

## **The mediating influence of Task conflict on the relationship between situational constraint and workplace bullying**

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### **Abstract**

Task conflict subsists contained through a group or team when there are divergences accompanied by means of the group associates regarding the tasks being executed. Yet even so situational manipulates may reason persons in the direction of obtain positive dissimilar conflict management strategies transversely time; work locations are time and yet again extremely resolute as well as relatively predictable. Workplace bullying, similar to infancy bullying, is the resemblance of entity otherwise groups just before utilize persistent in timid dating or in equitable activities alongside an associate or assistant. Workplace bullying preserve restrain such methods in oral, nonverbal, emotional physical mistreatment with disgrace. Situational constraints, as well as frequently well-known appearance of job stressor or else injures, had common sensible consciousness inside intensification environmental otherwise connected tools of the work place. Data were investigated since an outcome of calculate Multi-Collinarity Analysis of Variance (MANOVA) statistics, Factor Analysis, Post-hoc analysis, Mediation test, Sobel test, Factor Analysis, Correlation Matrix, the empirical evidence established so as to there is a positive significant relationship among workplace bullying along with situational constraint through task conflict by means of since mediator, situational constraint manipulates experience on the way to workplace bullying, the factor control time, work environment, job connected in sequence manipulate it. Task conflict partially mediates workplace bullying.

### **INTRODUCTION**

The possible for conflict exists whenever and wherever people have get in touch with as people are organized into groups to look for a general goal, the probability of conflict to the highest degree increases. Since only the grimmest conflicts make headlines, conflict has a negative implication for many people. The entire conflicts are not the unchanged Task conflict is when team members convey differences of belief that narrate only to work tasks. Past research has exposed that task conflict may possibly sometimes

be valuable and sometimes be negative to team recital When team members are not scared to exclaim and propose nonconforming opinions that confront the status quo. If people deem that they will be attacked for expressing unusual viewpoints, the environment is said to have low psychological wellbeing. In this case, the team could be in jeopardy of group feel, which is when disinclination to raise your voice leads to poor or appalling team decision making.

Workplace bullying, like childhood bullying, is the affinity of individuals or groups to use relentless hostile or unfair behavior beside a co-worker or subordinate. Workplace bullying can contain such procedure as verbal, nonverbal, psychological, physical abuse and humiliation. This type of aggression is mainly complicated because; dissimilar the emblematic forms of school bullying, workplace bullies frequently drive within the reputable regulations and policies of their organization and their society. Bullying in the workplace is in the greater part of gear reported as having been perpetrated by management and takes an extensive range of forms. Bullying can be concealed or over task conflict exists within a group or team when there are disagreements between the group members regarding the tasks being performed. Task conflict exists within a group or team when there are disagreements amid the group members about the tasks being performed. Even nevertheless situational influences may cause individuals to take up different conflict management strategies across time; work settings are time and again highly unwavering and quite conventional. Employees cooperate with the same co-workers, inducement structures do not change suddenly, employees do the identical kind of work for longer periods of time, and they mug the same (interpersonal) problems on a returning basis. The situational constraints theory presented by Peters, O'Connor, and Eulberg (1985) and Kane (1993) provided the theoretical framework for the study. While early work proved informative in considerate the relationship of situational constraints with many intrapersonal, or individual, constructs such as goal setting (Peters, Chassie, Lindholm, O'Conner & Kline, 1982).Socio cultural theory focuses on accepting the magnitude of situational factors in behavior faintly than individual distinction factors. Socio cultural theory places of interest the importance of the culture of the organization, When increased disappointment or stress caused by workplace factors result in employees intriguing frustrations out on others. Conflict management styles are select by individuals to match situations and diverge depending upon an individual's perceptions of disagreement, intervention, negative emotions, as well as the type of conflict.

According to Baron and Kenny (1986), a mediator is a variable that changes in relative to the independent and dependent variables. Mediation implies a

causal progression along with three variables. A mediation model identifies and clarifies the apparatus that underlies a pragmatic relationship between an independent variable and a dependent variable passing through the insertion of a third explanatory variable, known as a mediator variable. According to Baron and Kenny (1986), Mediation is second-hand in the case of a strong relationship between the predictor and criterion variable. The independent variable is assumed to be the basis of the mediator; these two variables should be connected. The occurrence of such a correlation results in multicollinearity, when the effects of independent variable and mediator on the dependent variable are probable. Multicollinearity is a statistical trend in which two or more predictor variables in a multiple regression model are vastly correlated. In this situation the coefficient estimates may change randomly in reaction to small changes in the model or the data. Multicollinearity does not condense the predictive influence or reliability of the model as a whole, at least within the sample data themselves; it only affects estimates of individual variables. That is, a multiple regression model with correlated predictors can indicate how well the complete pack of predictors predicts the outcome variable, but it may not provide valid results about any individual predictor, or about which predictors are unnecessary with respect to others, the assumptions of basic regression analyses such as ordinary least squares, the phrase "no multicollinearity" is every so often used to signify the nonexistence of multicollinearity, which is a strict (non-stochastic) linear relation between the regressors.

### **Research Questions**

- 1) Does situational constraint lead to exposure to workplace bullying?
- 2) Does situational constraint lead to task conflict?
- 3) Does situational constraint mediate the relationship between task conflict and exposure to workplace bullying?

### **Research Objectives**

- 1) To determine if high perceived situational constraint leads to exposure to workplace bullying.
- 2) To determine if high perceived situational constraint leads to task conflict.
- 3) To determine if task conflict positively correlates with exposure to workplace bullying.

- 4) To determine task conflict mediates the relationship between workload and workplace bullying.

### **Significance**

In Pakistan scenario this is the first study conducted to provide an indulgent of the situational constraint between workplace bullying and task conflict used as a mediator. In this study provides occasion for positive approach to address any shortcoming. It provides an understanding of the situational constraint among workplace bullying and task conflict.

### **Literature Review**

Bullying at work intended irritating, offending, socially exclusive of an important person or negatively upsetting someone's work tasks. In array for the tag bullying (or mobbing) to be useful to a scrupulous bustle, interface or process it had to occur repetitively and commonly and over a period of time. Bullying was getting higher process in the path of which the person confronted trimmings up in a mediocre position and becomes the target of systematic negative social acts. A conflict could not be called bullying if the incident was an isolated event or if two parties of approximately equal "strength" was in conflict. Bullying of workplace newcomers, or rite de passage bullying, comprises an old type of workplace bullying, known for centuries, especially occurring within shipping, military service, or several societies. In such cases, newcomers in the work place were met with unapproachable behavior. This conduct could be regarded as a cultural tradition, in which the new person was checked out and "tested".

The concept of workplace bullying refers to situations where an employee inside fatigable expose to negative and aggressive behaviors at work mainly of a psychological nature (Leymann, 1996), with the effect of mortifying, menacing, fearsome or tiring the target. Many of these single acts may be rather general in the workplace (Leymann, 1996) and, when happening in seclusion, may be seen as cipher of uncivil behavior or "impoliteness" at work (Lim & Cortina, 2005). When tirelessly directed towards the same individual over a longer period of time, they may revolve into an intense source of social stress (Zapf, 1999), proficient of causing relentless harm. Although the negative and discarded nature of the behavior complicated is important to the concept of bullying, the concept's center characteristic is not the nature of the behaviors per se, but slightly the persistency of the

experience (Einarsen et al., 2003). Buss (1961) argued that hostile behavior could be conceptualized beside three magnitudes: physical-verbal, active-passive, and direct-indirect.

Hence, bullying constitutes budding and frequently growing hostile workplace associations relatively than isolated and detached events and is allied with replication (frequency), gap (over a period of time) and patterning (of a variety of behaviors involved) as its most prominent features (Einarsen et al., 2003). An uncomplicated Work & Stress by difference exists between straight measures, such as accusations, verbal abuse and public embarrassment on the one hand, and indirect acts of hostility, such as rumors, gossiping and social isolation, on the other (O'Moore, Seigne, McGuire, & Smith, 1998). With situation to the workplace situation a supplementary difference has been made between work-related behaviors and person-related behaviors (Einarsen, 1999), obvious in an untimely Finnish study (Vartia, 1991) where smear, social seclusion and intimation about someone's mental health may be seen as examples of person related bullying, even as giving a person too many, too few or too simple tasks, or tirelessly criticizing a person or their work, may be allied with work-related bullying.

While mainly apprehensive with negative behavior of a psychological nature, studies relating targets of bullying have discovered that physically menacing acts, and in some cases even physical brutality or the threat of violence, form part of a wider repertoire of aggressive acts applied in bullying cases (Leymann, 1990). Bullying could have long-term academic, physical, and emotion consequences on bullies, their fatalities, and bystanders. The prevalence of bullying at schools had a negative impact on students' prospect to be trained in a milieu that was safe and secure and where they were treated with respect (Shellard and Turner, 2004; Lumsden, 2002).

An endeavor to ignominy a coworker, the bully may buzz sabotage work, or criticize ideas (Lutgen-Sa). If workers could confirm they were targets of verbal operation sabotage, or threats, they may be proficient to salvage lost wages, medical expenses, and even castigatory reparation Furthermore sixteen additional states were proposing anti-bullying legislation (Cohen, 2010). Employees that witnesses their co-workers being abused capacity be terrified that they will be the next target of the bully. As a result, non-targeted co-workers also experience more stress in chaotic environments; actors may see their activities as maintaining control in situations where the actor has insufficient work control or high levels of work conflict (Einarsen

et al., 1994). Individual responses suggest that accountability for bullying resides in the targeted individual, which simply was not the case. What were more, individual efforts to stop bullying was usually less than successful (Keashly, 2001; Lutgen-Sandvik, Alberts, & Tracy, 2008). Nonetheless, those targeted were keen to know what they could do to stop abuse. We argue a number of probable approaches targets may take, including how coworkers could help in these situations. Coworkers could be very helpful for supporting targets' stories and breaking the bullying cycle (Macintosh, 2006); concerted voice simply increases believability (Lutgen-Sandvik, 2006).

The situational constraints scale was measured a causal sign scale in which the items were not manifestations of a single basic assemble, but in its place were measured to compose a put up when united. In other words, the items were not similar forms of a single primary raise, nor did they imitate each other as was anticipated in a traditional effect sign scale (Spector & Jex, 1998, for further discussion). Situational constraints, an repeatedly famous form of job stressor or strains, had usual moderate awareness in explaining environmental, or related apparatus of the work place (Spector & O'Connell, 1994; Spector, Chen & O'Connell, 2000). Task conflict regards incompatibilities about the comfortable of tasks (Jehn, 1997; Jehn & Bendersky, 2003) On Individual level, task conflict could increase personal work attempt for instance. However, on individual level, penalty of task conflict were not only positive as this type of conflict also leads to more stress and apprehension (Jehn & Bendersky, 2003). Bullying can involve relentless supervisory abuse of subordinates (most common), coworkers "ganging up" on age group or, in rare occasions, "bullying up" when subordinates abuse a higher-level organizational member (Einarsen, Hoel, Zapf, & Cooper, 2003).

Bullying constitutes, and was constituted by, aggressive work environments (Liefoghe & MacKenzie-Davey, 2001; Salin, 2003) manifest by persistent fear and anxiety of workgroup members. Bullying was both an outcome of and a recursive reserve for hostile work environments (Lutgen-Sandvik & McDermott, 2008). Bullying at work was obvious by a difference in power between actors and targets (Einarsen et al., 2003) that exists preceding to the commencement of bullying (e.g., abusive supervision) or arises as a result of enduring harassment (peer-to-peer abuse) (Keashly & Nowell, 2003). Witnessing coworkers details augmented stress and objective to leave (Lutgen-Sandvik, et al., 2007; Vartia, 2001).

Task conflict typology was main in conflict literature, and many studies complete the task conflict frame (Amason, 1996; DeDreu, 2006; Olson et al., 2007; Pelled, Eisenhardt, & Xin, 1999). Literature on conflict studies the penalty of conflict at together individual and group levels of analysis. Jehn's (1995) framework, conflict was crack into task conflict refers to difference in viewpoints concerning a task. Examples of task conflict were disagreement between group members on work system and policy and resources ascription (De Dreu & Van Vianen, 2001). Cognition was the interior of task conflict; thus, it was also called cognitive conflict. This type of conflict was expected or was sometimes expectant in team work, as it focuses on assorted ideas on how best to attain common group goals (Amason, 1996).

To understand how task conflict involve a variety of team outcomes, a plentiful literature search was conducted on organizational conflict studies available after Jehn's (1995) worked (Dreu & Weingart, 2003) were also examined for probable sources. As a result of this search, in any case twenty three publications were originate, which listening carefully on task conflict, studies. Thirteen experiential studies examined the belongings of task conflict. Eight of the thirteen studies reported positive possessions of task conflict on team outcomes, whereas seven studies reported negative possessions only one study reported a non-significant effect of task conflict on team outcomes. In dissimilarity, task conflicts were disagreements between individuals about the comfortable of the task being performed, including differences in viewpoints, ideas, and opinions. The most commonly reported task conflicts anxiety sharing of resources, measures or course of action and interpretation of facts (Jehn, 1995, 1997).

Task conflict normally concerns one of two sets of issues: what was to be completed and how it was done (Barki & Hartwick 2004). Task conflicts were disagreements about the at ease of a task and work goals, such as allocation of resources, procedures, and understanding of facts (Jehn, 1995, 1997). Task conflicts embrace differences in viewpoints, ideas, and opinions, and may overlap with vigorous discussions and personal anticipation Task conflict had been related with numerous valuable

effects, such as improving the use of debate within a team (Jehn, et al., 1999), which results inequality ideas and improvement (Amason, 1996; West & Anderson, 1996), and leads to better service deliverance (Tjosvold, Dann, & Wong, 1992). In distinction, task conflict had been related with quite a lot of useful effects, such as humanizing the quality of thoughts and innovation (Amason, 1996; West & Anderson, 1996), increasing beneficial debate (Jehn, et al., 1999), facilitating a more effective use of resources, and foremost to better service proviso (Tjosvold, et al., 1992). Jehn et al. (1999) found that task conflict mediates the positive effect of informational diversity on group performance.

Jehn and Mannix (2001) examined in their longitudinal study that high-performing groups had a lofty task conflict in the middle phase of the group contact. Additionally; Amason (1996) found that task conflict was of assistance to team members' attitudes such as assurance and sentimental reception of team members. Argue that task conflict was dynamic was also confirmed in the management teaching field. Bradley (2012) task conflict leads to better team performance. This was because team members feel secure with discussing differing viewpoints and they understand that these opinions are severely connected to the work at hand. Under this situation, the team would produce more ideas and keep in healthy debate to turn up at the best solution. When psychological safety was low, team members might interpret any type of dissent as personal and threatening, even when it was task interconnected first, there was a lack of an integrated theoretical framework to present varied mediating processes between task conflict and different outcomes. A great deal of evidence shows that task conflict had multiple belongings on workplace bullying outcomes. However, there was a be short of studies, from a theoretical or empirical outlook to explore whether task conflict might had both functional and dysfunctional influences on workplace bullying through different mechanisms.

The theoretical conceptualization of the mediators between task conflict and outcomes requests to be reconsidered. Conflict scholars tend to borrow the rationale of the information processing perspective (IP) to explain how task conflict affects outcomes (Carnevale & Probst, 1998).

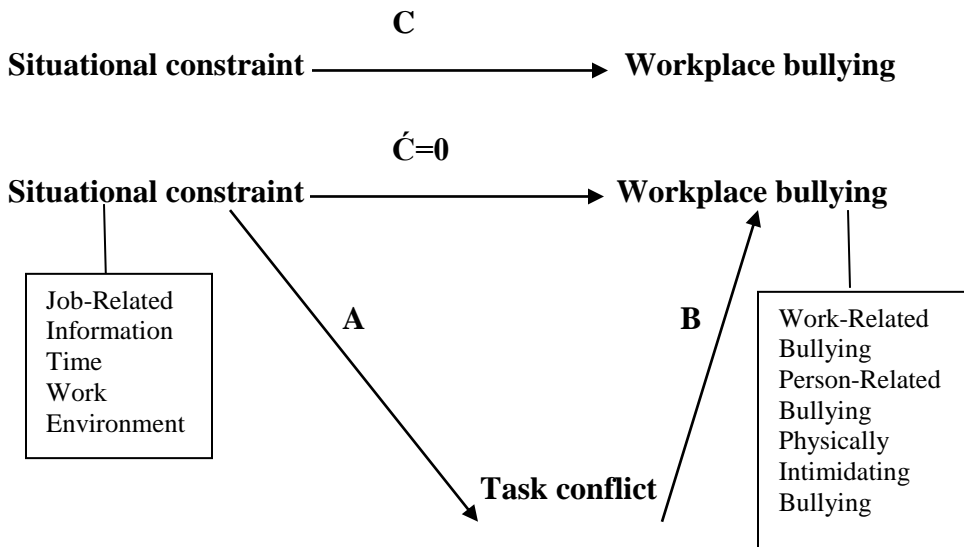


Unfortunately, they had not empirically examined the mediators between conflict–outcomes association. Nurses who had less than pleasing relationships with their co-workers were more likely to leave their jobs (Lambert, Lambert & Ito, 2004; Thomas, 1992). In one study, quite a few nurses admitted they concentrated their hours of work because of conflict with coworkers (Warner, 2001).

### Research Hypothesis

- H1: There is significant relationship between situational constraint and workplace bullying.
- H2: There is significant relationship between situational constraint and task conflict.
- H3: Task conflict positively correlates with workplace bullying.
- H4: Task conflict mediates the relationship between workload and workplace bullying.

### Theoretical Frame Work



### Methodology

#### Data Collection

#### Procedures

Data were collected from Power Tech, Huawei, Zte, Nokia Seimens, PTCL, ICC, Netkom, Supernet, Wateen, Wi- Tribe, Qubee companies through questionnaire. The employees filled in a hard copy of questionnaire the

questionnaire mixed up of three demographic questions and additional included 5 Likert scales with around 31 questions. These questions could be answered by specifying the liking on a 5-point Likert-scale. The rationale last the long survey was that it sample size neglect

### **Sample**

The method description from this point further on will always rise to these 625 respondents. 49.3% of the respondents filled in the questionnaire, while 51.7% proficient the telecom. Also gender was almost equally dispersed with 54.6% male and 45.4% female respondents. While 100% of the employees work in companies, work in telecom service provider companies. The occupational sharing was as follows: 5.2% blue collar workers, 23% white collar workers, 8.6% private servants, 16% of the employees are positioned in middle management, 3.4% high level managers, and 43.6% of the respondents had other occupations. Other occupations are mainly made up from food employees, sales persons, and general employees. In this cross-sectional study, 625 employees of 12 different companies were addressed to fill in a hard copy survey in Rawalpindi, Islamabad cities. However, may possibly only use 625 observations in this study since 34 questionnaires were appropriate, as these respondents work in teams or work units. Situation constraint was preserved as a condition for studying task conflict as a mediator in this research

### **Measurement**

#### **Work-Place Bullying**

Exposure to workplace bullying was measured by means of the S-NAQ as offered by Notelaers & Einarsen (2008). Nine items measured the exposure to negative acts at work. Respondents could answer on a 5-point Likert-scale categorized as “never”, “now and then”, “once a month” and “once a week or more”. Cronbach’s alpha for the S-NAQ was .86.

#### **Task Conflict**

Task conflict, in this research, focuses only on task conflict mediates the work place bullying since the negative acts that characterize bullying (Jehn & Bendersky, 2003). To avoid these possible overlaps, Jehn’s (1995) task conflict scale is used. This scale consists of four items. The response potential categorized on a 5-point Likert-scale were “never”, “sometimes”, “now and then”, “often” and “very often”. Cronbach’s alpha for the task conflict scale was .83.

#### **Situation constrain**

Situationnel Contraints Questionnaire (SCQ) (O’Connor, Peters, Pooyan et al, 1984; Freeman, 1996; Kane, 1997). Internal reliability for the measure is reported to range from .79 to .96, (Freeman, 1996; Kane, 1997). The SCQ

consists of 24 items that measure each of the eight situational constraint factors. Participants are instructed to use a 5-point Likert-type scale to specify how well each statement corresponds to or describes their job setting or situations. The Likert-type scale assesses the precision of each statement ranging from 1 (not at all accurate) to 5 (completely accurate). Scores are summed on each of the eight original Situational Constraints Questionnaire subscale factors.

### **Control variables**

Age, gender and tenure are added as control variables. Particularly age and gender are widely used control variables in workplace bullying literature (Noterlaers et al., 2010; Raynor & Hoel, 1997; Vartia, 1996). For someone to be measured a fatality of workplace bullying he or she has to be exposed to negative acts at least once a week in the last six months (Leymann, 1996). Since the results of this study are therefore related to the time the employee works in the company, tenure is also controlled for.

### **Instrument**

Survey research has been accompanied for half years by researchers via formats that incorporated questionnaires. Most often the data attains from a particular target group or a random sample of a precise population. Krathwohl (1997) renowned that survey research applications on the team spirit of participant answers, how and how much their answers change and are similar, and the reply of members established on their demographic variables. In addition to demographic facts invited, the accused will be tested to broad the Situational Constraints Questionnaire [SCQ] (O'Connor et al, 1984). The SCQ lies of 9 items that measure each of the three situational constraints. In this particular research, the Short Negative Acts Questionnaire after this stated to as S-NAQ (Notelaers & Einarsen, 2008), the Task conflict scale (Jehn, 1995), and the workplace bullying scale were secondhand (Notelaers, De Witte, van Veldhoven, & Vermunt, 2007).

Participants are instructed to use a 5-point Likert-type scale to point out how well each statement corresponds to or defines their job location or situations. The Likert-type scale evaluates the correctness of each statement reaching from 1 (not at all accurate) to 5 (Completely accurate).

### **Data Analysis**

Analysis strategies included calculation of frequency counts on the demographic data. These results described the respondents in the study. Response rates were also computed and a post hoc analysis was performed to ascertain any response/non-response bias in the data. Data were analyzed by computing Multicollinearity-Analysis of Variance (MANOVA) statistics, Factor Analysis, Post-hoc analysis, Mediation test, Sobel test.

The dependent variables were the three situational constraint factors from the SCQ. A separate analysis was performed for each of these dependent

variables. The analysis allowed the researcher to examine mean scores and variance on the dependent variables. Because the independent variable consisted of three categories, post-hoc tests were proposed when a main effect was found. The results of these analyses determined what categories of the independent variable contribute to statistically significant differences in the dependent variable of constraints impacting their work.

## **Results and Findings**

### **Descriptive statistics**

A set of descriptive statistics coefficients that summarize a given set, which can either be a representation of the entire population or a sample. The measures used to describe the data set are measures of central tendency and measures of variability or dispersion. The frequency distribution of the return series is not normal. The skewness coefficient 0 and kurtosis  $>3$ , but the results show that .700 skewness and kurtosis -1.378, so its show that distribution is not normal. For a data set, the mean is the sum of values divided by the number of values. The mean is 2.3360 often quoted along with the standard deviation 1.79718 the mean describes the central location of the data, and the standard deviation describes the spread. An alternative measure of dispersion is the mean deviation, equivalent to the average absolute deviation from the mean.

**Table 1 Descriptive Statistics**

<b>Mean</b>	<b>2.3360</b>	<b>3.3872</b>	<b>3.4032</b>	<b>3.4400</b>
<b>S.Deviation</b>	<b>1.79718</b>	<b>1.18504</b>	<b>1.18375</b>	<b>1.29375</b>
<b>Minimum</b>	<b>1.00</b>	<b>1.00</b>	<b>1.00</b>	<b>1.00</b>
<b>Maximum</b>	<b>5.00</b>	<b>5.00</b>	<b>5.00</b>	<b>5.00</b>
<b>Skewness</b>	<b>.700</b>	<b>-.031</b>	<b>-.030</b>	<b>-.132</b>
<b>Kurtosis</b>	<b>-1.37</b>	<b>-1.123</b>	<b>1.146</b>	<b>-1.369</b>

**Table 2 Reliability Statistics**

<b>Cronbach's Alpha</b>	<b>Cronbach's Alpha Based on Standardized items</b>
<b>.939</b>	<b>.937</b>

Cronbach's alpha average inter correlation among the items, so results show that workplace bullying, situation constraint, task conflict Cronbach's alpha .939. It's very good reliability statistics, the results show that variable highly correlated.

**Table3  
 Regression**

$$Y_{WRB} = \alpha + \beta_{JRI} + \gamma_{WE} + \lambda_{TIME} + \mu_i$$

Regression equation show that dependent variable work related bullying and independent variable job related information, work environment, time, and error term. The ANOVA result show that significance of the model, the last column sig shows (.000) the goodness of fit to the model, if "sig" is greater than .05, we conclude that our model could not fit the data and F. Statistics greater than 5.96, the F. Statistics result 90.691. The total Sum of Square 2015.440 is the total deviation in the dependent variable. The aim of the regression is to explain these deviations by the best  $\beta$  that can minimize the sum of squares of these deviations.

**Table 3a** ANOVA b

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1149.396	9	127.711	90.691	.000 a
Residual	866.044	615	1.406	-	-
Total	2015.440	624	-	-	-

**Table 3b** Model Summary b

Model	R	R Square	Adjusted R Square	Std.Error of the Estimates
1	.755a	.570	.564	1.18668

R-Square measures the proportion of the variation in the dependent variable that explained by variation in the independent variables R-Square result show that 57% of the variation explained. The adjusted R-Square the proportion of the variance in the dependent variable that explained by variations in the independent variable, the result show that Adjusted R-Square 56.4% of the variance explained. Standard error of the estimate 1.18668measure the dispersion of the dependent variables estimates, if the standard error is more than 10% of the mean, its high.

**Table 3c MANOVA**

	Unstandardized Coefficients	t.value	sig	VIFStatistics
Constant	-1.521	-4.854	.000	-
JRI1	.223	4.957	.000	1.112
JRI	.189	4.458	.000	1.130
JRI	.621	15.703	.000	1.373
Time1	.003	3.05	.04	1.216
Time2	-.113	-2.181	.03	1.241
Time3	.119	2.599	.01	1.160

WE1	-.119	-2.774	.005	1.078
WE2	.073	2.634	.003	1.095
WE3	.378	9.049	.000	1.175

The coefficients provide information on the confidence with which we can support the estimate for each such estimate “T” and “Sig”. Our results significant with a 95% level of confidence. Simply put, the unstandardized  $\beta$  coefficient represents the effect of an independent variable on the dependent variable, net of the effects of the other independent variables, the 95% confidence for each beta estimate. *At* value is any statistical hypothesis test in which the test statistic f. if the null hypothesis is supported. It is most commonly applied when the test statistic would follow a normal distribution if the value of a scaling term in the test statistic were known. When the scaling term is unknown and is replaced by an estimate based on the data, the t-value statistic value >1.96. The coefficient results show that job related information positive significant relationship, time significant, insignificant relationship, work environment significant, insignificant relationship with workplace bullying. JRI 4.957, TIME 3.05,-2.181, WE-2.774, 2.634. Collinearity between variables is always present to resolve this problem Variance Inflation Factor analysis, VIF>10 high Collinearity in the data. The VIF results show that 1.112 very low so we can resolve the problem of Collinearity.

**Table 3d**

**Co-linearity Diagnostic**

Eigen Value	JR1	JR2	JR3	TIM E1	TIM E2	TIM E3	WE 1	WE 2	WE3
9.075	.00	.00	.00	.00	.00	.00	.00	.00	.00
.229	.00	.00	.33	.04	.04	.00	.02	.00	.10
.151	.00	.04	.10	.00	.01	.11	.03	.01	.69

.120	.01	.36	.05	.00	.00	.15	.19	.03	.20
.105	.04	.00	.05	.03	.02	.01	.01	.86	.01
.096	.13	.48	.05	.03	.02	.34	.00	.03	.00
.084	.02	.06	.10	.02	.01	.36	.66	.03	.00
.072	.55	.03	.31	.07	.16	.00	.02	.00	.00
.047	.02	.01	.00	.66	.67	.00	.00	.00	.00
.020	.22	.01	.01	.16	.07	.03	.06	.04	.00

When a regressor is nearly a linear combination of other regressor in the model, the affected estimates are unstable and have high standard errors. This problem is called Collinearity or multicollinearity. It is a good idea to find out which variables are nearly collinear with which other variables. A commonly given rule of thumb is that VIFs of 10 or higher (or equivalently, tolerances of .10 or less) may be reason for concern. This is, however, just a rule of thumb; he gets concerned when the VIF is over 2.5 and the tolerance is under .40. The results show that Collinearity or multicollinearity resolve d. Eigenvalues 9.075 are a special set of scalars associated with a linear system of equations a matrix equation that are sometimes also known as characteristic roots, characteristic values. The determination of the Eigen values applications as stability analysis.

**Table 4**

**Correlation**

Sig 1-tailed	WRB1	JRI1	JRI2	JRI3	TIME1	TIME2	TIME3	WE1	WE2	WE3
WRB1	-	.000	.000	.000	.006	.008	.000	.259	.000	.000
JRI1	.000	-	.003	.000	.228	.189	.003	.374	.010	.000
JRI2	.000	.003	-	.000	.004	.000	.007	.126	.000	.000



JRI3	.006	.000	.000	-	.000	.000	.000	.252	.000	.000
TIME1	.008	.228	.004	.000	-	.000	.441	.002	.339	.323
TIME2	.000	.189	.000	.000	.000	-	.450	.002	.076	.028
TIME3	.259	.003	.007	.000	.441	.450	-	.000	.000	.000
WE1	.000	.374	.126	.252	.002	.002	.000	-	.001	.029
WE2	.000	.010	.000	.000	.339	.076	.000	.001	-	.000
WE3	.000	.000	.000	.000	.323	.028	.000	.029	.000	-

Correlation is computed into what is known as the correlation coefficient, which ranges between -1 and +1. Perfect positive correlation (a correlation co-efficient of +1) implies that as one security moves, either up or down, the other security will move in lockstep, in the same direction. Alternatively, perfect negative correlation means that if one security moves in either direction the security that is perfectly negatively correlated will move in the opposite direction. If the correlation is 0, the movements of the securities are said to have no correlation; they are completely random.

**Table 5**

**Factor Analysis**  
 Factor Transformation Matrix

Component	1	2	3	4	5
1	.817	.474	.274	.170	.013
2	.500	-.562	-.524	-.116	.088
3	-.127	.049	-.049	.456	.871
4	.094	-.393	.690	-.498	.333
5	.054	-.529	.348	.706	-.301

Factor Analysis measure variability among observed correlated variables, potentially lower unobserved variables called factor, linear combination plus error term. Principal components Analysis(PCA),linear combination of variable and maximum variance extracted from variables, it removes the variance seek second linear relationship,5likert scale use to check the response, component1 result .817, component2 result-.562, component3result -.049, component4 result .456, component5 result-.031.

**Table 6**

Post-Hoc Analysis

	Mean Difference	Sig	Lower bound	UpperBound
<b>WRB</b>	.20853	.031	-.6432	1.0603
<b>PRB</b>	.42850*	.029	-.8161	.5010
<b>PIB</b>	.12863	.018	-.1620	.4193

Post-hoc analysis if the mean difference between population significant, the analysis show that the WRB.03,PRB .02,PIB.01 significant

**Partial Mediation**

Coefficient situational constraint variable to the task conflict and task conflict to the workplace bullying and results significant this is called intervention mediation. We estimate Sobel test as below.

**Regression**

**Table 6a**

**ANOVA b**

Model-1	Sum of Squares	df	Mean Square	F
Regression	1399.817	13	107.678	106.870
Residual	615.623	611	1.008	-
Total	2015.440	624	-	-

The ANOVA result shows that significance of the model, the last column sig shows (.000) the goodness of fit to the model, if “sig” is greater than.05, we conclude that our model could not fit the data and F. Statistics greater than 5.96, the F. Statistics result 106.87.

**Table 6**

**Model Summary b**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>
<b>1</b>	<b>.833a</b>	<b>.695</b>	<b>.688</b>

R-Square measures the proportion of the variation in the dependent variable that explained by variation in the independent variables R-Square result show that 69.5% of the variation explained. The adjusted R-Square the proportion of the variance in the dependent variable that explained by variations in the independent variable, the result show that Adjusted R-Square 68.8% of the variance explained.

**Table 6**                      **Coefficients**

<b>Model-1</b>		<b>Unstandardized Coefficients β</b>	<b>t</b>
	Constant	.943	2.801*
	JRI1	.191	5.000***
	JRI2	.107	2.941**
	JRI3	.360	9.644***
	TIME1	.013	.302
	TIME2	-.046	-1.048
	TIME3	.114	2.942**
	WE1	-.074	-2.014**
	WE2	.046	1.205
	WE3	.226	6.110***
	TC1	-.076	-1.911*
	TC2	-.064	-1.710
	TC3	.013	.311
	TC4	-.554	-15.149***

The coefficients provide information on the confidence with which we can support the estimate for each such estimate “T” and “Sig. Our results significant with a 95% level of confidence. Simply put, the unstandardized  $\beta$  coefficient

nt represents the effect of an independent variable on the dependent variable, net of the effects of the other independent variables, the 95% confidence for each beta estimate. A *t* value is any statistical hypothesis test in which the test statistic *F*. The coefficient results show that mixed results with the help of this results we calculate Sobel test as below.

**Table 7a**  
**Sobel Test**

	Input		Test Statistics	Std.Error	P.value
a	-1.521	Sobel Test	-2.42492033	.59148459	.000
b	.943	ArorianTest	-2.38725703	.60081633	.000
Sa	.313	Goodmantest	-2.46442441	.58200324	.000
Sb	.337				

**Table 7b**

	Input		Test Statistics	P.value
ta	-4.854	Sobel Test	2.42605268	.05526405
tb	2.801	Arorian Test	2.38832829	.01692522
		Goodman Test	2.46562308	.01367752

Un-standardized coefficient value standard error of these path coefficient if the p-value=0 so first stage mediation also called intervention mediation, we completed first step than second step of mediation here  $z \leq \pm 1.96$  then we go further next step is called full mediation but our result show that partial mediation because Sobel test value 2.42, Arorian test value 2.38, Goodman test value 2.46. The results values  $> z$  value so we cannot move further.

### Limitation

Limitation in this study is the use of self-report surveys which creates the probable for familiar method variance or measurement bias. General method variance is related with the method of measuring variables that can drive up the relationship between variables and is apprehension when self-reports are used to measure both the independent and dependent variable. However, self-reports are required for the study of concepts such as perceptions of the Common method variance can occur for several reasons, respondents may try to maintain uniformity in their responses; answer in accordance to pre-existing theories about what the relationships between the variables under study should be strive to nearby themselves auspiciously and answer in accordance with the format of the items, rather than the comfortable. In this study the alteration of the task conflict scales. While the individual items were not changed but not used the relationship subscale

of the measure was condensed with an item added from another subscale. Situational constraint has eight magnitude but we are used three dimension.

### **Conclusion and Recommendations**

Task conflict was found to partial mediate the relationship between situational constraint and workplace bullying. This finding signifying that formerly investigated organizational predictors of workplace bullying does not always straight give to the occurrence of this phenomenon. In order to more carefully understand why bullying takes place and to avert impact on company costs and human-well being

Organizations must supporter for safe work environments, stricter laws and compulsory convention enforcing workplace practices. Organizations must establish and continue inclusive program for the avoidance of workplace bullying and management of all types of workplace. Managers need to create and keep up supportive work environments and help to subordinate to achieving the task, organizational policies are followed, and occurrence reporting is efficient and blame-free. Manager must include workplace bullying, situational constraint factor obstacle and conflict management in the prospectus and arrange professional employees in the preclusion assessment, and management of aggression in patients, visitors, and colleagues. When conflict arise Investigators should study upbeat obstacle and interference strategies, worth of training modalities, and worth of specific policies and task conflict to classify best practices for avoidance of workplace bulling. Manager supports a continual assurance to promotion a safe and healthy work environment

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