.

Wolke, Stanford, and (Schulz, 2002) assert that bullying is the repeated exposure of a person to negative behavior by one or more parties, where this behavior is intentional and causes pain to the victim in the physical or verbal field. Or emotional or psychological, and it differs from casual or aggressive behavior, where they are not considered bullying, and in order for the behavior to be bullying, it must be real, and there is no balance in power between the bully and the victim. Judges, 2 013: 8-9).

The Theory That Explains Occupational Bullying:-

First, the model of conflict escalation:

This theory was developed by the famous German political and administrative theorist Friedrich Glasl (Friedrich Glasl, 1982), through which he defined workplace bullying as negative behaviors directed at members of the organization or their work context, which occur either regularly, frequently or intermittently over a period of time, Bullying behavior also stems between two people (the bully and the victim), who represent the two elements of functional bullying.

Through this theory, Glasl and colleagues stressed the importance of developing individual-level interventions that focus on employee behavior, as well as interventions at the organizational level, through the introduction of prevention policies and procedures. For example, if an organization is able to fully implement appropriate policies, practices and procedures to protect the mental health and safety of employees, it is more likely that bullying and its negative effects will be prevented.

One of the natural first steps to creating successful strategies for preventing workplace bullying behavior within organizational contexts is to clarify which precedents of workplace bullying have received insufficient attention and provide a fruitful avenue for future research.

Claser suggested that bullying is of a reciprocal nature (the bully and the victim), which denotes the processes affecting aggression in the workplace. Empirical studies estimating the prevalence of this organizational phenomenon supported this view, showing that a number of victims take on the role of the victim and also engage in bullying. The studies showed a sequential effect of negative behaviors, as bullying behaviors of high-level managers were positively correlated with bullying behaviors of middle-level managers, as well as bullying behaviors of employees. Hence, it has been suggested that engaging in bullying behaviors is a consequence of their previous abuse.

Clasell also emphasized that bullying is not a phenomenon in the strict sense, but rather a process that develops gradually within work.” Some theoretical models from the conflict literature have been used to explain the process of bullying in the workplace. Glassell’s (1982) model of conflict escalation distinguishes between three and nine stages. The first stage is called "rationality and control", the second is "breaking the relationship", and the third is "aggression and destruction".

Frederick Glassell's model of conflict escalation helps in analyzing conflicts. Appropriate reactions can be derived from this analysis. The model contains nine stages. These stages are grouped into three levels, each containing three stages. Glasl represents “escalation in his nine-stage model not as an ascent to higher and higher stages of escalation, but as a descent into deeper, deeper, more primitive and more inhuman forms of conflict... [which] inevitably leads to areas that evoke great “inhuman energies” that are not subjugated in The end of human control or restraint. At the first level, both parties can still win (win). In the second level one of the parties loses and the other wins (wins - loses), and in the third level both parties lose (loses - loses).

This model was presented in the book "Fred Rush Glaser" conflict management, through which he tried to divide the escalation of the conflict into nine stages, and the importance of this model is that it also provides an initial overview of the methods of intervention proposed by Glaser, and these stages are:

First level: (Win-Win)

It is the process of balancing the conflict between the bully and the victim according to the accumulation and exacerbation of contradictions in the system of personal and collective relations due to the sharp difference arising in the interests, values and attitudes of the subjects of conflict interaction. It includes three stages:

1- The first stage: (hardening): Tension

It is the stage in which conflicts begin with tensions, for example the occasional clash of opinions. This is a common occurrence and is not seen as the beginning of the conflict. However, if the conflict leads to an outcome the situations become more dangerous. And conflict can lead to deeper effects.

2- The second stage: (Controversy): Debate

This is the stage during which the parties to the conflict look at their strategies for convincing the opposing party of their arguments. Differences of opinion lead to more serious disagreements. Here the two sides are trying to put each other under pressure and think in terms of black and white.

3- The third stage: (the stage of actions instead of words): Actions instead of words

During this stage, the parties to the conflict increase the pressure on each other to assert their opinion. Discussions here are completely cut off. Verbal communication no longer occurs and acts of conflict are increasingly exacerbated. The thought of the tendency to sympathize with the opponent is completely hidden.

2nd Level (Win-Lose)

At this level, one of the parties loses and the other wins, and this is a stage in which feelings of intense hatred appear, and the parties put each other in a state of readiness for confrontation. They also seek support from others. Sharp differences of opinion also become a fierce conflict of interest. Both sides want to lose the face of the other. Fear, anger and sadness prevail among them. And they show some fierce threats towards each other.

4- Stage 4: (Coalitions):

At this stage, the conflict will be exacerbated by the search for sympathizers with the bully's cause (the bully or the victim). Believing that one has the right to one's side, one can condemn the opponent. The issue is no longer important: one has to win the struggle in order to lose the second opponent.

5- The fifth stage: (Loss of face water):

During this stage, the conflicting parties believe that the opponent's reputation should be tarnished by insinuation and the like. Any work on losing his self-confidence. Losing face in this sense means losing the moral credibility of the winning party, and thus the loss of the other party.

6- Stage 6: (Threat strategy):

This stage explains the bully's attempt to have absolute control over the victim by issuing threats that show his power over him (such as punishment, dismissal, transfer, financial compensation). It may

threaten him to show that he has not back down and also inspire him that he is the weakest which leads to fear and potentially uncontrollable anger and becomes more complex.

3rd Level (Lose - Loss):

At this level, both sides lose, which is the stage of escalation or the stage of real bullying. The parties engage in a bitter quarrel, in which facts, interests, emotions and logic are completely intertwined. It is the stage that can culminate in (Together Towards the Abyss). Everything is done to destroy the opponent, even if it harms self-interest.

7- Stage 7: (Limited destruction):

The bully tries to inflict serious harm on the opponent (the victim) with all the tricks at his disposal. The opponent here is henceforth no longer human to him, and a limited personal loss is seen as a gain if the damage to the opponent is greater.

8- Stage 8: (Total destruction):

And the bully's motto is to eliminate the opponent by all the means available to him, as he intensifies the attacks and harsh blows of the victim that aim to destroy the opponent, and distract, fragment and paralyze his ability to make the appropriate decision against him.

9- The ninth stage: (Together towards the abyss):

At this point, personal annihilation is accepted in order to defeat the other opponent. As the driving force to destroy the opponent becomes stronger and it may even come to work to destroy the opponent (the victim), even if the price of that is self-destruction, and each party sees that there are no innocent victims of the opponent or neutral victims, and the only concern and concern remaining in the race to the abyss is to make sure That the discount will fall and expire.

The escalation of the conflict is characterized by a dialectical tendency, a characteristic that makes the individual inclined to defend positions that include controversial issues when he verbally attacks the positions taken by others on these issues.” in verbal aggression for their lack of argumentative skills Some perceive this activity as an exciting mental challenge, a competitive situation that entails defending a position and winning points However, individuals vary in their willingness to engage in an argument.

Controversy is often preceded by the individual's feeling of excitement and anticipation, and by continuing the controversy, the person with a high desire for controversy feels refreshed, satisfied and accomplished, while the person who does not enjoy a high desire for controversy seeks to prevent this controversy from happening, and feels comfortable if he can avoid controversy. If he is tempted to enter into an argument, He may have unpleasant feelings before, during and after an argument.

In situations of controversy, individuals differ in the way they deal with controversial situations, some tend to sympathize with others and understand their positions, while others tend to look at issues in an analytical way and away from any emotion. Some may show a relatively consistent tendency towards categorizing individuals in a binary way, and base their logic in the debate on sharp binaries (white -

black, with me - against me), instead of trying to understand the issues in a synthetic way that includes negative and positive aspects. While binary division is generally useful in some situations that require quick solutions, it is one of the intellectual tendencies most associated with the disorder of values, especially in adolescence.

The researcher adopted the theoretical definition of Friedrich Glasl “(Friedrich Glasl, 1982) in occupational bullying. As for the research tool, the researcher relied in building her scale on three areas in the theory of conflict escalation, which are “Win-Win” (Win-Win) Win-Lose, which is divided into three other gradual levels, stems from the three main areas mentioned in the theory, due to the concept’s relationship and its interrelationship with the subject of the current research. They are as follows:

1-First field or level: (Win-Win):

First stage: (hardening): Tension

Stage 2: (Controversy): Debate

The third stage: (the stage of actions instead of words): Stage 3 - Actions instead of words

2- Second level: (Win-Loss):

Stage 4 (Coalitions):

Stage 5: (Loss of face):

Stage 6: (Threat Strategy):

3- Third level: (Loss):

Stage 7: (Limited destruction):

Stage 8 (total destruction), Total annihilation

Stage Nine: (Together to the Abyss):

Previous Studies

1- Rasa Jaradat and others (Jaradat, et.al, 2016)

(Aggression in the workplace, psychological distress and job satisfaction among Palestinian nurses: a cross-sectional study) , in which, 343 of the nurses included in the sample (62% females and 38% males). The questionnaire was used as a tool for collecting information through questions about their socio-demographic status, aggression in the workplace, psychological distress, and job satisfaction.

The most important results were reported: 93) of respondents reported experiencing workplace aggression of any kind. Seventeen (17) reported being exposed to physical aggression, where (83) reported being subjected to verbal aggression, (25) reported being bullied, and patients and relatives of patients were the main sources of physical and verbal aggression, while colleagues were the main source of bullying, and that Males have a higher prevalence of bullying than females.

Younger nurses indicated a high prevalence of exposure to physical aggression, verbal aggression and bullying, and verbal aggression was associated with more psychological distress, and that bullying was associated with low job satisfaction, and the study recommended the need to increase awareness and preventive measures to address this problem among health care workers. (Al Shawabkeh, 2019: 52).

1- McGrath study (2017):

(Bullying in the work environment and its relationship to work pressure among female administrative staff at the University of Tehran).

He revealed the relationship between bullying in the work environment and work pressure, on a sample of administrative employees at the University of Tehran, whose number was (285). A questionnaire was applied to them that included questions measuring bullying in the workplace and questions about work stress. The results resulted in the existence of a statistically significant correlation between perceived work stress and bullying in the work environment. (Arnaut, 378, 2017).

Chapter Three

Research Methodology and Procedures

First: Research Methodology:

The current research relied on the correlative descriptive approach, as this approach is characterized by the fact that the first step through which the researcher addresses a particular phenomenon is to describe the phenomenon that he wants to study, while collecting accurate information about it. Therefore, it depends on the study of the phenomenon as it exists in reality, and is concerned with describing it accurately and expressing it qualitatively and quantitatively. The descriptive approach, while collecting information about the type of phenomenon or problem to be investigated directly, is based on several field tools, the most important of which is the scale. The descriptive correlative approach is also one of the most widely used approaches in studying social, scientific, economic and other circumstances and facts (Al-Qassas, 2007: 22).

Second, the search community:

1. **The research community** means the total set of elements that the researcher seeks to generalize the results related to the problem studied (Al-Nouh, 2004: 81). The research community consisted of all government kindergarten teachers affiliated with the General Directorates of Education in the province of Baghdad for the academic year (2020-2021) on both sides of Karkh and Rusafa, and their number reached (1475) teachers, and the statistics of the research community were obtained from the Department of Preparation and Training in the Ministry of Education from Department of Preparation and Training in the Ministry of Education.

Third: The research sample: The current research sample consisted of:

1- Sample Discrimination:

The statistical analysis sample consisted of (400) kindergarten teachers affiliated with the six directorates of education in the province of Baghdad, and the researcher took into account when selecting the discrimination sample that the sample in each directorate is equal to its size, for this reason (71) teachers

were withdrawn from (The First Karkh). Also, (66) female teachers were pulled from (Al-Karkh the second), (60) female teachers were pulled from (the third Karkh), and (68) female teachers were pulled from (Al-Rusafa the first), and the researcher pulled (71) female teachers from (Al-Rusafa the second), and finally The researcher withdrew (64) teachers from (Rusafa the Third), and the researcher applied the research tool (job bullying) to them, to extract the psychometric properties of them represented by the coefficients of discrimination, honesty and stability for them, and they will be clarified in all the steps of building the two scales,

2- Measurement sample:

The sample means that it is a model that constitutes an aspect or part of the units of the society concerned with the research that is its representative, as it bears its common characteristics, and this model or part enriches the researcher to study all the units and vocabulary of the original society (Kandalji and Al-Samarrai, 2009: 255), and in order to obtain a representative sample of the society The current research required its selection in a scientific and accurate manner, and to be representative of the research community, taking into account its features and characteristics, the method of selection, and the degree of credibility when applied in an actual degree (Badr 1978, : 224).

The spread of the Corona virus, the researcher considered the discrimination sample (400) kindergarten teachers to be the same sample for the application. The researcher also divided the research sample according to the marital status variable, and the number of married female teachers was (209), and the percentage of them was (52.25%), while the number of unmarried female teachers was (191) and the percentage of them was (47.75%).

The researcher also divided the research sample according to the variable years of service into three categories, namely (1-5), (6-10), (11-and above) and the first category (1-5), which numbered (107) female teachers, obtained the ratio Percentage (26.75%) As for the second category (6-10), which numbered (110), the percentage was (27.5%), and the third category (11 and above), which numbered (183), got the percentage (44.75%).

Fourth: The Search Tool

For the purpose of completing the objectives of the current research, the researcher built a measure of job bullying after reviewing the previous literature and studies related to the research variable. In line with the theoretical framework from which the research was launched, with the nature of the research community, and the availability of scientific conditions such as honesty, stability and ability is distinguish. Check the clarity of instructions and the understanding of the statements of the respondents.

The researcher relied on specific foundations in formulating the paragraphs of the scale, which are that the paragraph contains one idea, and that the language of the paragraph be simple and direct, and avoiding the use of negation or negation in the paragraph because this confuses the respondent (Awda and Malakawi, 1992: 152).

After reviewing the theoretical framework and the available literature on the concept of occupational bullying and based on the previous foundations, the paragraphs were distributed equally to the main areas, that is, 36 paragraphs were formulated, which were divided into three areas, and each field includes three stages, and each stage includes (4) Paragraphs, so (12) paragraphs were distributed to each field.

Fifth: Validity of paragraphs (apparent honesty):

It is mentioned (Eble, 1972) that the preferred way to ascertain the validity of the paragraphs (the apparent validity) of the measuring tool is for a number of specialized arbitrators to assess the validity of the paragraphs to measure the phenomenon for which it was developed (Eble, 1972: 555). For the purpose

of calculating this type of honesty, the paragraphs that made up the scale domains were presented in their initial form to a group of specialists in the field of psychology and kindergarten to express their opinions about the validity of the paragraphs in representing and distributing them to the field in which they were placed, and to judge the appropriateness of instructions and answer alternatives and a procedure They deem it appropriate to modify, reformulate, merge, delete and add to the paragraphs and the field to which they belong, in light of the procedural definitions of these fields.

The number of arbitrators has reached (26) experts and in light of the arbitrators' responses and observations, (5) paragraphs were deleted, which the specialists saw as not being appropriate for the Iraqi environment as well as for the current research sample (Kindergarten parameters), based on the opinions of the arbitrators, obtained an agreement percentage of less than (80%) and a chi-square value of less than (3.84). The researcher also made some modifications on the basis of the experts' observations, as well as deleting the paragraphs whose calculated values were less than (80) a percentage, and smaller than the tabular value ($K_{\alpha 2}$), which is equal to (3.84) at the degree of freedom (1) and the level of significance (0, 05). The deleted paragraphs are (9,4,10,1,7).

Sixth: The exploratory experience:

In order to ensure the clarity of the paragraphs of the research tool in terms of wording or meaning, as well as to ensure the clarity of the instructions and answer alternatives, an exploratory study was conducted by the researcher by selecting (30) kindergarten teachers (outside the research sample), in order to diagnose the difficulties that they may face for the purpose of overcoming them before Applying the tool, and it was found from this application that the instructions and answer alternatives are clear and understandable when they answer the items of the scale, and thus the tool is ready to conduct the psychometric properties of its paragraphs. The response time on the scale was also calculated, which was (25) minutes.

Seventh: Scale correction

The answers of the sample members on the paragraphs of the occupational bullying scale were corrected with five weights (1, 2, 3, 4, 5), and thus reached the highest degree that the sample members could obtain on the scale (310), the lowest degree (62), and a hypothetical average of (186)), i.e. the scale was corrected on the basis of (62) items, and this score was calculated individually according to the answer to the item (the victim) or the item (the bully), and the scores were given to respond to the items in light of the respondent's choices for one of the five alternatives, and the highest score was also calculated and the lowest score for the scale domains.

Eighth: The discriminatory power of the scale items

The researcher applied the scale of occupational bullying to the sample of (400) and then corrected their answers to the items of the scale in order to investigate the discriminatory power of the items and their relationship to the total score, which means that the discriminatory power is the extent to which the item is able to distinguish between individuals who got a high score on the scale and those who They got a low score in it (Wrightman, 1968:51).

Calculating the discriminatory power of the items is one of the basic requirements in constructing any test, as well as in knowing the psychological scales that depend mainly on individual differences in measuring the phenomenon (Ebel, 1972: 399).

The researcher verified the discrimination of each paragraph of the occupational bullying scale using the two extreme groups in the total score of the research sample of (400) female teachers. The five-weights arranged the kindergarten teachers' scores from the highest degree to the lowest degree, and the percentage of the upper (27%) which was called the upper group and the lowest (27%) which was called

the lower group was chosen. This is because this ratio is obtained through which we obtain the best appropriate size in each group, and from the price we obtain appropriate discrimination ratios (Stanley & Hopkins, 1972: 268)

Thus, the number of sample members in each group was (108). Then the T-test for two independent samples was used to find out the significance of the difference between the two extreme groups between the scores of each of the scale items (Edwards, 1957:153-154).

Through this procedure, it was found that there are (6) insignificant paragraphs (14), as well as paragraph (17) of the second field (the stage of winning-loss), and paragraphs (22, 23, 28, 31) of the second field (the stage of loss-loss).) As the calculated values for it were less than the tabular value (1.96) at the significance level (0.05) and the degree of freedom (214), and Table (1) shows the values of the discrimination coefficients for the paragraphs of the occupational bullying scale.

Table (1)

Parameters of discrimination of the functional bullying scale

المجالات	المرحلة	المجموعة العليا	نوع التتم	المجموعة الدنيا	المحسوبة	القيمة الثانية		
		المتوسط	الانحراف المعياري	Upper Group	المتوسط الحسابي	Calculated T value		
		الحسابي		Group Upper Group	الانحراف المعياري			
-14	Win-loss	alliance	Victim	3.7870	1.14427	3.6759	1.25176	*0.681
		alliance	bully	3.8148	1.15320	3.4907	1.41748	*1.843
-17	Win-loss	Loss face	Victim	3.2778	1.25923	3.5556	1.09658	*1.729
		Loss face	bully	2.5093	1.22662	2.5093	1.18002	*0.000
-22	loss-loss	Limited destruction	Victim	3.3056	1.32170	3.2130	1.16852	*0.545
		Limited destruction	bully	3.9537	1.20268	3.1852	1.41519	4.300
-23	loss-loss	Limited destruction	Victim	3.1019	1.46574	2.4907	1.45007	3.080
		Limited destruction	bully	4.2407	1.10115	4.0093	1.18002	*1.490
-28	loss-loss	Together to the Abyss	Victim	3.9352	1.14609	3.0648	1.32745	5.158
		Together to the Abyss	bully	2.8611	1.44338	2.5556	1.29220	*1.639
-31	loss-loss	Together to the Abyss	Victim	3.2222	1.34187	2.6111	1.38640	3.292
		Together to the Abyss	bully	3.3796	1.04763	3.2963	1.20946	*0.541

Relationship of the paragraph degree to the total degree:

This type of honesty was achieved when Pearson's correlation coefficient was used to extract the correlation between the paragraph's degree and the total degree of the instrument and the paragraph's degree in the total degree of the field, as well as the degree of the field with the total degree of the scale; It was found from this procedure, after using the statistical analysis sample of (400) that all the paragraphs were statistically significant at the level (0.05), the degree of freedom (398), and the tabular value of the Pearson correlation coefficient (0.098).

Eighth: The stability coefficient of alpha Cronbach:

The alpha coefficient of Cronbach, which was derived by the scientist Cronbach, was used as a general form of the equation of the stability coefficient (Al-Ansari, 2000: 129). And that this coefficient refers to the internal characteristic of the scale, which arises from the statistical relationship between the items. Therefore, the researcher used this type of stability for each domain of the scale, as well as for the scale itself as a whole, as the reliability coefficient of the scale as a whole was (0.931), while the domains of the scale obtained the following percentages, respectively:

- A- The win-win range, its stability coefficient was (0.889).
- b- The win-loss field, and it has a stability coefficient of (0.788).
- c- Loss-loss field, and obtained a stability coefficient of (0.756).

After the researcher finished building the scale of occupational bullying, she took the following measures for the purpose of applying the scale to the research sample of (400) kindergarten teachers.

Ninth: The final image of the research scale:

After extracting the psychometric properties of the functional bullying scale, the scale in its final form is ready to be applied to the basic research sample, as it consists of (50) items divided equally into (25) items that measure (the bully), and (25) items that measure (the victim), which corresponds to five answer alternatives (never ever, talk to me temporarily, talk to me intermittently, talk to me frequently, talk to me constantly), and corresponding to the negative five weights (1, 2, 3, 4, 5). Thus, the highest score that a teacher can obtain is (250), the lowest score is (50), and the hypothetical average is (150).

The scale also included (3) areas or stages that were identified according to the adopted theory, as the paragraphs of the first field reached (win-win) after completing the statistical analysis process (22) items, and the paragraphs of the second field reached (win-loss) after the statistical analysis process (16) paragraphs, and the paragraphs of the third field (loss - loss) after the statistical analysis process reached (12) paragraphs

Tenth: Duration of Application

The scale determines the duration of the application of the occupational bullying scale: - The researcher applied the scale to the research sample from (3/8/2020) to (4/6/2020).

Statistical means

The researcher used statistical methods using the SPSS statistical package

- 1- T-test for one sample
- 2- T-test of two independent samples of unequal size

Chapter Four View and Discuss Results

The first goal: (to identify the level of job bullying among Riyadh teachers).

After the researcher applied the scale of occupational bullying on the research sample of (400) kindergarten teachers, this goal was achieved by statistically processing the data for the sample members, as the arithmetic mean of the sample reached (174.1925) and the standard deviation (16.72752), and a hypothetical average (125), and after The T-test for one sample was used. It was found that the calculated T-

value for the response of the sample members was (58.816), which is greater than the tabular T-value at the significance level (0.05) and the degree of freedom (399) amounting to (1,960), which means that there is Statistically significant differences between the sample mean and the hypothetical average and in favor of the sample average, and this indicates that the kindergarten teachers suffer from a high level of job bullying, and Table (2) illustrates this.

Table (2)

The value of the t-test for the response of the research sample to the occupational bullying scale

Size of data	Arithmetic mean	Standard deviation	Hypothetical mean	Tabulated t Value		Sig. level at (0.05)
				Calculated	Tabulated	
400	174.1925	16.72752	125	58.816	1,960	Sig.

The current result can be explained according to the theory of (escalation of conflict) that a number of victims take the role of the perpetrator and also engage in bullying on others, and the studies showed a sequential effect of negative behaviors, as bullying behaviors of high-level managers were positively related to bullying behaviors of middle-level managers, as well as the behaviors of bullying of middle-level managers. Bullying in Employees Hence, it has been suggested that engaging in bullying behaviors is a consequence of previous abuse.

The second goal: - (to identify the level of job bullying among kindergarten teachers according to a variable).

- 1- Marital status (married - unmarried).
- 2- Duration of service (1 - 5); (6 - 10); (11- and above).
- 1- Marital status (married - unmarried):

The results indicated that the average score of the (married) female teachers on the job bullying scale was (172.9187), with a standard deviation of (16.27935). In comparison with the average grades of kindergarten teachers (unmarried) on the same scale, it reached (175.5864) degrees, with a standard deviation of (17.13880). After using the T-test for two independent samples to identify the significance of the differences between the two categories, we found out that there were statistically significant differences between the two categories, as the calculated value reached (0.345) degrees, which is smaller than the tabular T-value of (1.96) at the level of Significance (0.05) and degree of freedom (398). As shown in Table (3).

Table (3)

The results of the t-test for the significance of the differences between the arithmetic averages of the sample members according to the variable of social status

Type	Size of data	Arithmetic mean	Standard deviation	Freedom degree	T- Value		Sig. level at(0.05)
					Calculated	Tabulated	
married	209	172.9187	16.27935	298	0.345	1,960	Non-Sig.
Unmarried	191	175.5864	17.13880				

2-Number of years of service (1 - 5); (6 - 10); (11- and above):

In order to find out the significance of the difference in the variable number of years of service for kindergarten teachers, the researcher used a one-way analysis of variance, so the calculated t value for the parameters' answer on the scale was (8.229) degrees, meaning that the calculated value was greater than the tabular value of (3) at the level of significance (0.05) and with a degree of freedom (2 - 297), thus showing us the existence of a significant difference in this variable in favor of the category (11 - and above), as shown in Table (4).

Table (4)

The percentage of the significance of the difference between the categories of variable years of service for kindergarten teachers on the scale of occupational bullying

Type of source	Discrimination source	Total square	Freedom degree	Squares mean	Calculated f value	Tabulated F value	Sig. level
Teachers of kindergarten	among the group	4480.195	22	240.098	8.299	3	Sig.
	Inside the groups	107163.982	397	269.934			
	All the total	111644.178	399				

In order to know the differences between the categories of the three years of service (1 - 5); (6 - 10); (11 - and above) arithmetic means and standard deviations were extracted, as shown in Table (5).

Table (5)

Arithmetic averages and standard deviations of the categories of variable years of service for kindergarten teachers.

Type of data	ages	No.	Arithmetic mean	Standard deviation
Teachers of kindergarten	5 - 1	107	170.5234	13.94690
	10 - 6	110	171.7545	17.23033
	over - 11	183	177.8033	17.25455

When applying the Scheffe test in order to find the significant differences between the categories of the variable years of service according to the answers of the kindergarten teachers on the kindergarten bullying scale, a significant difference was found between the category (11 - and above) with the service category (1 - 5), (6 - 10), at the level of Significance (0.05), as shown in Table (6).

Table (6)

Scheffe's test to find the significance of multiple comparisons of the response of kindergarten teachers on the scale of occupational bullying according to the variable years of service

years of service	comparisons of the response	Standard error	Meaningful sig.	Level of sig.
(10- 6) × (5 -1)	1.23118	2.23085	0.859	Non-sig.
(over - 11) × (5- 1)	*7.27991	1.99945	0.001	Sig.
(over -11) × (10 - 6)	*6.04873	1.98217	0.010	Sig.

The current result can be explained according to the theory of (escalation of conflict) that the victims of bullying cannot defend themselves and they do not usually contribute to the escalation process. On the other hand, Clasell, 1982 pointed out that the process of escalation involves the two parties (the victim and the bully) and take responsibility, based on the conflict theory.

We can assume that there is a linear relationship between the bully and the victim. When employees are harassed, they often respond to counteracting action of similar severity. For this paper, it is appropriate to assume that causes and effects are proportional and that “for any unique psychological condition there is likely to be a single stereotypical response. Bullying is also of a reciprocal nature (the bully and the victim), which is indicative of the processes affecting aggression in the workplace. Empirical studies have supported that the prevalence rates of this organizational phenomenon estimated this opinion, as it showed that a number of victims take the role of bullies and also engage in bullying others.

Conclusions:-

- 1) The research sample suffers from a high level of job bullying
- 2) There is no effect of social status on the rise of job bullying, but there was an effect of the variable length of service years on the high level of job bullying among kindergarten teachers

Recommendations: In light of the research results, the two researchers put some recommendations:

- 1) The interest of the Ministry of Education in preparing training courses for kindergarten teachers on occupational bullying and its excitement, and interest in implementing remedial and preventive programs to reduce job bullying.
- 2) The Ministry of Education adopts a method for dealing with occupational bullying. Abu will reduce the level of negative behavior and reduce their cases (bullying, anxiety and fear), and as a result improve the employees' physical and psychological health, and their sense of comfort.

Suggestions:-

- 1) Conducting more studies on this phenomenon, so that you deal with it from more than one angle, such as the bullying of faculty members against students, or the principal’s bullying against faculty members.
- 2) Establishing institutions to protect and educate all employees about the dangers of job bullying in state institutions and to give appropriate solutions to confront bullies and reduce their danger to the employee and the institution.
- 3) Conducting a study dealing with the effect of a counseling program in reducing job bullying for Riyadh teachers

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