

Keep talented Employees onboard by Work Engagement: Dark behaviors (Blame Attributions, bullying and Turnover Intention) in Organization

^{1*}**Samrah Jamshaid**, Ph.D. scholar (Psychology)

Northeast Normal University, Jilin, China,

jjam093@nenu.edu.cn

Renmin Street, Changchun, Jilin Province, PRC

²**Dr. Najma I Malik**, Associate Professor, ³**Dr. Mohsin Atta**, Assistant Professor

Department of Psychology, University of Sargodha, Punjab, Pakistan

⁴**Adnan Ali Haider**, ⁵**Saba Jamshad**

COMSATS University Islamabad, Punjab, Pakistan

⁶**Kamran Jamshed**, MS scholar (Management Sciences)

Bahria University Islamabad, Pakistan

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Abstract

Every organization has a dark side indeed and the present study aimed to explore dark side behaviors in higher education institutes from the perspective of blame attribution, workplace bullying, and turnover intention which needed to be recognized. These behaviors considered being deviant behavior affects teachers both emotionally and physically. Current study aimed to explore the concept of keeping intact the talented teacher through work engagement while battling with dark behaviors. Study further analyzed the mediating role of work engagement in the relationship between workplace bullying and turnover intention among teachers of HEIs. Quantitative research with the use of survey design and self-administered questionnaire was conducted among upon a sample of purposively selected teachers from Higher Education Institutes (HEIs) in Sargodha, Pakistan, was carried out during March to July 2019. Utrecht Work Engagement Scale (Schaufeli, et al., 2002), Blame attribution scale (Gudjonsson & Singh, 1989), Negative Act Questionnaire (Einarsen, Raknes & Helleosy, 1994), and Turnover Intention scale (Mitchell, et al., 2001) were used to measure the constructs of study. Regression analysis reveals work engagement was a significant predictor for blame attribution, workplace bullying, and turnover intention. Findings also revealed that work engagement was a key booster to keep talented employees on board while tackling workplace bullying and turnover intention. Findings of the study were helpful for organizations to keep their talented employees on board and for employees to cope with dark behaviors.

Keywords. Dark behaviors, work engagement, workplace bullying, blame attribution, turnover intention.

Introduction

In recent years, dark behaviors (i.e., blame attribution, workplace bullying and turnover) in organizations have become more integral part in the field of organizational behavior, at the individual, group, and organizational level. These dark behaviors can be seen in any organization but aren't getting attention, and force employee to quit their job. Higher educational institutes are more vulnerable to losing highly qualified teachers because of dark behaviors in an organization as consequently teachers not only develop intentions for turnover but also look for high salaried offers from private sectors. Academic institutions are entrusted with the responsibility of providing a healthy and educative atmosphere to the students studying there. Therefore, the presence of a fearful environment due to bullying and blame attribution is directly related to harming the potential of the teaching faculty there. This may also avert their energies from imparting education to protecting their self-image instead.

Higher education has a responsibility to provide opportunities for its employees to develop professionally in addition to imparting education, information, and learning to students (Jamshaid, & Malik, 2018). However, faculty quitting or leaving their institutions due to facing or witnessing bullying in their work means increased costs for that organization in the form of recruitment, new hiring, and training expenditures. The goodwill and reputation of that institution becomes also at stake. Such faculty members may speak about the atmosphere of that organization as negative and threatening, thus decreasing the chances of new members to apply for such an organization (Hayward, Bungay, Wolff, & MacDonald, 2016; Lu & Gursoy, 2016; Long, 2016; Abid & Butt, 2017; Parasız et al., 2017; Labrague et al., 2018). Griffin & Lopez demonstrated that the dark side behaviors are referred to as where people harm others, injustices are reinforced and magnified, and thus the desire for money, control or revenge encourages people to engage in such activities that others can perceive as unacceptable, illegal, disgusting, or reprehensible (Griffin & Lopez, 2005). Similarly, the previous studies investigated that the culture of an organization is also responsible to destroy creating an organization (Alemu, 2016). This is a theoretical grip needed to fully understand the dark sides of individual and workplace activities in general. This attention soon grew to include a complete spectrum of activities in the workplace that were subsumed under the umbrella of the dark side (Brandebo, & Alvinus, 2018).

Teaching staff plays a major role in creating and improving the success of future generations. Deep dedication to education and the teacher's commitment to teaching is the underlying precursor to the high degree of student achievement. Teachers in Malaysia have not had a high turnover because of complex processes and high leave costs. The challenge of turnover among teachers is nevertheless crucial as it affects their job performance and happiness and, in turn, affects student performance and growth (Baharuddina, & Balasubramaniam, 2016). Another report shows that in 3 years of service in the classroom a majority of teachers abandon their careers. The shortage of health sciences teachers harms the staff of the health

sectors. Attempting to tackle the health science (CTE) professors in the field of turnover is especially necessary not only to resolve the persistent shortage of teachers, but also the health care practitioners' deficit (Park, & Johnson, 2019). However, positive psychology suggests that one way to overcome this problem is to consider positive aspects such as personal resources and work engagement that affect the intentions of workers in terms of turnover (Gupta, & Shaheen, 2017).

Work engagement is described as "a positive and fulfilling mindset that is distinguished by, vigor, dedication and absorption" (Schaufeli & Bakker, 2004). Vigour explains the desire of the person to engage in jobs and keep doing this, even though it is incredibly difficult. Dedication refers to the emphasis on how the person is active, excited, and motivated by the work he does. Absorption means that the employee is absorbed in the work such that it distorts time (Schaufeli & Bakker, 2004), and because of the total enjoyment he has acquired, he has difficulty in leaving the job (Schaufeli, Salanova, González-Romá, & Bakker, 2002). For practitioners and researchers, job engagement has been important because of its significant effect on business outcomes (Kim, & Park, 2017; Harju et al. 2016).

According to Venkatesh (2014), work engagement is referred to as a crucial type of dedication, where the workers voluntarily contribute to the organization's benefits. Positively, Schutte, Toppinen, Kalimo, and Schaufeli (2000), have described work engagement as an enthusiastic condition in which an employee displays determination and trust in outstanding work results. The organization, ensures that successful recruiting techniques to maintain these workers are built to consider the drivers of engagement (Heerden, 2015). The structure of work engagement is defined as an enthusiastic, optimistic attitude towards work, which can be used for organizational success and personal benefits (Hoole & Bonnema, 2015), and thus a high level of work can lead to the creation of a positive social climate (Consiglio, Borgogni, Di Tecco, & Schaufeli, 2016). Although engagement had also been related to various people, a committed workforce could involve selection techniques that offer workers larger advantages, who are more optimistic (Oliveira, & Rocha, 2017).

Blame attribution is a proximal Attributional determinant in judgments, activities, and behavioral reactions (Mantler, Schellenberg, & Page, 2003). Blame attribution inclination is about feelings or cognition of victim at both individual and social level (Bryant & Spencer, 2003). On an individual level, those individuals who are survivors are dealt with awful and cruelly than the individuals who mishandle them (Polivy, & Herman, 2002). Inquire about into how people evaluate blameworthiness has demonstrated that attributes of the disappointment itself are vital (e.g. blame and blame-related blame attributions) for the most part increment with saw disappointment seriousness, aim, and avoid-ability (Gill & Andreychik, 2009; Plaks, McNichols, & Fortune, 2009), adding that these disappointment qualities are subordinate to individual contrasts in identity and psychological style, which shape all-encompassing handling and reaction designs (Meier & Robinson, 2004; Plaks, McNichols, & Fortune, 2009).

Blame is thought to be the most proximal Attributional determinant in behavioral response, exercises, and judgments (Mantler, Schellenberg, & Page, 2003). However, there is a slant to blame setbacks at "both the societal and individual level in the United States" (Bryant &

Spencer, 2003). At the societal level, blame can be seen from the just world perspective in which extraordinary people are compensated and appalling people are rebuked (Rubin & Peplau, 1975), however, at the individual level, survivors are managed more cold-bloodedly than the people who abuse them (Polivy, & Herman, 2002). An examination of school understudies coordinated by Bryant and Spencer (2003) explored attribution of blame in oppressive conduct at home scenes, the use of violence in dating associations, and the relationship among attribution and statistic factors.

Workplace bullying refers to the situation in which an individual is persistently exposed to the aggressive and negative environment at the job primarily of psychological nature, intimidating, humiliating, and punishing the target and many of these behaviors are common in an organization (Leymann, 1996). Quine (2001) elaborates that the meanings of workplace bullying offer regular subjects in particular ways on the beneficiary, negative impact on the casualty, and constancy nature of tormenting conduct. Concerning the effect of tormenting on the beneficiary; tormenting exists when the individual is subjected to a scope of threatening practices which make him or her vibrate tormented or pestered. The key issue here is the sentiment the casualty about this conduct. Workplace bullying is an example of constant, insulting, malevolent, or exclusionary deliberate or non-deliberate behaviors that aim as deliberate efforts to control, harm, or force a colleague from the workplace (Lutgen-Sandvik, 2005). Bullying in the workplace is hard to depict because harassment mostly takes place stealthily, several times out of view of colleagues and supervisors. General harassment and bullying are harmful more prevalent than any other vicious behaviors exposed by the legislation, like as ethnic prejudice and sexual harassment (Mishna, 2012). Those employees who cause bullying are usually complicated and destructive for workers and inadequacy, argument, and dysfunction that contain serialized bully who can extend throughout the whole organization (Needham, 2003).

Turnover aims insinuated as the appearance of one's likelihood that he or she will leave (Sousa-Poza & Henneberger, 2002). Turnover is the intentional occasion which is referred to as employee strengths over the participation of the institution (Price, 2001). Many researchers depicted that turnover intention is the best indicator of turnover and as a key component in the study of employee behavior and the last stride before the worker willful as well (Lee & Bruvold, 2003). However, Van Dick, et al., (2004) found that an employee who decides to leave is not an actual turnover; however, intention can give an indicator for actual turnover. Mobley in 1977 founded an inclusive clarification for the physical and psychological process which is the primary intention to quit the organization. According to his formulation of extraction; the decision process of dissatisfaction leads to feelings of quitting the job. Various promising mediating methods exist between real quitting and dissatisfaction. The first step, the penalty of dissatisfaction mostly affects the thought of an individual for leaving the organization. Then this type of thought encourages the contemplation of the accepted efficacy of leaving costs and a job search. The next method will be individual intention to find an alternative job before quitting the organization. This intention for search will be followed by a real search. Individual if found that job alternatives are available then an assessment of these alternatives is must be initiated. Assessment of those alternatives is followed by the

contrast of a real present job to those alternatives for a job. However, if the comparison of nepotism is made, that alternatives then it will encourage individual intention to quit the job, as followed by individual real leaving (Cohen, Blake, & Goodman, 2016).

Literature review

Dark behaviors

Organization capability to maintain and create competitive benefits is dependent on the workforce; previous researches have investigated that when it starts relying on employees than it shows the strong relationship between work engagement and work performance. Therefore, organizations must focus on work engagement and operational performance (Heerden, 2015). Another previous study conducted for health sciences teachers and finding of the study shows that within the 3 years most of the teachers leave their profession and due of lack of health sciences teachers that affected the reputation of organization and need of workforce. Turnover and health sciences teachers address the issue for career and technical education, which is important for a prolonged shortage of health sciences professionals (Park, & Johnson, 2019). Furthermore, previous researches demonstrated that work engagement, physical intimidation, workplace, and person-related bullying are significant correlated with turnover intention (Coetzee & van Dyk, 2017). Charilaos et al. (2015) Conducted a study on school teachers in Australia and founded a positive relationship between turnover intention and workplace bullying.

Work engagement, according to empirical research, decreases the risk of employee turnover and fosters positive employee attitudes such as organizational involvement and job satisfaction, as well as positive employee behaviors such as improve organizational performance and organizational citizenship behaviors (Guest, 2015; Kim, Park, & Kwon, 2017). According to Akhtar, Ghufuran, and Fatima (2017), turnover is characterized as the ratio of the total number of employees who leave an organization during a given period to the average number of employees who remain at the same time. It is a behavior that reflects the process of an organization's workers quitting or being replaced. The elements of an employee's turnover intention are the thinking or feeling to leave the job, the intention to search for another job, and the intention to quit the job (Lee, Hom, Eberly, & Mitchell, 2017). A recent study stated that teachers who are under a lot of stress at work have poor employee engagement and are more likely to resign. (Baharuddina, & Balasubramaniam, 2016). Work engagement is found to be negatively linked to turnover intentions, with interpersonal commitment serving as a controlling factor (Zhao, & Zhao, 2017).

Shantz, Alfes, and Latham (2016) researched the relationship between work engagement, organizational commitment, and turnover intentions in a manufacturing company in the United Kingdom; the results revealed that a low level of work engagement was correlated with a higher level of turnover intentions and deviance, only when employees did not feel that they were sponsored. According to Caesens, Stinglhamber, and Marmier (2016), if an organization offers useful services to workers, it will promote the motivational process, and as a result, employees will be less likely to leave the company. However, Zhang, Ling, Zhang, and Xie (2015), researched building engineers in Taiwan and found that work

engagement partially mediated the negative relationship between organizational commitment and turnover intention. Another study indicates that employee satisfaction with training is positively related to their degree of work engagement and negatively related to their intention to leave (Memon, Salleh, & Baharom, 2016). According to previous studies, higher work engagement (WE) leads to lower voluntary turnover (Bailey et al., 2015), job satisfaction is strongly related to work engagement. Moreover, studies indicate that Job satisfaction and work participation also found to be negatively linked to the intention to leave, however, work engagement did not moderate the relationship between job satisfaction and intention to quit (Park, & Johnson, 2019).

One of the major problems facing companies today is maintaining valuable human resources, which is crucial for them to be competitive globally, and exposing them to workplace bullying is one of the reasons for increasing turnover intention. Furthermore, job satisfaction, work engagement, and burnout all influence the relationship between exposure to work-related bullying and intention to leave. As a way of dealing with workplace pervasiveness, victims may consider leaving their jobs (Razzaghian, & Ghani, 2014).

Turnover costs a company a lot of money to hire and train new hires (Rosario-Hernández, & Millán, 2018). The risk of being bullied at work could increase the desire of valued employees to leave. Although the research literature clearly shows a link between workplace bullying and high turnover intentions (van Dyk, 2016). According to Bernstein and Trimm (2016), employees who are bullied at work have lower job satisfaction and are more likely to leave their jobs, which is a form of exclusion from the workforce. A previous study also found that workplace bullying is in association with employee turnover (i.e. Bahjat, Aljawazneh, Moh, Smadi, & Ziad, 2017; Coetzee & Oosthuizen, 2017).

Work engagement as a Mediator

Coetzee and van Dyk examined the indirect effect in the relationship between workplace bullying and turnover intention using the vigour and dedication dimensions of work engagement, they discovered that sensitivity to workplace bullying decreases employees' sense of vigour and dedication, which could contribute to higher turnover intention. They've predicted that high levels of work engagement may mitigate the workplace bullying-turnover intention relationship so that those with strong perceptions of workplace bullying would have lower levels of turnover intention (Coetzee, & van Dyk, 2018). The mediating impact of work engagement between social support, job satisfaction, and turnover intention was also discovered in a cross-sectional and correlational study in a Portuguese hospital (Ramos, & Almeida, 2017). Resilience and work engagement was found to mediate the impact of work satisfaction and burnout on turnover intention in a national survey of nurses' on turnover intentions in South Korea (Yu, & Lee, 2018).

Meanwhile, work engagement (WE) also has a direct negative impact on turnover intention, and resilience, and has an indirect negative impact on turnover intention through work engagement (Zhang, Bian, Bai, Kong, Liu, Chen, & Li, 2020). WE also tend to mediate the relationship between job performance and turnover intention (Memon, Salleh, & Baharom, 2016). In southern Italy, Shahpouri, Namdari, and Abedi (2016) discovered that patient

satisfaction harmed nurses' turnover intention through the mediating effect of work engagement. From the perspective of social cognitive theory (Consiglio et al., 2016), they've investigated the mediating role of work involved in a relationship with the bullying and turnover intention. People are active agents capable of building up the desire to proactively change their social climate, who are both creators and products of social structures (Consiglio et al., 2016). Work engagement can act as a buffer between HRM activities, workplace bullying, and the likelihood of turnover (Gadi, & Kee, 2018).

A previous study states that work engagement is proposed as a possible mediator between HRM activities and turnover intention, as well as a potential mediator between workplace bullying and turnover intention (Paul, & Kee, 2020). Employee job engagement, on the other hand, has been shown in a few previous studies to have a significant and optimistic impact on employee turnover intentions (Malinowski, & Lim, 2015). Many researchers believe that job engagement is a strong factor influencing employee turnover intention, even though the domain has received a lot of publicity. Furthermore, longitudinal studies have provided empirical evidence to support the influence of work engagement on organizational outcomes such as employee satisfaction, organizational involvement, organizational citizenship efficiency, and turnover intention (Agarwal, & Sajid, 2017; Javed, Gulzar, & Hussain, 2015). Since employee engagement is inversely related to their intention to leave (Bailey, et al., 2015), it is expected that engagement will serve as a mediator between training and turnover intention. According to the findings of the engagement study, WE can serve as a mediator between a variety of job resources and the probability of turnover (Salleh, Memon, & Baharom, 2015).

Higher educational institutes in Pakistan are more vulnerable to losing highly qualified teachers because of dark behaviors in an organization as consequently teachers not only develop intentions for turnover but also look for high salaried offers from private sectors. Academic institutions are entrusted with the responsibility of providing a healthy and educative atmosphere to the students studying there. Therefore, the presence of a fearful environment due to bullying and blame attribution is directly related to harming the potential of the teaching faculty there. Moreover, teachers believe that they're not engaged with crime without noticing that bullying and harassment also considered being crimes. This research aims to fill this gap in the literature in response to earlier calls for research by examining the blame attribution, bullying, and turnover intention in educational institutes and exploring the mediating effect of work engagement in the relationship between workplace bullying and turnover intention. The findings of this study may be beneficial for human resource managers in the education department to develop effective strategies to reduce voluntary turnover.

Hypotheses

H1: There will be a significant relationship between work engagement, and dark behaviors (turnover intention, blame attribution, and workplace bullying) among teachers.

H2: Work engagement will significantly predict dark behaviors (turnover intention, blame attribution, and workplace bullying) among teachers.

H3: Work engagement would significantly mediate the relationship between workplace bullying and turnover intention.

Method

Research Sample and design. A purposive sample of 223 teachers from government and private universities in Sargodha, Pakistan, were participated in the present correlational study. The sample of this study was composed of 58.7% (131) male teachers and their experience mean was 1.31, SD =.46, while the education level was from masters to post-doctorate. Age range of the sample was 25 to 65 years old, (M= 1.23, SD = .42) .59.6% of teachers were married and 65.5% worked for private universities and HEIs. The quantitative study was utilized to test whether hypotheses were accepted or rejected (Wohlin & Aurum, 2015). Self-administered questionnaires were used to get true responses from teachers as these questionnaires works better for correlational study (Qurtulain & Khan, 2015).

Measurements of study

Demographic data sheet

Demographic data sheet was designed for this study on the basis of objectives. Demographic sheet contained information regarding age, gender, education, marital status, experience and affiliation of HEIs teachers.

Utrecht Work Engagement Scale. Teacher's engagement in work was measured by the Utrecht work engagement scale, developed by Schaufeli et al. in 2002. This scale was originally based on 21 items with three sub-scales i.e., absorption (eight items), dedication (five items), and vigor (eight items) on 7 points Likert scale (0= never to 6= every day). Scale Alpha reliability in this study was acceptable i.e., .95 for work engagement, .83 for absorption, .86 for dedication, .83 for vigor. A high score on the scale indicated a high level of work engagement in teachers.

Blame Attribution Inventory. Blame attribution was measured by blame attribution inventory, developed by Gudjonsson in 1984. The original scale was weak so later this scale was (Gudjonsson & Singh, 1989) revised. This scale was based on 42 items and response format was based on true and false statements. Alpha reliability in this study was acceptable .96. A high score on the scale indicated a high level of blame attribution in teachers.

Negative acts Questionnaire. Workplace bullying in teachers was measured through negative acts questionnaire, developed by Einersen et al. in 2009. This scale was based on 22 items on 5 points Likert scale (0= never to 4= daily). Scale Alpha reliability in this study .66 was acceptable. A high score on the scale indicated a high level of workplace bullying in teachers.

Turnover intention scale. Teachers' intention for turnover was measured by the turnover intention scale, developed by Mitchell et al., in 2002. This scale was based on only three items on a five-point Likert scale (1= strongly disagree to 5= strongly agree). Scale Alpha reliability in this study was acceptable .96. A high score on the scale indicated a high level of turnover intention in teachers.

Procedure & Ethical Concerns

After formal approval from the Institutional Research Board and sought permissions from original authors of the scales, the sample was approached personally in their workplaces. APA ethical guidelines were strictly followed in this study and the sample was properly elucidated and briefed about the aims and objectives of the study, confidentiality assurance

was provided and informed consent for voluntary participation was obtained. Ethical research is important for the confidentiality of participant data (Dal-Re, Rid, Emanuel, & Wendler, 2016), and this standard was ensured as a must. Sample participants were instructed about the questionnaires filling and the average completion time of the questionnaire booklet was about 5 minutes. At the end of data collection, participants were thanked and collected data was processed for hypothesis testing and data analyses after data cleaning.

Statistical analyses

This study was aimed to test hypotheses for which different analyses were performed. Descriptive statistics, reliability analysis, correlation analyses, and multiple linear regression analyses were performed on 23 versions of SPSS (statistical package for social sciences). Mediation analyses were also performed by using an extension of Process Macro by Andrew F. Hayes in SPSS. The significance of the indirect results was investigated using a bias-corrected bootstrapping method (Shrout & Bolger, 2002). For indirect paths, the more strict 95 percent upper and lower confidence intervals were used to assess significance levels. If zero is not included within the spectrum of the confidence intervals, which indicates an indirect effect will be significant (Shrout & Bolger, 2002).

Results

Table 1

Mean, Standard deviation, Alpha reliabilities and Correlation among study variables (N= 223)

variables	<i>M</i>	<i>SD</i>	α	1	2	3	4	5	6	7
1 WE	71.56	19.98	.95	-	.96***	.97***	.96**	-.48***	-.23*	-.28**
2 WEA	25.52	7.01	.83		-	.89***	.89***	-.50***	-.23*	-.22*
3 WED	21.37	6.81	.86			-	.91***	-.43***	-.18	-.29**
4 WEV	24.77	6.88	.83				-	-.45***	-.25*	-.31**
5 BA	75.38	10.59	.96					-	.21	.24*
6 WB	58.92	20.49	.66						-	.26*
7 TI	9.66	2.20	.96							-

Note. WE=work engagement, WEA= work engagement, absorption, WED= work engagement dedication, WEV= work engagement vigor, BA=blame attribution, WB=workplace bullying, TOI=turnover intention.

* $p < 0.05$, ** $p < 0.01$ ***, $p < 0.001$.

The result of Table 1 shows means, standard deviation, alpha reliabilities, and correlation among study variables. Alpha reliabilities coefficient of overall scales along sub-scales ranges from .66 to .96 respectively. Correlation analysis shows that work engagement along sub-constructs has significant negative relationship with blame attribution ($r = -.48$, $p < .000$), workplace bullying ($r = -.23$, $p < .029$) and turnover intention ($r = -.28$, $p < .006$). Moreover, Blame attribution has significant positive relationship with turnover intention ($r = .24$, $p <$

.020). Furthermore, results reveal that workplace bullying also had a positive significant relationship with turnover intention ($r = .26, p < .012$).

Table 2

Multiple regression analysis for work engagement predicting blame attribution, workplace bullying, and turnover intention (N= 223)

Variables	BA			WB			TI		
	β	R^2	F	β	R^2	F	β	R^2	F
WE	-.48***	.23	25.56	-.23*	.05	4.94	-.28**	.08	7.77
WEA	-.50	.25	25.88	-.23*	.05	5.24	-.22*	.04	4.51
WED	-.43***	.18	20.38	-.1*	.03	2.91	-.28**	.08	8.02
WEV	-.45***	.21	23.03	-.25***	.06	5.98	-.31***	.10	9.74

Note. WE=work engagement, WEA= work engagement, absorption; WED= work engagement dedication, WEV= work engagement vigor, BA=blame attribution, WB=workplace bullying, TOI=turnover intention.

* $p < 0.05$, ** $p < 0.01$ ***, $p < 0.001$.

Multiple Regression analysis results presented in Table 2 show the predictive ability of Work engagement along with sub construct for blame attribution, workplace bullying, and turnover intention. The R square value of .23 indicated a 23% variation in blame attribution which was accounted for, through work engagement [F (2, 221) =25.56]. These findings indicated that work engagement has been a significant predictor of blame attribution ($R^2 = .23 .000, \beta = -.48$). The R square value of .05 indicated a 5% variation in workplace bullying which was accounted for, through work engagement [F (2, 221) =4.94]. These findings indicated that work engagement has been a significant predictor of workplace bullying ($R^2 = .05 .029, \beta = -.23$). The R square value of .08 indicated that 8% variation in the turnover intention was accounted for, through work engagement [F (2, 221) =7.77]. These findings indicated that work engagement has been a significant predictor of turnover intention ($R^2 = .08 .006, \beta = -.28$). Furthermore, results indicated that sub constructs also show the predictive ability for blame attribution, workplace bullying, and turnover intention.

Table 3

Standardizes path coefficient for the direct and indirect effect of workplace bullying and work engagement on turnover intention (N= 223)

Path outcome variables	Predictor variables	β	SE	95%CI	
				LL	UL
Turnover intention	WB	-.22*	.10	-.42	-.02
Turnover intention	WE	-.03**	.01	-.04	-.00
Turnover intention	WB through WE	.03*	.01	.01	.05

Note. WB=workplace bullying, WE=work engagement.

* $p < 0.05$, ** $p < 0.01$ ***.

Results indicated that workplace bullying was significant predictor for work engagement ($\beta = -0.22$, $SE = .10$, $95\%CI \{-0.42, -0.02\}$, $P = .028$), and that work engagement was significant predictor for turnover intention ($\beta = -0.03$, $SE = .01$, $95\%CI \{-0.04, -0.00\}$, $P = .003$). Results shows that workplace engagement was significant predictor of turnover intention after controlling for the mediator, work engagement ($\beta = .03$, $SE = .01$, $95\%CI \{.01, .05\}$, $P = .011$), consistent with mediation. Approximately, 12 % of the variance in turnover intention was accounted for by the predictors ($R^2 = .12$). The indirect effect was tested by using a percentile bootstrap estimation approach with the 10000 samples (Shrout & Bogler, 2002), and implemented with the Process Macro Version 3 (Hayes, 2017). These above results indicated that indirect coefficient was significant, $\beta = .01$, $SE = .00$, $95\%CI \{.00, .01\}$. Workplace bullying was associated with the turnover intention that was approximately .01 points lower as mediated by work engagement.

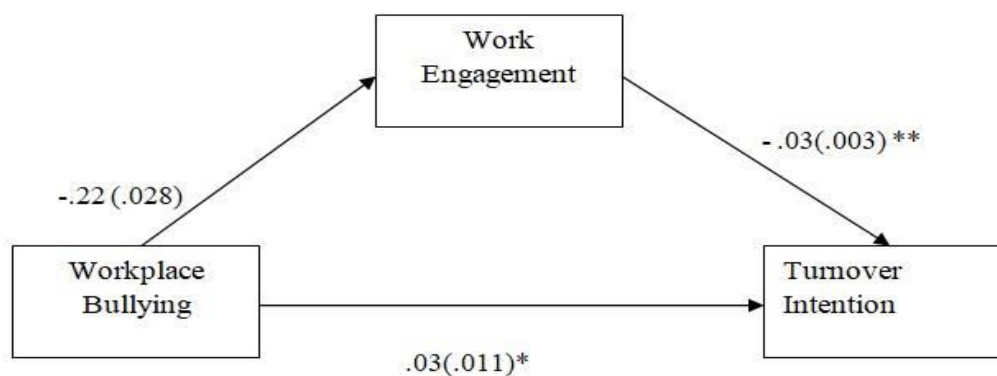


Figure 1: Mediation Model Figure

Discussion

This study explored the relationship between work engagement, turnover intention, blame attribution, and workplace bullying, and the results of the study corroborated with previous researches that demonstrated that higher work engagement (WE) leads to lower voluntary turnover (Bailey et al., 2015). There are strong associations between job satisfaction and work commitment, meanwhile, Job satisfaction and job involvement were also found to be negatively linked to the intention to leave. However, Work engagement did not moderate the relationship between job satisfaction and intention to quit (Park, & Johnson, 2019). Turnover costs a company a lot of money to hire and train new hires (Rosario-Hernández, & Millán, 2018). The risk of being bullied at work could increase the desire of valued employees to leave. Although the research literature clearly shows a link between workplace bullying and high turnover intentions, there is little research on the link between bullying and employee engagement (van Dyk, 2016). According to Bernstein and Trimm (2016), employees who are bullied at work have lower job satisfaction and are more likely to leave their jobs, which is a

form of exclusion from the workforce. Previous researches demonstrated that work engagement, physical intimidation, workplace, and person-related bullying are significant correlated with turnover intention (Coetzee & van Dyk, 2017). Charilaos et al. (2015) Conducted a study on school teachers in Australia and founded a positive relationship between turnover intention and workplace bullying. According to Shantz, Alfes, and Latham (2016), the authors researched the relationship between work engagement, organizational commitment, and turnover intentions in a manufacturing company in the United Kingdom; the results revealed that a low level of work engagement was correlated with a higher level of turnover intentions and deviance only when employees did not feel that they were sponsored. The study also explored that work engagement is a significant predictor of dark side behaviors (turnover intention, blame attribution, and workplace bullying). Previous studies investigated that the culture of an organization is responsible to destroy creating an organization (Alemu, 2016). This is a theoretical grip needed to fully understand the dark sides of individual and workplace activities in general (Brandebo, & Alvinus, 2018). Teachers who are under a lot of stress at work have poor employee engagement and are more likely to resign. (Baharuddina, & Balasubramaniama, 2016). Work engagement is found to be negatively linked to turnover intentions, with interpersonal commitment serving as a controlling factor (Zhao, & Zhao, 2017). One of the major problems facing companies today is maintaining valuable human resources, which is crucial for them to be competitive globally, and exposing them to workplace bullying is one of the reasons for increasing turnover intention. The previous study shows that workplace bullying affects employee turnover intentions. Furthermore, job satisfaction, work engagement, and burnout all influence the relationship between exposure to work-related bullying and intention to leave. As a way of dealing with workplace pervasiveness, victims may consider leaving their jobs (Razzaghian, & Ghani, 2014).

Furthermore, the study has explored that Work engagement is a key booster to keep their employees on board by workplace bullying and turnover intention. A previous study corroborated mediating impact of work engagement between social support, job satisfaction, and turnover intention was discovered in a cross-sectional and correlational study in a Portuguese hospital (Orgambdez-Ramos, & Almeida, 2017). Resilience and work engagement were also found to mediate the impact of work satisfaction and burnout on turnover intention in a national survey of nurses' on turnover intentions in South Korea (Yu, & Lee, 2018).

Meanwhile, work engagement also had a direct negative impact on turnover intention, and resilience had an indirect negative impact on turnover intention through work engagement (Zhang, Bian, Bai, Kong, Liu, Chen, & Li, 2020). Many researchers believe that job engagement is a strong factor influencing employee turnover intention, even though the domain has received a lot of publicity. Furthermore, longitudinal studies have provided empirical evidence to support the influence of work engagement on organizational outcomes such as employee satisfaction, organizational involvement, organizational citizenship efficiency, and turnover intention (Agarwal, 2017; Javed, Gulzar, & Hussain, 2015). Since employee engagement is inversely related to their intention to leave (Bailey et al., 2015), it is expected that engagement will serve as a mediator between training and turnover intention.

Conclusion

Results concluded that works engagement is strongly related to dark side behaviors (turnover intention, blame attribution, and workplace bullying) among teachers. The study also concluded that Works engagement was a significant predictor for dark side behaviors (turnover intention, blame attribution, and workplace bullying). Moreover, results concluded that work engagement partially mediates the relationship between workplace bullying and turnover intention. Given the findings of this study, occupational psychologists, managers, and human resource experts should be aware of the implications of workplace bullying and blame attribution for workers and how this can trigger stress, which can lead to turnover intention and actual turnover, which can serve as a coping strategy for victims of workplace bullying.

Limitations and Implications

The sample of the study was too small to conclude the general population. Results cannot be generalized to all teachers in Pakistan so future researchers should collect more data from different cities so results could provide detailed results. Every organization has some dark side but the organization didn't allow researchers to explore such behaviors in organizations (bullying and blame attribution), this is the reason blame attribution didn't get much attention for the last 10 years so future researchers should work on this variable to explore the dark side of an organization and fill that research gap. A cross-sectional study prevents us from drawing any conclusions regarding causal relationships. The use of a longitudinal design can provide more insight into the effect of work engagement on blame attribution workplace bullying, and turnover intention, and, in the long term, the actual turnover event. Future studies should also explore external factors which can control workplace bullying in an organization.

Despite these weaknesses, the results of the study revealed valuable new knowledge about the role of work engagement in the bullying-turnover relationship. The results of the study support the value of job engagement in low-wage jobs. Considering the risk of turnover and the detrimental effects of bullying on employee engagement and an urge to quit, these findings presented useful new information. By incorporating empirical data into the engagement, the literature emphasizes the value of increasing employee vigor and commitment to improving productivity to minimize the detrimental effects of bullying on the likelihood of employee turnover.

Conflict of interest

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