



STUDY OF WORKPLACE AGGRESSION, EMPLOYEE DISSENT AND JOB PERFORMANCE

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ABSTRACT

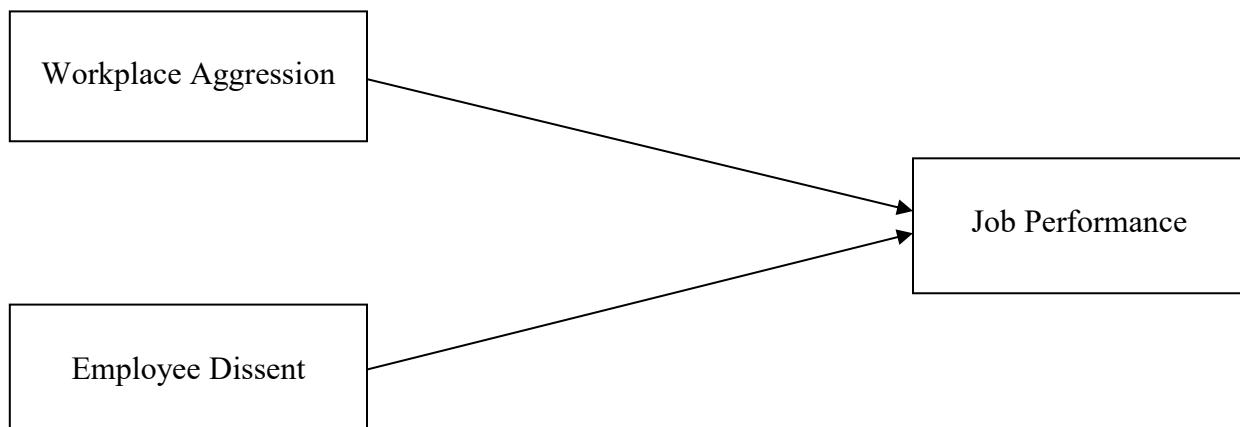
Teachers are widely regarded as the educational system's backbone. Teachers have a very vital part in forming young minds. Despite this, they are constantly confronted with many obstacles at their institutions, which have an impact on their well-being, and job performance. These different problems included with negative elements such as Aggression and Dissent. As a result, this study was done to determine the influence of Workplace Aggression and Employee Dissent on job performance. This study's population consists of college professors from the region of Sukkur, Sindh, Pakistan. The overall population comprised on 1050 individuals and 280 respondents were chosen from this population. In this study, the probability sampling technique is used. The proportionate stratified random sampling method is chosen. The results from the data have been obtained through SPSS (V-26) and AMOS (V-22). This study discovered the presence of Workplace Aggression and Employee Dissent among teaching faculty members. This study also discovered that Workplace Aggression and Employee Dissent had a negative impact on JP among teaching staff members. As a result, it has been suggested that strategy makers be proactive in dealing with these negative conditions in order to improve Job Performance.

INTRODUCTION

The teachers are widely regarded as the educational system's backbone (Jing, 2024). Teachers play a critical role in developing young minds (Tulqin o'g'li *et al.*, 2024). Despite this, teachers are constantly confronted with many obstacles at their institutions, which have an impact on their well-being, job satisfaction, and, ultimately, their ability to give great education (Singh *et al.*, 2024). These different issues also included negative elements such as workplace aggression (WA) and employee dissent (ED). In recent years, WA and ED have been discovered as major elements influencing college professors' job performance (JP). WA refers to any action made toward a person that is meant to hurt or cause pain (Tyas *et al.*, 2022). WA is an employee's attitude or behavior intended to harm coworkers or their subordinates. This is a widespread issue inside a company. WA commonly occurs among leaders and subordinates, coworkers, seniors and juniors (Linsley, 2018). Sexual harassment, physical aggression, sabotage, bullying, and gossiping are some examples of WA (Van Fleet & Van Fleet, 2022). In an attempt to gain control over others, the students act aggressively. It complicates the process of learning (Taylor *et al.*, 2007). These situations in WA damage the mental health of public workers and have an influence on JP (Bowling & Beehr, 2006; Hershcovis, 2011; Hershcovis & Barling, 2010). On the other hand, ED denotes resistance to corporate choices and policies (Nalbantoglu & Kansoy, 2023). Employee feedback that raises concerns about the organization's policies or procedures is known as ED (Garner, 2012). In organizations, dissent is always present to some extent. There is no organization in which there is no dissent. Dissenting conduct exists in many key aspects of our life, such as education. (Kassing, 1997; Kassing & Armstrong, 2002). Teachers' dissatisfaction with management's choices, issues with the institution's overall operations, and poor communication between the principal and teachers may all lead to dissent between teachers and principals (Selim & Bursalioğlu, 2015). Undoubtedly, excessive dissent may result in the weak decision-making process, lower job satisfaction and also poor the JP (Brockner & Greenberg, 2015; Shapiro *et al.*, 1994). There has been some study on the influence of WA and ED on JP among college professors. This study might help uncover effective techniques for enhancing JP among college professors or lowering WA and ED levels. Ultimately, this might result in a more happy and productive work atmosphere for college professors, as well as improved educational results for students.

LITERATURE REVIEW: Shouting, rude behavior, interrupting, sexual harassment, and pushing or hitting are all considered as forms of WA. Most often, this is seen to happen amongst coworkers, mentors, and assistants (Van Fleet & Van Fleet, 2022). It is simply defined as intentional activity intended to cause harm or damage to others at work. The forms of WA are verbal and physical aggression (Singh et al., 2024). WA reduces job satisfaction (Chen & Wang, 2019), and decreases JP also (Arasli et al., 2018). WA has been experienced by teachers through physical distress, fear and emotional distress. In turn, these factors impacts negatively on JP of teaching faculty (Dzuka & Dalbert, 2007; Galand et al., 2007; Moon et al., 2015; Wilson et al., 2011). On the other hand, students are involved in various kinds of victimization of teachers such as physical or verbal aggression, property damage, and sexual harassment. Furthermore these impacts negatively on JP of teachers (Moon & McCluskey, 2020). ED is how employees disagree with something in the organization. This disagreement is related to the organization's strategies, methods, or activities. ED is not just open and direct statements of difference; but it may also be obvious. ED is a normal and necessary part of the business. (Müceldili et al., 2021). ED is usually considered a harmful sign in organization because it interrupts the power of authority and status quo (Nalbantoglu & Kansoy, 2023). Teachers have strong perception of ED (Korucuoğlu & Şentürk, 2018). ED is negative and challenging behavior for the organization. Those employees who are keenly involved in it are facing the low performance outcomes and promotion threat (Eroğlu & Alga, 2017). Behaviors of ED are often seen as negative and challenging, and individuals who have a good grasp of ED may face the risk of lower performance evaluations and not being promoted (Eroğlu & Alga, 2017). Employees who are significantly related with ED are engaged in deviant behavior, which negatively impacts on JP (Brockner & Greenberg, 2015).

STUDY MODEL



The above model can be explained that WA and ED (Independent Variables) impact on JP (Dependent Variable) among college teachers.

HYPOTHESES

H₁: Workplace Aggression Has a Negative and Significant Impact on Job Performance

H₂: Employee Dissent Has a Negative and Significant Impact on Job Performance

METHODOLOGY

Quantitative methodology has been used for observing the impact of WA and ED on JP. Based on the time horizon, The cross-sectional research has been selected as an appropriate research design for this study because the samples of this design represent the overall population (Malhotra & Birks, 2007). The population of this study is teachers of colleges of region Sukkur, Sindh, Pakistan. The overall population comprised on 1,050 individuals. The table of (Saunders, 2009) is used to take the sample size. The proportionate stratified random sampling technique is used in this research. According to this technique 115 Lecturers, 118 Assistant Professors, 42 Associate Professors and 5 Professors means total 280 in 4 stratas have been selected as sample size. The close-ended questionnaire have been adopted and modified for this study; for WA questionnaire of (Buss & Perry, 1992), ED questionnaire of (Kassing, 2000), and JP questionnaire of (Goodman & Svyantek, 1999). The results from the data have been obtained through SPSS (V-26) and AMOS (V-22) softwares.

ANALYSIS AND RESULTS

Reliability analysis assesses whether an instrument such as questionnaire produces consistent and trustworthy findings. It guarantees the tool operates consistently with each usage, hence ensuring the reliability of its output.

Table 1: Reliability Statistics

Variables	Items	Coefficient alpha
WA	12	0.71
ED	09	0.77
JP	08	0.81

Coefficient Alpha values for WA, ED, and JP are 0.71, 0.77, and 0.81 respectively. These results are seem as an ideal score of reliability as suggested by (Pallant, 2020).

In following table Descriptive analysis and Correlation analysis have been presented. Descriptive analysis describes the main features of a dataset. However Correlation analysis measures the strength and direction of the relationship among the variables.

Table 2: Descriptive and Correlation of Study Variables

Variables	Mean	St: Deviation	WA	ED	OCy	JP	OC
WA	3.93	0.45	1	.78**	.76**	-.33**	-.60**
ED	4.34	0.47		1	.74**	-.17**	-.32**
JP	4.19	0.35				1	.66**

Table 2 shows that All the variables are significantly related with each other. WA and ED are positively related with each other. Whereas WA and ED are negatively related with JP.

STRUCTURAL EQUATION MODELING

It's a statistical method or technique that contains different multivariated techniques. (Snoj et al., 2004).

CONFIRMATORY FACTOR ANALYSIS

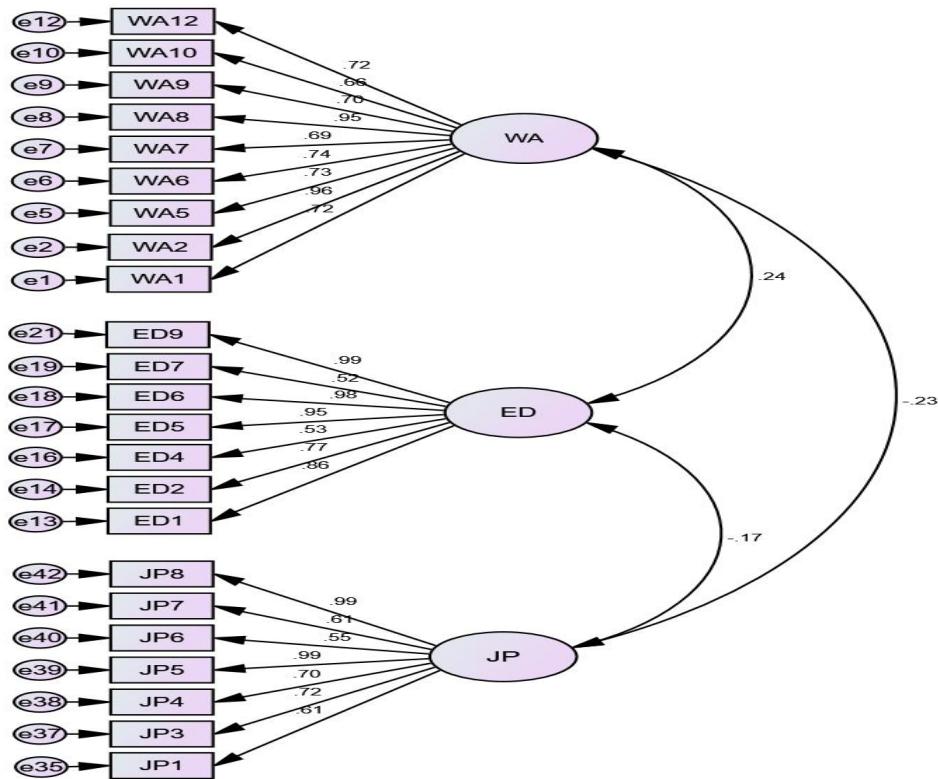


Figure 1: CFA for Modified Model

In the above figure, the CFA for the modified model has been performed. Those items having low loadings ($<.5$) have been excluded and those items having high loadings ($>.5$) are retained as suggested by (Jackson et al., 2009). Furthermore, the exclusion of items having low loadings ($<.5$) improved the fit indices for the model hence now it can be concluded that this model is fit.

HYPOTHESES TESTING

By using SEM, the hypotheses have been tested through separate models (Fatima, 2018).

H₁: Workplace Aggression has a negative impact on Job Performance

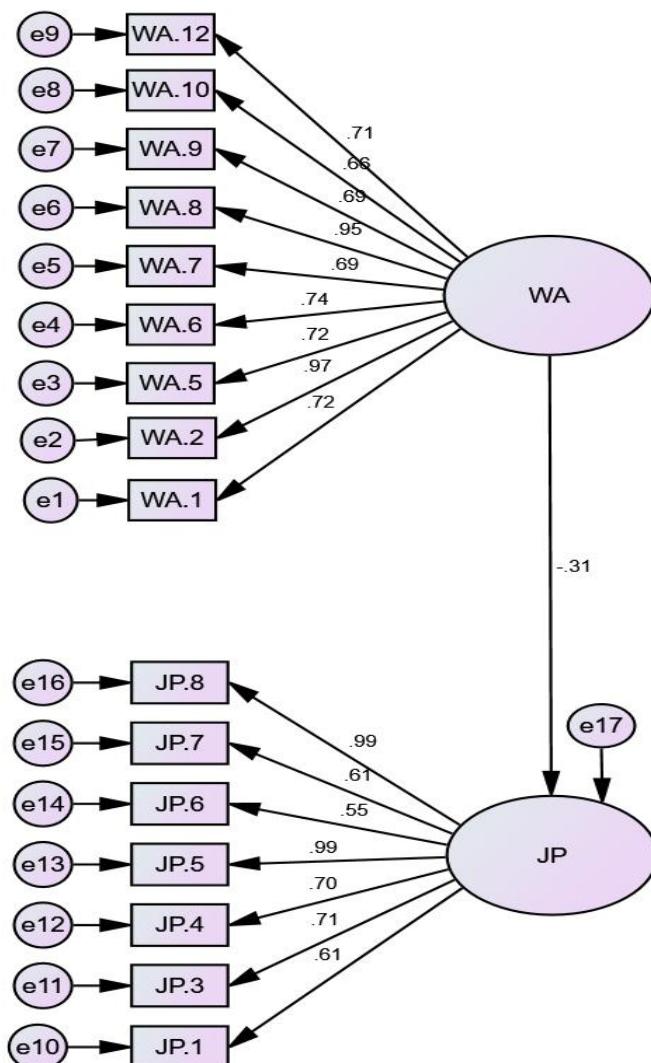


Figure 2: Job Performance <--- Workplace Aggression

The results of the first hypothesis show that WA has a negative (-.31) impact on JP. Moreover, this negative impact between WA and JP is significant ($p < .01$). These results signify that a 31% change in JP has been caused by WA. Therefore the first proposed hypothesis has been accepted.

H₂: Employee Dissent has a negative impact on Job Performance

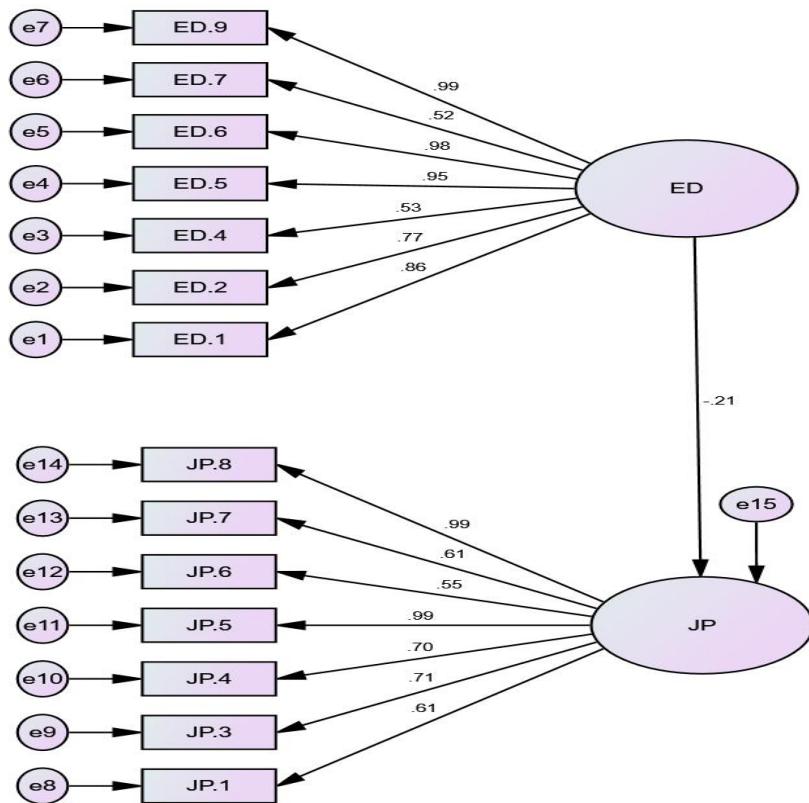


Figure 3: Job Performance <--- Employee Dissent

The results of the second hypothesis show that ED has a negative (-.21) impact on JP. Moreover, this negative impact between ED and JP is significant ($p < .01$). These results signify that a 21% change in JP has been caused by ED. Therefore the second proposed hypothesis has been accepted.

CONCLUSION

This research has investigated the impact of WA and ED on JP. Both hypotheses of the study were accepted. 1st hypothesis WA has a negative and significant impact on JP has been accepted. 2nd hypothesis ED has a negative and significant impact on JP has been accepted. This study

found the existence of WA and ED among teaching faculty members of Sukkur region colleges, Sindh, Pakistan. This study also found the negative impact of these both variables on JP of teaching faculty members of Sukkur region colleges. So it has been recommended that strategy makers must be keen to handle these negative condition so that JP may be improved. For that purpose some moderators or mediator may be used such as Organizational commitment, emotional intelligence and affective communication etc. moreover with the support as well as proactive conflict management, colleges can develop and maintain healthy environment for the teaching staff. Ultimately that will minimize aggression and will promote collaborative environment. Furthermore to handle the negative impact of ED among teaching faculty, safe communication environment must be promoted, management must be transparent about decision making, management must address issues of teachers fairly and the team building as well as collaboration must be encouraged.

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