An indigenous South African perspective on workplace bullying

by

Fumani Donald Mabasa

Thesis submitted in fulfilment of the requirements for the degree

of

Doctor of Commerce

in

Human Resource Management

in the

FACULTY OF MANAGEMENT AND LAW

(School of Economics & Management)

at the

UNIVERSITY OF LIMPOPO

Supervisor: Prof. TS Setati

25 October 2021

PAGES

DECLARATION

I declare that the thesis hereby submitted to the University of Limpopo, for the degree of Doctor of commerce (Human Resource Managemnt) has not previously been submitted by me for a degree at this or any other university; that it is my work in design and in execution, and that all material contained herein has been duly acknowledged.

Mabasa FD MR   **25 October 2021**

ACKNOWLEDGEMENTS

To the Lord in heaven who strengthen me. Thank you Lord for your grace, favour, wisdom and strength. Indeed, through you, nothing is impossible. My sincere appreciation to Prof. TS Setati for his guidance, advice and encouragement. Without their professional advices, I would have not been able to complete my PhD.

My sincere appreciation to my wife (Engetani Mabasa) and my kids (Michelle Mabasa & Nhlaluko Mabasa). You are the reason I wake up every morning.

I wish to extend my gratitude to Dr H. Ngirande, who has been my role-model and inspiration. I would also like to offer my special thanks to Mr W. Munyeka, who introduced me to the world of academia.

My sincere appreciation to my sister (Masana Ntinga) and her husband (Musa Ntinga) for their encouragement. I wish to show my heartfelt gratefulness to all participants who contributed and participated through interviews. Without their involvement, this thesis would have been impossible to be accomplished. My gratitude further goes to my mother (Voilet Hlogwane), who has always been the pillar of my strength.

DEDICATION

This thesis is dedicated to my late grandmother, Nyanisi Christina Hlongwane, who I will always remember. I wish you were alive just to see a man I have become.

To daughter (Michelle Mabasa) and son (Nhlaluko Mabasa), I know this is your success too. Always remember, you are my greatest accomplishment.

This thesis is dedicated to every young black child going though hardships thinking it will never end. Everything is possible when you believe. Never stop dreaming.

ABSTRACT

Workplace bullying is a complex and widespread phenomenon, which has become a challenge to understand as an organisational phenomenon because of its complexity and numerous labels and terms that are used interchangeably by researchers, media and the public, when describing the behaviour. The potential for bullying in the workplace is always present in situations where people continually interact. Currently, workplace bullying has become a phenomenon that has caused significant problems when ignored. This study endeavoured to explore workplace bullying from African indigenous perspective with no predominantly continuation of the work from Western countries and develop strategies and model of managing workplace bullying from an African perspective. This empirical study was conducted in Limpopo province and grounded theory was used as methodological strategy with twenty-one indigenous research participants selected through the use of snowball sampling. Furthermore, the constructivist worldview formed the basis of the study on workplace bullying accounts, which was generated through semi-structured interviews with the support of interview guide. Interviews were recorded using call phone recorder, transcribed, coded and analysed using Microsoft Excel and interpreted. Thus, six key themes emerged from this study to address shared themes from individual accounts of workplace bullying incidents, causes and consequences from indigenous, contextualised perspective. The findings of the study identified nine accounts of bullying behaviour. These are disrespect, rumours or bad-mouthing, name calling, threats, unfair treatment, yelling to cause public humiliation, infringement of rights, work overload and domineering. Furthermore, contracts of employment and demonstration of power was identified as causes and dynamics of bullying behaviour. The findings also showed that workplace bullying accounts resulted in high turnover rate, compromised employee well-being and performance. Most participants managed workplace bullying by "doing nothing". The data also showed that age and gender play a significant role in the African contexts, taking into consideration shared cultural believes and customs. The study further provided a practical model for managing workplace bullying from an African perspective. Furthermore, the study proposes a need for workplace bullying legislation to further

increase the severity of bullying behaviour. The study also highlights a need to incorporate indigenous knowledge when managing workplace bullying.

Table of contents

LIST OF PICTURES

LIST OF FIGURES

LIST OF TABLE

LIST OF APPENDICES

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 INTRODUTION AND BACKGROUND

Workplace bullying has been a well-established research topic carried out internationally over the years (Cusack, 2000; Lewis & Orford, 2005; Parzefall & Salin, 2010; Yamada, 2015; Sheehan, McCaben & Garavan, 2020). The phenomenon was initially studied in school environments in which pupils were bullied by their schoolmates (Roberts, 2000; Aquino & Bradfield, 2000). According to Smith and Low (2013: 81), "the systematic study of bullying in schools can be dated from the 1970s, mainly in Scandinavia". Olweus (1978) conducted a study that included aggressive behaviour amongst school children. Thus, studies on bullying behaviour have primarily focused on adolescents and children as targets (Roberts, 2000; Rigby & Smith, 2011; Espelage, Low & De la Rue, 2012; Woudstra, van Rensburg, Visser & Jordaan, 2018). In the 1980s, Heinz Leymann (German psychiatrist) used the word "mobbing" to refer to bullying, because victims can be targeted by two or more people. However, attention has over the years changed, since bullying can also be recognized in workplace settings, with adults as targets (Keashly & Neuman, 2010; Samnani & Singh, 2014; Misawa & Rowland, 2015; Einarsen, Skogstad, Rorvik, Lande & Nielsen, 2018). Since the early 1990s, in the Western world, bullying has been recognized as a serious phenomenon with significant consequences when ignored, particularly in work setting (Kelly, 2005; Bulutlar & Öz, 2009; Houshmand, O'Reilly, Robinson & Wolff, 2012).

Furthermore, both industrial and organisational scholars recognise and study the phenomenon as a form of interpersonal harassment or counterproductive behaviour that tends to happen across demographic groups and all sorts of work environments (Pearson, Anderson & Porath, 2005; Fitzpatrick, Cotter, Bernfeld, Carter, Kies & Fouad, 2011; Einarsen, Hoel, Zapf & Cooper, 2011; An & Kang, 2016). Workplace bullying poses a major problem for individuals who are targeted, as well as related workers

(bystanders) and organisations, regardless of geographical location. The reason for this is that bullying has impact on employees beyond the workplace (Christianson, 2015). For example, it may have significant impact on individuals' personal lives, which may lead to suicidal ideation (Leach, Poyser & Butterworth, 2017).

Nevertheless, research has shown that most employees will, directly or indirectly, be exposed to bullying during their careers (Namie, 2007). In addition, bullying also has a negative impact on the organisation. It may result in increased turnover, absenteeism, and decrease in employee performance and productivity (Rayner, Hoel & Cooper, 2002). Assisting employees to cope with bullying incidents and the investigation of ill treatment and potential court action could also be costly to organisations (Rayner & Keashly, 2005). Therefore, researchers have emphasised the need to manage workplace bullying within the organisation because it is too costly when ignored (Hannabuss, 1998; Khan & Khan, 2012; Valentine, Fleischman & Godkin, 2015).

Nevertheless, bullying behaviour comes in many shapes and shades with various triggers or causes at different levels and divergent opinions on its very existence. (Einarsen, Hoel, Zapf & Cooper, 2011). This complex phenomenon is likely to happen in various ways. Some bullying events are easy to recognise, while others are not. In the view of Felblinger (2008), workplace bullying encompasses a broad variety of unpleasant attitudes, from overt threats to indirect incivities. Hence, bullying actions in the workplace can be difficult to prove. In order to understand, identify and control bullying behaviour in the workplace, thorough information is therefore required, particularly in the South African context.

Nevertheless, it would appear that researchers tend to approach the phenomenon of workplace bullying from Western worldviews and knowledge perspectives or dominant knowledge systems of the so-called Western World (Cunniff & Mostert, 2012; Visagie, Havenga, Linde & Botha, 2012; De Wet & Jacobs, 2013). In other words, the concept

"workplace bullying" is mostly understood from a "non-African" point of view and perspectives (Pietersen, 2007; Ogunniyi, 2011; Power, Brotheridge, Blenkinsopp, Bowes-Sperry, Bozionelos, Buzády & Madero, 2013). Jacobson, Hood and Van Buren (2014) alluded that awareness in bullying behaviour started in Sweden, in the late 1960s. Heinemann (1972) defined this phenomenon as *mobbing*. Since then, Western perspectives have underpinned ideas of what constitutes the meaning of the concept, as well as how to measure it. In addition, the most widely used instrument to measure workplace bullying, the *Negative Act Questionnaire,* is based on the assumption that human behaviours are the same, regardless of nationality or culture (Einarsen & Raknes, 1997). According to Loh, Restubog and Zagenczyk (2010), most studies on workplace bullying have also been based on Western samples (Einarsen & Raknes, 1997; Hoel, Cooper & Faragher, 2001; Einarsen, Hoel, & Notelaers, 2009).

Is Western perspective enough to address workplace bullying in the South African context? Is bullying behaviour in the South African world of work similar to Western world of work? Thus, it can be concluded that as South Africans, we are resolving South African challenges/problems using Western solutions. Besides, it is significant to note that there is a distinction between Western and African (indigenous) practices in terms of the norms, values, beliefs, expectations and actions, particularly cultural differences.

According to literature, Western science is more concerned with phenomena that are testable or confirmed and it considers the universe as knowable. On the other hand, indigenous knowledge does not only embrace testable or provable phenomena, but also embrace non-testable metaphysical phenomena as it considers some features of the universe as mysterious (Hewson & Ogunniyi, 2011; Zinyeka 2014). Hewson and Ogunniyi (2011: 102) further argues that Western knowledge "attempts to designate, enlighten, predict and regulate phenomena, while indigenous knowledge attempts to do that, as well as harmonize with phenomena and incorporates mystery in its explanation of the universe".

In the South African culture, elders have power over the young ones, and such kind of ideology can be the case in the workplace. Furthermore, there is a saying in the South African culture that "the younger shall serve the older". What if there is no such a phenomenon in a South African context? Based on that, it can be concluded that studying workplace bullying from a South African indigenous perspective can have a positive implication in the African world of work.

Besides, Bergeron and Schneider (2005) reported that if a certain culture support strong masculine values, they place less emphasis on interpersonal relations, and consequently, tend to display more aggressive behaviour. Furthermore, Maunder and Crafter (2018) is of an understanding that in one cultural context, actions operationally identified as bullying may not be defined in another context as bullying. Taking the above statement into consideration, when do we say someone was bullied, looking at bullying from an indigenous or African perspective?

Nevertheless, in the South African context, it is even challenging to address bullying behaviour from a legislative perspective because of the fact that bullying is not specifically defined or recognized in the current existing labour laws (Labour Relations Act, Basic Conditions of Employement Act 66 of 1995, Employment Equity Act 55 of 1998, etc.). As indicated by Smit (2015), the analyst maintains that what makes workplace bullying precarious to be addressed by way of legitimate or administrative intervention is that this example of damaging and belittling conduct is not unlawful in all occurrences, yet its belongings are annihilating to all gatherings concerned. Accordingly, casualties are basically rendered without adequate legitimate security from the workplace (Landau, 2017). The South African workplace has no special case with regards to the extreme and unavoidable nature of bullying. However, little has been done to address this wonder in South Africa. Smit (2014)'s, study focused on the "legal avenue of workplace bullying, but did not really put emphasis on the importance and necessity of dealing with workplace bullying from the legal perspective". It has

consequently been recommended that the nation ought to set up dependable cross-industry pervasiveness insights in view of research, once a meaning of and way to deal with workplace bullying has been concurred with all partners (Carbo, 2009; cited by Smit, 2014).

Nevertheless, at present, nobody ought to need to persevere through bullying in the work environment, current laws do little to give sufficient solutions for bullying casualties, and no law in South Africa, as in most other countries (Germany, Sweden, United Kingdom & Australia), disallows bullying (Smit, 2015). Even though South African legislative framework does not specifically address workplace bullying, some sections on the acts may be perceived as closely related to workplace bullying. For instances, Section 6 (1) of the Employment Equity Act does contain a prohibition against unfair discrimination. Discrimination can also be perceived as another form of bullying. Thus, bullying behaviour violate people's rights in term of Section 78 of the Basic Conditions of Employment Act No. 75 of 1997 (Kalamdien, 2013; Republic of South Africa). The Bill of Rights of the Constitution of the Republic of South Africa state that everyone has the right to dignity (Staden, 2019). Therefore, workplace bullying perpetrators violate peoples right in terms of Bill of Rights.

Furthermore, the Basic Conditions of Employment Act No. 75 of 1997 also protect employees against discrimination. Even Labour Relations Act 66 (1995), as the most important labour legislation, does not mention workplace bullying in all the sections, but it prohibits unfair labour practices as outlined in Section 185 (b) of Labour Relations Act 66 of 1995 (Republic of South Africa). Bullying may be regarded as another form of unfair labour practices (Staden, 2019).

As stated in the Occupational Health and Safety Act, No 85 of 1993, it is the responsibility of the employers to provide a safe environment (both emotionally and physically) that is without risks to the health of the employees (Republic of South Africa)

(Coetzee, 2017). It is significant to note that the concept "bullying" is not highlighted in the Occupational Health and Safety Act, No 85 of 1993, but taking into consideration how workplace bullying can have significant health implications on employees, workplace bullying can be perceived to be related to the Occupational Health and Safety Act, No 85.

It is clear that the South African legislative structure does not include an adequate set of comprehensive measures to address or avoid bullying in the workplace, as long as the target is not mentally or physically impaired, does not belong to another socio-economic class, and is not whistle blowing. No legislation is available to protect the victim. Passing the workplace bullying statutory structure could seem a daunting task as the target should prove that bullying occurred and the target's subsequent problems originated from perpetrator's behaviours (bullying). Nevertheless, this can be achieved through understanding the phenomenon from a South African perspective (by generating indigenous knowledge).

Since the existence of democracy (1994) in South Africa, much has been discussed about indigenous knowledge and its important role in the African context. A decade later (2004), the Arts and Culture Portfolio Committee of the Parliament of South Africa approved the Indigenous Knowledge Systems (IKS) Policy for South Africa.

In the African context, the concept of indigenous knowledge has had to interface with other knowledge system, particularly the Western scientific knowledge system (Hart & Vorster, 2006). Therefore, Indigenous knowledge and Western knowledge systems may be regarded as two different competing knowledge systems with different significant contribution to the body of knowledge (Maferetlhane, 2012). Thus, Briggs (2005) proposed that these knowledge systems may be treated as discrete and separate entities. Furthermore, literature has reported that the concept 'indigenous knowledge' make room for an oppositional 'us and them' situation between the two knowledge

system. Even though Western knowledge is preferred over the indigenous one, it can be argued that indigenous knowledge has an advantage over Western science in the African context, because generated indigenous knowledge is tested in the same context (Briggs, 2005).

In 2009, the South African Social Attitudes Survey (SASAS) conducted a survey to determine the perception of the public on the need to encourage indigenous knowledge. SASAS's results indicate that the public has a general positive attitude towards indigenous knowledge which serves to support the need of indigenous knowledge (Moos et al., 2010). According to Human Science Research Council, through SASAS survey, more than half of South Africans (53%) believe that modern science does more harm than good, two-thirds (66%) felt that indigenous knowledge system offers lessons that can benefit everybody, 71% felt we trust too much in science and not enough in indigenous knowledge and 72% stated we trust too much in science and not enough in cultural beliefs and practices (Moos, Struwig & Roberts, 2010).

Breidlid (2009) concluded by calling for more research into the viability of indigenous knowledge systems as a potential tool in sustainable development in the African context and resolving African problems. Throughout the years, indigenous knowledge in Africa has been undermined in favour of Western knowledge, because it is perceived to have all the answers in dealing with any problem, not only in the West, but in Africa as well. Nevertheless, it is essential to take note of the fact that before 1994, and during the colonialism and apartheid periods, colonialism and the apartheid system marginalized African Indigenous Knowledge in favour of Western Knowledge Systems (Maferetlhane, 2012; Naidu, Stanwick & Frazer, 2013). Domfeh (2007) reported that a noteworthy challenge that African nations keep on confronting is the manner by which to reconcile Indigenous knowledge and Western knowledge without substituting one another, respecting the two sets of values, and expanding on their separate qualities. This may be as a results of the perception that Western knowledge is perceived to be more

appropriate and acceptable when compared to Indigenous knowledge. Furthermore, Indigenous knowledge may be perceived to be ancient, or rather old fashioned. Consequently, "the rich heritage and Indigenous knowledge possessed by African traditional communities is gradually blurring ceaselessly or away" (Maferetlhane, 2012: 5). Maferetlhane (2012) further state that Western knowledge is reported and documented as a methods of maintenance, spread and approval; while Indigenous knowledge is regularly orally dispersed, which better suits its dynamic and local character.

In trying to understand the concept of Indigenous knowledge, one may draw much attention on the colonial prejudiced idea that Indigenous knowledge involves preliminaries and errors, while Western learning is described and characterized by experimentation (Cohen & Gelbrich,1999). From a western point of view, knowledge must be verifiable scientifically, in a science laboratory, for it to be considered as knowledge. Ntuli (2002: 35) is of an understanding that "anything short of that is not knowledge, no wonder that African Indigenous knowledge was discarded as simply superstitious". Thus, understood workplace bullying from an African context will increase its chances to be understood and resolved from an African perspective, particularly in the South African context.

According to the African Commission on Human and People's Rights (ACHPR), there is no global consensus on a single universal definition, and nor would such a definition be desirable or necessary. For the purpose of this study, black South African people will be regarded as indigenous people. Thus, Osman (2010: 1) in his study of indigenous knowledge in Africa, alluded that "indigenous people refers to a specific group of people occupying a certain geographic area for many generations".

1.2 SIGNIFICANCE OF THE STUDY

While there are workplace bullying studies in the South African setting, the dominant part of workplace bullying research have been conducted in the countries of the European Union and the United States of America (Hutchinson, Vickers, Jackson, & Wilkes, 2006; Simons, 2008; Roscigno, Lopez & Hodson, 2009). Thus, the concept of workplace bullying has been widely studied internationally (Baillien, Neyens, De Witte & De Cuyper, 2009; Einarsen, et al., 2011; De Wet & Jacobs, 2013), researchers agree that workplace bullying is a universal phenomenon. Although scholars say that bullying is a universal phenomenon (Migliaccio & Raskauskas, 2015; Akella, 2016), in the South African context (world of work), there is a need for indigenous knowledge on the phenomenon to understand it from an African point of view.

As stated by Breidlid (2009: 140), Western science and knowledge systems have received criticism from a number of researchers and politician in both Africa and Asia. Hence, this also raises questions on workplace bullying knowledge which is generated through the Western methods and philosophies which in turn can make it difficult to solve bullying in African workplace using these Western methods and philosophies. As a results, this make provision to generate indigenous knowledge on the phenomenon. Thus, this study provides understanding of workplace bullying from indigenous knowledge perspective by doing so, this study provides an original contribution to the body of knowledge (Branch, Shallcross, Barker, Ramsay & Murray, 2018). In addition, the conceptual framework developed for the study provide a comprehensive and nuanced basis to describe how the complex phenomenon of workplace bullying is understood, diagnosed and managed from a contextualised, local South African perspective.

More than a decade ago, Ntuli (2002) emphasised that indigenous knowledge systems are a counter-hegemonic discourse in the context of the African Renaissance. Hence, generating indigenous knowledge on the concept of workplace bullying will contribute to

a more culturally nuanced and contextualised understanding of the phenomenon. Besides, the threat of adopting and implementing the Western point of view to overcome African problems are clear. In this regard, Chivaura (2006) is of an opinion that African development can only be truly achieved through an African worldview. Therefore, studying workplace bullying from an African world-view (indigenous knowledge) may lead to a clearer and more acceptable contextualised understanding of the phenomenon, its manifestation and management in the South African work context.

Evidence suggests that cultural beliefs and values may influence how individuals perceive and respond to aggressive acts (Salin, 2003; Tepper, 2007; Loh, et al., 2010). For example, in an African context, the elders hold more power and control over the young and it can be deemed acceptable when an elderly employee (manager) shouts at the new or young employee. There are other African proverbs that supports this study's argument: "*Where water is the boss there the land must obey*" and "*you have little power over what is not yours*". Additionally, Adamo (2015: 10) stated that "however clever a young man may be, he cannot do things as an elder would do them because he lacks experience". Thus, the young should serve the elders. Furthermore, others belief that "the young bird does not crow until it hears the old ones". Thus, Boer and Mashamba (2007) stated that gender power imbalance exists in the African context, which may be deemed acceptable norm from African belief. "The variation in workplace bullying because of cross cultural tendencies has also been considered by researchers" (Akella, 2016: 1). It thus appears that there is a need to investigate, understand, diagnose and manage the phenomenon from an African viewpoint.

1.3 STATEMENT OF RESEARCH PROBLEM

In the South African world of work, a number of studies have been conducted on the phenomenon under study (Pietersen, 2007; Cunniff & Mostert, 2012; Visagie et al., 2012; De Wet & Jacobs, 2013). Nevertheless, an analysis of these studies show that they are predominantly a continuation of the work of overseas scholars with minimal

original contributions from South African knowledge perspectives. This trend has a negative impact on the formulation of workplace bullying policies and procedures or legislation to curb bullying in the diverse work contexts. Legislation, policies and procedures on workplace bullying are, most probably, formulated using Western knowledge and understanding of the phenomenon. Western knowledge of workplace bullying might not be adequate to incorporate indigenous, African understanding of workplace bullying because of cultural differences between Westerns and Africans. This highlights a need to study workplace bullying from an African perspective, to generate grounded or grass-root (indigenous) knowledge of workplace bullying. Issues of bullying might mean different things to people from different ethnic backgrounds, this further shows a significant need to study workplace bullying from different ethnic backgrounds. Therefore, using selected ethnic groups, this current study was conducted to answer the following research question: How is workplace bullying perceived from an indigenous South African perspective?

1.4 AIM OF THE STUDY

The aim of the study is to understand and describe accounts of workplace bullying from an indigenous, contextualised South African perspective.

1.5 RESEARCH QUESTIONS

This current study intended to answer the following research questions:

- What are the shared themes from individual accounts of workplace bullying incidents?
- What are the causes and dynamics of a workplace bullying event (role players, type of bullying, bullying behaviour/actions, length of incident)?
- What are the outcomes and consequences of a workplace bullying incident for the victim, bystander, and the organisation?
- How is a bullying event managed by different role players (victim, bystander(s), organisation?

- How should a bullying event be managed and by what means?

1.5 RESEARCH OBJECTIVES

- To identify shared themes from individual accounts of workplace bullying incidents.
- To describe the nature (causes & dynamics) of workplace bullying from indigenous, contextualised perspective.
- To examine outcomes and consequences of a workplace bullying incident for the victim, bystander, and the organisation.
- To describe the management of the phenomenon from a local, contextualised South African perspective.
- To develop strategies and model of managing workplace bullying from a South African perspective.

1.7 LANGUAGE

The study participants are Xitsonga, Tshivenda and Sepedi speakers, but they were free to express themselves in their preferred language (English or home Language). Where quotes are in Xitsonga, Tshivenda or Sepedi, the researcher translated or explain them in English in order to make them understandable to readers who did not understand the three languages.

1.8 ETHICAL CONSIDERATION

When insuring ethical issues in research, ethical clearance certificate was applied and obtained from the University of Limpopo (TREC) to conduct the research. Prior the interview sessions, participants were requested to sign a consent form. Participate were

free to decide whether to participate or not. Thus, participation in the research was voluntary. Nevertheless, participants were motivated and encouraged to participate. The purpose of the study as well as how such research contribute to the existing body of knowledge was explained to them. Participates were made aware of the fact that only grouped findings will be reported. Confidentiality was maintained by making sure that respondents did not provide any identifying information during the interview. Furthermore, participants were provided with the necessary information about the study to insure that any possible risks and benefits of the study were well understood.

1.9 DEFINITION OF KEY CONCEPTS

1.9.1 Bullying

According to Smith (2017: 519), "bullying is repetitive aggressive behaviour with an imbalance of power". Ayenibiowo and Akinbode (2011) defines bullying as one or several individuals aggressing on a vulnerable peer, primarily to assert control or power.

1.9.2 Workplace bullying

Einarsen et al. (2011: 122) defined workplace bullying as "instances where an employee is repeatedly and over a period of time exposed to negative actions (i.e. offensive remarks, constant abuse, teasing, social ridicule or exclusion) from co-workers or subordinates, supervisors or managers".

1.9.3 Bully victims

Bullying victims are the end "recipients of unwelcomed, unrelenting verbal assaults that cut to the core of the victim's being" (Namie & Namie, 2003: 5). For the purpose of

these thesis, the concept victim is used to refer to person who have been exposed and experienced bullying behaviour at first hand.

1.9.4 Perpetrator

In this thesis the concept "perpetrator" is referred to the bully that "routinely practices psychological and emotional violence" against the victim (Namie & Namie, 2003: 8).

1.9.5 Indigenoius

In this thesis the concept "indigenous" is referred to the "experiences shared by a group of people (ethnic groups) who have inhabited a country for thousands of years" (Cunningham & Stanley, 2003: 403).

1.9.6 Indigenous knowledge

"Indigenous knowledge is defined as the cumulative body of strategies, practices, techniques, tools, intellectual resources, explanations, beliefs, and values accumulated over time in a particular locality (South Africa), without the interference and impositions of external hegemonic forces and Western knowledge" (Emeagwali & Sefa Dei, 2014:1).

1.10 LIMITATIONS OF THE STUDY

The study is limited to Xitsonga, Tshivenda and Sepedi speaking indigenous groups in only one province in South Africa. The study focuses on understanding and describing accounts of workplace bullying from an indigenous, contextualised South African perspective, therefore it can be difficult to generalise the findings in some parts of Africa

(Egypt, Congo, Ghana, etc.). The fact that there are different language dialects of the chosen indigenous groups served as a limitation in this study.

1.11 THE STRUCTURE OF THE THESIS

Chapter 1: Introduction to the study

This chapter focuses on the introduction to the study, significance of the study, the problem statement, aim of the study, objectives of the study, research question, definitions of concepts and ethical consideration.

Chapter 2: Literature review

This chapter discusses the concept of workplace bullying in detail. The aim of this chapter is to introduces the concepts of workplace bullying from the western perspective. Additionally, it will discuss the nature of workplace bullying as well as different definitions conceptualizations of workplace bullying. This chapter further discusses unethical nature of workplace bullying, the causes of workplace bullying and the consequences of bullying behaviour. This chapter also explains responses to bullying behaviour, theories of workplace bullying, the theoretical framework and bullying characteristics. The acts of workplace bullying are also covered. Lastly, the chapter concludes by highlighting workplace bullying prevention and how to measure bullying.

Chapter 3: Qualitative research inquiry

This chapter serves the purpose of providing the research methodology and design which comprises of the semi-structured interviews used, sampling strategy, population, administrative procedures, data analysis, etc.

Chapter 4: Results

Chapter five will include discussions and presentations on the findings as reported by the research participants.

Chapter 5: Discussion and interpretation

A discussion and interpretation on understanding and describing accounts of workplace bullying from an indigenous, contextualised South African perspective of the results presented in chapter 4 will be presented in this chapter.

Chapter 6: Conclusion and Recommendations

This final chapter will focus on conclusion and recommendations of the research of the study.

1.12 CHAPTER SUMMARY

The purpose of the study is to understand and describe accounts of workplace bullying from an indigenous, contextualised South African perspective. Chapter one gives an overview of the study which includes an introduction to the study, its significance, the problem statement, aim of the study, research objectives, research questions, language, ethical consideration, workplace bullying legislation in South Africa as well as the descriptions of the variables. This chapter concludes by outlining the research in terms of the chapter included in the study. The next chapter will discuss workplace bullying from the western perspective.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The aim of this chapter is to introduce the concepts of workplace bullying. Additionally, this chapter discusses the theory on workplace bullying. This chapter further discusses theempirical review of workplace bullying under which the nature of workplace bullying as well as the different definitions on Western conceptualizations of workplace bullying are discussed. The unethical nature of workplace bullying, contributing factors on bullying behaviour, causes of workplace bullying and the consequences of bullying behaviour are also discussed. The chapter also explains Western features of workplace bullying, workplace bullying in some parts of the world as well workplace bullying in the South African world of work. This chapter also explain responses to bullying behaviour, bullying characteristics and the acts of workplace bullying. The workplace bullying prevention and measuring workplace bullying is also covered. Furthermore, the chapter discusses how workplace bullying is regulated in different countries, and also the need of promulgating workplace bullying legislation in South Africa. Workplace bullying prevention, cultural differences in bullying behaviour, as well as workplace bullying and organisational culture are discussed. Finally, the proposed conceptual framework is discussed.

2.2 THEORETICAL REVIEW ON WORKPLACE BULLYING

DeKeseredy and Barbara (2006) are of the opinion that most theories of bullying are fundamentally inadequate since they are centered around related issues of the bullying phenomenon. They further state that these theories neglect to produce a holistic perspective which point out in an integral manner the full scope of workplace bullying which should include its interpersonal, intrapersonal, institutional and structural aspects.

2.2.1 Intrapersonal, interpersonal and intra-group dimensions of workplace bullying

In 2009, De Cuyper, Baillien and De Witte, (2009) introduced a Three Way model as one of the theories that underpins the concept of workplace bullying, namely; intrapersonal, interpersonal and intra-group dimensions. In intrapersonal level, bullying behaviour results from an individual's state of frustrations within the organisation and how he or she handle them. Examples of frustrations may include job dissatisfaction, job strain, work overload and institutional changes. Therefore, if these frustrations are not handled or eliminated, they may increase the possibilities of employees becoming either victim or perpetrators.

The interpersonal level is based on interpersonal conflicts and management conflict (De Cuyper et al., 2009). Interpersonal conflicts are a results of either work related or personal problems amongst workers or even existence of both. Ilongo (2013) is of the opinion that the level of formal or informal authority regulates the extent of ineffective conflict management combined with escalating conflict management styles. This would make employees with high authority bullies. Thus, establishing a solution to reduce conflict management will de-escalate the probability of bullying behaviour and eradicate the probability of an employee becoming either a perpetrator or a target of bullying.

Lastly, the intra-group level, which is based on ideas that bullying behaviour in the organisation could emanate from interactional modes of the organisation in which case the latter may result in the existence of the phenomenon (Baillien et al., 2009). Examples of workplace bullying at the intra-group level are organisational culture of gossip, intimidation, humiliation, innuendo and spreading of malicious rumours (Ilongo, 2013).

2.2.2 Mezirow's Transformational Theory.

Another theory that underpins the phenomenon of workplace bullying is Mezirow's transformational theory. Transformational model happens when someone's perception has changed as a result of a life changing event or experience (Hadeed, 2014). Being a victim of bullying behaviour within the workplace may be considered as a life changing experience because of the degree of damage which bullying may have on the person emotionally or psychologically. For example, after being bullied, someone might need psychological help from a psychologist.

Thus, based on the effect that bullying behaviour might have on the victims, it is rational to comprehend the phenomenon from the transformational theory perspective. Some of the victims of workplace bullying may have significant low job performance; their attention span may be reduced; sometimes they might turn to drugs and alcohol; and some might have suicidal thoughts (Hadeed, 2014: 6). Hadeed (2014) further states that transformational theory for these victims occur because of a reaction to a stimulus. However, it is important to note that Mezirow's transformational theory only explain the effect of workplace bullying on only the targets or victims not the perpetrator.

2.2.3 Novak's (1998) Learning Theory

Novak (1998)'s learning model may help to further understand workplace bullying. Altman (2010) stated that Novak's model provides an understanding of how actions of bullying and responses to bullying can be seen deriving from individualized understanding of workplace bullying by those involved. In other words, on the off chance that we apply the concept of workplace bullying from Novak's (1998) theory, we can comprehend the phenomenon through how a distinctive individual conceptualizes this phenomenon which may originates from earlier learning about bullying behaviour,

which itself derive from past encounters. This individual understanding of bullying behaviour may affect decision of action on workplace bullying, which thus adds to personal encounters of bullying behaviour. Therefore, these new encounters or experiences inform knowledge and meaning (Altman, 2010).

To take a straightforward illustration, maybe an individual employee's initial experiences of bullying behaviour were through the bullying of a colleague, who was publicly humiliated by his manager during a meeting. Because of this experience, bullying in the workplace became a significant and real issue as the employee understood workplace bullying to be a concept that came to have meaning for the employee. As a result of this experience, an individual employee might come to understand bullying behaviour as a phenomenon that might occur during meeting.

2.3 EMPIRICAL REVIEW ON WORKPLACE BULLYING

Various studies have been conducted on workplace bullying (An & Kang, 2016; Aspers & Corte, 2019; Hoel & Einarsen, 2020). Internationally, workplace bullying has become a well established research phenomenon (Akella, 2016). Nevertheless, more research still needs to be conducted particularly in the South African contexts.

2.3.1 The nature of workplace bullying

Although the idea of bullying in the workplace has been talked about for some time, as stated earlier, the first research on this negative act concentrated only at school level (primary & secondary), focusing on children-matured kids, inside scholastic settings (Aquino & Bradfield, 2000; Olender-Russo, 2009). It has become an important phenomenon to conduct a study in the workplace because bullying behaviour is now a common phenomenon among employees and employers, and that it exists at numerous

levels inside the authoritative progression (Roscigno, Lopez & Hodson, 2009; Olender-Russo, 2009; Baillien et al., 2009). Regardless of one's location, bullying behaviour in the workplace presents a significant problem for individuals who are victims and associated employees as well as organisations. The reason for this is that bullying, as a real workplace experience, has impact on employees beyond the workplace (Christianson, 2015).

Research has shown that most employees will, directly or indirectly, be exposed to bullying during their careers (Namie, 2007). In addition, bullying also has a negative impact on the organisation. It may result in increased turnover, absenteeism, and decreases in employee performance and productivity (Rayner, Hoel & Cooper 2002). Assisting employees to cope with bullying incidents, and the investigation of ill treatment and potential court action could also be costly to organisations (Rayner & Keashly, 2005). Therefore, researchers have emphasised the need to manage workplace bullying within the organisation because it is too costly when ignored (Hannabuss, 1998; Khan & Khan, 2012).

Workplace bullying is one of the phenomenona that have existed ever since human beings worked together. However, according to Davenport, Schwartz and Elliott (2002), studies have just begun to label and examine this phenomenon in the last few decades. Thus, human beings use verbal skills to express their aggression, sometimes the aggression might be physical. Thus, this aggressive behaviour may be regarded as bullying behaviour. Besides, perceptions on which types of negative behaviour could be classified as bullying behaviour is influenced by individuals' understanding and of the phenomenon. Moreover, in early research, Pietersen (2007) stated that bullying behaviour is not openly acknowledged or displayed. Thus, this is an important feature to take into consideration when trying to understand the phenomenon.

Bullying behaviour has been identified as a phenomenon that differs between employees, organisations, scholars and countries. However, according to literature, researchers agree that bullying involves repeated negative behaviour directed towards

a target and the target is not in a position to defend himself or herself (Khan & Khan, 2012; Tottererdell, Hershcovis, Niven Reich, & Stride 2012; Hershcovis & Rafferty, 2012).

Over the years, there has been growing need to understand the phenomenon of workplace bullying (Di Martino, Hoel & Cooper, 2003; Einarsen, Hoel, Zapf & Cooper, 2010). This need or rather, recognition according to Yamada (2000) has occurred in large part in response to the level of harm which workplace bullying may results (Hutchinson, 2007).
.

This phenomenon may be found in any industry or sector (Lewis & Gunn, 2007; De Vos & Kirsten, 2015). However, according to literature, there seems to be an agreement on the idea that workers in some industries might be vulnerable to different levels and manifestations of bullying behaviour (Magerøy, Lau, Riise & Moen, 2009; Einarsen, Hoel & Notelaers, 2009). Cunniff and Mostert (2012) state that public servants are more prone to bullying behaviour as compared to employees in the private sector.

Furthermore, Fisher-Blando (2008) believe that the notion of bullying behaviour is increasingly becoming a crucial obstacle for the organisation, as well as the employees, and this can have severe consequences for both employees and the organisation, when ignored. While this may be true, Gouvia (2007) and Thomas (2010) believe that incidents and occasions of bullying in the workplace have approximately escalated over the years, and researches have reported that 80 to 90 percent of employees are more likely to suffer from workplace bullying at some point in their careers, despite of their profession.

According to literature, workplace bullying in the contemporary world of work is excessively broad across the world (Namie & Namie, 2003; Needham, 2003). To understand the notion of workplace bullying, an individual must know and comprehend that bullying behaviour is more than rudeness, teasing, boorishness, harmless incivility,

and other well-known forms of interpersonal torment. Workplace bullying is a repeated, malicious abuse of target by bully perpetrator driven by the bully's intensions to control the target (Namie, 2007). The most common goal of perpetrators of workplace bullying is to gain power, control, and domination over someone else (Prentice, 2005).

Over the years, the notion of workplace bullying has been continuously being confused with other types of unwelcomed negative behaviour that may be recognised in the work setting. With that being said, Hoel, Glaso, Hetland, Cooper and Einarsen (2010) focused on defining the unwelcomed negative act of non-sexual and non-racial harassment in the workplace. For example, such as gossiping (malicious rumours), victimising, yelling at, and humiliating an individual employee in front of fellow employees. Workplace bullying is a wide spread phenomenon found in the different working environment. Workplace bullying critical phenomenon that should be to be handled firmly by the organisations.

Thus, workplace bullying is perceived as a genuine all-inclusive issue at the work setting and there are countless researchers that have done their examination on this subject (Cargo & Hughes, 2010; Giorgi, Arenas & Leon-Perez 2011 Einarsen et al., 2011; Johnson, 2013). When individuals think of "bullying" as a word in the work environment, physical aggression immediately comes to their mind, but bullying behaviour generally involves subtle types of abuse, including; abuse of authority, work overload, verbal abuse and harassment, but not limited to what was mentioned (Kitt, 2004). Bullying that takes place in a work environment leads to lower confidence and enthusiasm, well-being and increased absenteeism and job performance and turnover amongst the individuals who are being bullied. Bullying includes an extensive variety of hostile practices. These practices might be obviously or secretively communicated and might be focused at the work or at the individual characteristic for the casualty (Pfeiffer, 1998; Fisher-Blando, 2008).

2.3.2 The acts of workplace bullying

In this research, negative acts are regarded as recognisable behaviour of an individual employee in the workplace that threatens, degrades and humiliates another employee or a group of employees in the workplace environment (Botha, 2011; D'Cruz & Noronha, 2019). Bullying acts must be categorised in terms of the impact that the acts might have on the victims (Leymann, 1996). Bullying in the workplace may occur when a manager bullies an employee and it can also occur when a co-worker bullies another co-worker.

2.3.2.1 Work-related harassment

Work-related harassment is categorised in forms of behaviour. Behaviour that fall within Work-related harassment include withholding information from someone, withholding of resources, having one's responsibilities removed, and irrational denial of an application for promotion, leave or training (Ehlers, 2004). Botha (2011) is of an opinion that bullying in the workplace will negatively affect the victims, causing the victims to feel isolated and lonely in the workplace.

2.3.2.2 Work overload

Work overload involves expanding an employee's responsibilities to be performed with intention to put more pressure on him or her. Normally, job enlargement is a method used to increase job satisfaction by eradicating boring job cycles (Grobler, Wärnich, Carrell, Elbert, & Hatfield, 2002). Nevertheless, Hoel and Cooper (2001) suggests when the behaviour is utilised to make undue pressure to produce work, impossible deadlines the behaviour becomes a form of bullying and unnecessary disruptions in workflow or set unreasonable job demands.

2.3.2.3 Personal derogation

Examples of negative acts that falls within the category of personal derogation or destabilisation include, belittling, elimination of responsibilities, being given worthless tasks public professional humiliation and persistent, unwarranted and/or invalid criticism (Botha, 2011).

2.3.2.4 Exclusion or social isolation

Levitas, Pantazis, Fahmy, Gordon, Lloyd-Reichling and Patsios, (2007) claim that social exclusion is a multidimensional procedure of progressive social separation or spilt, separating individuals and groups from social relations and institutions; and preventing them from full participation in the normal prescribed activities of the society in which they live. Social isolation is described as a problematic social interaction, which is manifested when an individual maintains fewer, or less satisfactory social relationships that the person really desires. Furthermore, we cannot underestimate the social meaning of work (Ehlers, 2004). Examples of behaviour aimed at creating social isolation includes personal insults and/or name calling, teasing and/or inappropriate jokes, belittling opinions, constant undervaluing of efforts and/or a denial of accomplishments and destructive sarcasm (Hoel & Cooper, 2001).

2.3.2.5 Violent threats and intimidation

Mellor (2000) argue that words are frequently described as the most powerful weapon in the armory of bullies and repeated verbal threats of violence can be far more terrifying that physical violence. This behavioural category includes examples of physical abuse, which is behaviour that not only causes pain or damage, but also making individuals to feel intimidated. On the other hand, emotional abuse includes verbal and non-verbal expressions and this type of abuse involves individuals who psychologically harm others (Randall, 2001). Examples of this kind of behaviour include verbal and non-verbal

threats of physical violence or harm, physical assault, hostility, damage to property and extreme intimidation.

2.3.2.6 Offensive language

Different organisations have different definitions or meaning of an improper language in the working environment. Swearing can be accepted as a common norm in some organisations where workers are facing upsetting circumstances and in some organisations workers can be penalised or punished for using improper language (SafeWork & Interagency Roundtable on Workplace Bullying, 2005). Organisational members may swear referring to a malfunctioning object or machine, for example a printer or precisely swearing at another member. A policy regarding language in the workplace can guide workers as to what kind of language is accepted and which is not (Fitzgerald, 2007). Many organisations' policies include swearing as gross misconduct, which means that workers should be very careful when communicating with others using language. Workers are encouraged to use a colourful language in the workplace. Being sworn at can feel especially demeaning in a work environment.

2.3.2.7 Blame without factual justification

It occurs when a person is accused for his\her past action without real, true and accurate reason or evidence (Lavan & Martin, 2008). This can occur at work when employees are blamed for their actions or carrying out a task or duty without factual justification or accurate evidence.

2.3.2.8 Being humiliated

People with power in organisations mostly boss and managers tend to bully the employees who are vulnerable and do not have power, by making them feel ashamed of themselves and stupid. Employees lose respect of other employees when they are

shouted at and humiliated in front of other employees (SafeWork & Interagency Roundtable on Workplace Bullying, 2005). Invalid criticism happens when some employees in the organisation are officially not accepted or when other employees make false judgements about them, expressing acts of disapproval to the employees without a valid reason.

2.3.2.9 Unfair treatment

This often happens in work groups where members are treated differently because of their age, gender and race. It is some form of discrimination, treating a member of the work group in the organisation less fairly than others (SafeWork & Interagency Roundtable on Workplace Bullying, 2005).

2.3.2.10 Excessive monitoring

It happens when managers and supervisors' watche, check or monitor their employees in a way that seem greater than reasonable or appropriate. Monitoring an employee in a way that ends up affecting his or her performance negatively (SafeWork & Interagency Roundtable on Workplace Bullying, 2005). Employees feel uncomfortable when they are closely monitored while doing their work.

2.3.3 Western conceptualizations of workplace bullying

Despite prevalence of workplace bullying, over and above in the Western perspective, there has been a lack of consensus concerning what workplace bullying is. Therefore, researchers or scholars define workplace bullying differently. Emergence of bullying behaviour in many disciplines might be seen as one of the major reason why there is no unified definition of the phenomenon. Salin, Cowan, Adewumi, Apospori, Bochantin, D'Cruz, Djurkovic, Durniat, Escartín, Guo, Išik, Koeszegi, McCormack, Monserrat and Zedlacher (2018: 204) claim that "from a western perspective, workplace bullying is

typically described as repeated and enduring negative acts that are unwanted by the victim and which cause humiliation, offence, and distress and that may interfere with job performance or cause an unpleasant work environment". For Einarsen et al. (2011), workplace bullying is a negative behaviour directed at employees or their work context that occurs frequently and repeatedly over a period of time. Bullying behaviour refers to a persistent negative interpersonal behaviour directed at employees in the workplace (Rayner & Keasly, 2005, cited by Altman, 2010).

Hoel and Cooper (2000) define workplace bullying as a condition where one or few people persistently over some undefined time see themselves to be on the receiving end of negative actions from one or several persons, in circumstances where the victim of bullying behaviour is unable to protect himself or herself against the actions. This is also supported by Giorgi et al. (2011) who stated that bullying behaviour is an interpersonal phenomenon taking place in a social setting, which is conceptualized as a constant longstanding undesirable treatment by one or several people directed toward an individual or group. According to Einarsen et al. (2011), workplace bullying are incidences where employees are repeatedly and over a period of time exposed to negative actions (e.g. constant abuse, offensive remarks, social ridicule, teasing or exclusion) from colleagues or subordinates, line managers or supervisors.

The concept of workplace bullying has been rarely defined from legal perspectives. However, Dunlop (2016) recognised this phenomenon as a legal aspect and define bullying behaviour as "the unwanted, unwelcomed, mistreatment of any source of power that has the impact of or purpose to threaten, control or otherwise strip victims off their right to growth, esteem, dignity, voice or other human rights in the workplace.

There is still a clear debate regarding definitional aspects of workplace bullying, regardless of the fact that workplace bullying has been described variously over the years by different scholars or researchers. Nevertheless, it is fair and reasonable to believe that scholars and researchers broadly accept that bullying in the workplace is about continuing negative actions directed over a period of time in the company against

a person or group employee. Thus, this shows a possibility of a general agreement amongst researchers by focusing on the most salient features of workplace bullying. For example, Einarsen et al. (2009) and Roscigno et al. (2009) have stated that bullying behaviour is characterised by a regular, ongoing harmful occurrence of improper/inappropraite behaviour. Therefore, bullying behaviour must be exhibited long enough (e.g. six month) and frequently enough (e.g. weekly) to cause damage in order to qualify as bullying. Therefore, this also suggests that the experience of bullying in the workplace should not be recognised as a single act of bullying conduct.

Although early research on this concept has utilized different concepts to label this phenomenon as mobbing (Zapf et al., 1996; Leymann, 1996; Einarsen, 1999), bullying (Einarsen & Skogstad, 1996; Rayner & Cooper, 1997), emotional abuse (Keashly, 1998), harassment (Brodsky, 1976; BjoÈrkqvist et al., 1994), victimisation (Einarsen & Raknes, 1997) and mistreatment (Spratlen, 1995), and they all appear to allude to the same phenomenon. This phenomenon is the methodical maltreatment of a colleague, a subordinate or a superior, which, if continued, may cause severe social, psychological and psychosomatic issues for the victim (Einarsen, 1999; Einarsen & Nielsen, 2015).

2.3.4 Unethical nature of workplace bullying.

The concept of workplace bullying is charaterised by immoral behaviour and attitude. Furthermore, from the discovery of the phenomenon, researchers have been motivated by the unethical nature of bullying behaviour. Marais-Steinman (2003) describes bullying behaviour as a violation of human rights. Nielsen, Magerøy, Gjerstad, and Einarsen (2014:17) posits that "workplace bullying is claimed to be a more crippling and devastating problem for employees than all other work-related stress put together and may be seen as a rather severe form of social stress at work".

Aleassa and Megdadi (2014) state that workplace bullying is another form of behaviour that may be unwelcomed and dysfunctional in the working environment because these

behaviour contribute negatively to both victims and organisational wellbeing. This can also occur due to power imbalance. Results of previous studies suggest the power difference between perpetrators and victims push victims into a helpless and defenseless point (Salin, 2003; Jacobson, Hood & Van Buren, 2013). As a result, it becomes difficult for victims to act upon the negative behaviour instigated by perpetrator because they perceive that the bullies are more powerful than them. Aleassa and Megdadi (2014:160) content that "power disparity is essential element of bullying behaviour".

"Unethical behaviour occurring among individual actors will be limited if their relationship is of long duration, healthy, and systematic in nature relative to balancing power, which most bullying acts are not (Harvey et al., 2009: 29)". Vartia (2003) is of an understanding that workplace bullying creates an internal unpleasant psychological state to victims.

2.3.5 The causes of workplace bullying

Workplace bullying is an unwanted action that exists in the organisation and it can be triggered by various factors or elements. Martin and LaVan (2010) claim that employees engage in bullying behaviours because of increased levels of role conflicts and lack of legitimate work control. This section looks at the causes of bullying in the workplace centred around the modified Zapf's model, which is the model of causal factors for workplace bullying.
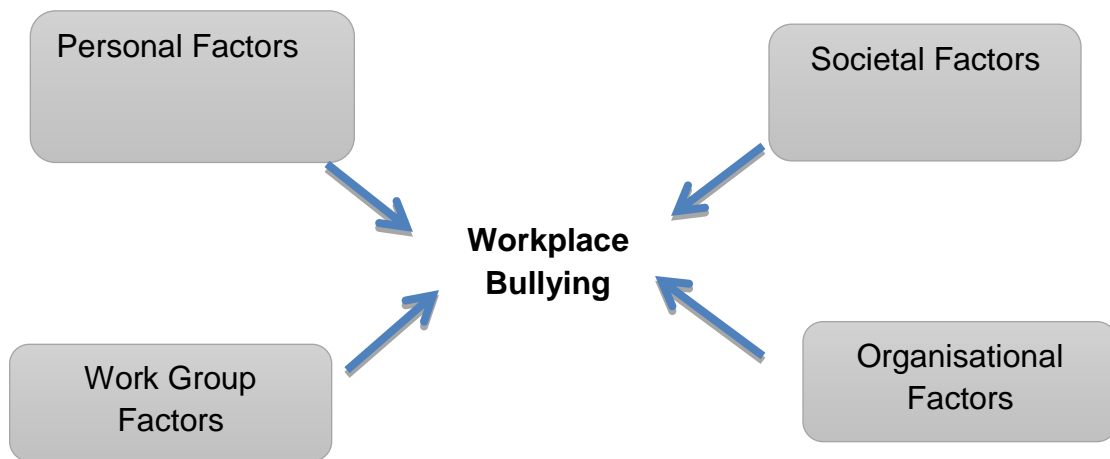
Figure 2.1: The modified Zapf's model citied by Khalib and Ngan (2006)

Throughout the years, researches have been conducted on the causal factors of workplace bullying (Einarsen, 2005; Yeow, Chin, Ng & Yong, 2010; Appelbaum, Semerjian & Mohan, 2012). Nevertheless, "most of the studies were conducted from the perspectives of victim or potential victims" (Khalib & Ngan, 2006: 2). Khalib and Ngan (2006) further alluded that causes of bullying can be studied from four different factors (modified Zapf's model), namely; personal Factors, organisational Factors, work group factors and societal Factors.

2.3.5.1 Personal Factors

Randall (2003) concur that victims of bullying behaviour are pleasant people whom perpetrators probably believe would not confront the situation. Media reports and case studies have considered the personal factors of both victims and perpetrators as the major cause of bullying behaviour (Khalib & Ngan, 2006; Bao, Zhu, Hu & Cui, 2016). Khalib and Ngan (2006) are of an opinion that such view is supported by physicians, as well as clinical psychologists, who treat and counsel victims of bullying behaviour. It is believed that the manifestations or symptoms provided by the victims could not have begun from the workplace experience or as the result of bullying, rather they believe that the neurotic' and 'anxiety' manifestations and symptoms are characteristic issues of the victim. In different words, the personal factors of victims may be taken as easy

target to bully. Another irrefutable perspective is the broadly perceived inclining behaviour of the perpetrator. Thus, both the personal factors of victim and perpetrator may instigate bullying behaviour. Kim and Glomb (2010) are of the opinion that targets of workplace bullying tend to show a high level of cognitive ability in which, as a result the fellow employees, tend to bully them in order for them to drop their performance.

Many people think that the personality of victims in fact triggers anger in others. Girardi, Monaco, Prestigiacomo, Talamo, Ruberto and Tatarelli (2007) conducted a personality profiles and psychopathological profiles of targets of bullying using the Minnesota Multiphasic Personality Inventory 2 (MMPI-2). They reported that people who have been bullied presented with depression, passive-aggressive traits, indecisiveness and discomfort about change, somatic complaints and a need for recognition and effect. In some situations, or events uncertain relational clashes may lead to a high level of anger or outrage, bitterness that is turned into bullying behaviour at the workplace. According to Bashir, Hanif and Nadeem (2014), some individuals are prone to bullying. In other words, some individuals are more likely to engage in this act in the organisation.

In early research, Luzio-Lockett (1995) introduced both negative and positive attributes that have shown to predispose and individual to bullying behaviour. According Luzio-Lockett (1995), as cited by Khalib and Ngan (2006), negative attributes are reported to have important correlation with workplace bullying are low self-confidence, timidity, low self-esteem, submissiveness and unassertiveness. Such attribute deprecates ones' capacity or capability to fight any hostile experience instead serve as the fertile ground or entry point for any negative behaviour. Nevertheless, some positive attributes such as high self-esteem and self-confidence have also been found to be provokers of bullying behaviour (Khalib & Ngan, 2006).

In terms of the perpetrators' personality, studies have reported that they have been highlighted as a leading factor contributing to bullying behaviour. Contrarily, Vartia (2003) alluded that it is difficult to study the personality of the perpetrator because

impression of the bully's personality has usually been based on accounts from targets. Khalib and Ngan (2006) contented that some perpetrators are power cravers and have high ego, whereas others are dominant in nature, insecure and have poor self-confidence. Results of the previous studies reported that childhood experiences of perpetrators hold a definite impact on their bullying behaviour (Khalib & Ngan, 2006; Stoupe, 2010). In other words, childhood experiences of being bullying could results in a child adopting the same aggressive behaviour.

Perpetrators exhibit negative personality such as narcissism (Penney & Spector, 2002), trait anger (Hershcovis & Rafferty, 2012) and vengefulness (Douglas & Martinko, 2001). The perpetrators tend to more likely have a history of being bullied (Hauge, Skogstad & Einarsen, 2009). Such people behave like that because of their low self-esteem. The believe that those who perpetrate others are doing that as a result of having low self-esteem is supported by researchers who have found that most of the perpetrators reported lower self-core evaluations (Ferris, Rosen, Johnson, Brown, Risavy & Heller, 2011) and lower organisation self-esteem (Ferris, Spence, Brown & Heller, 2012).

Perpetrators usually have common characteristics which play part in bullying other people. In this case, we cannot say that a certain characteristic plays a role in this type of behaviour. There are different factors that could play a role in bullying. There are certain negative personality traits that tend to make people more reactive. Therefore, selecting people based on their traits will misguide the organisation since the employees are sometimes not honest about their personality traits in sense of to which extent they exhibit those traits such as anger or neurotism and because targets of workplace bullying tends to have the same characteristics as the perpetrators (Hershcovis & Reich, 2013). Organisations have a responsibility to create a positive work environment that would not allow bullying to take place.

Psychopaths have been associated with bullying behaviour. Thus, Babiak and Hare (2006:190) are of an opinion that "psychopathic perpetrators are callous, vindictive, controlling individual with little empathy or concern for the rights and feelings for the

victim no matter what the context". Nonetheless, not all bullying perpetrators are psychopaths, Babiak and Hare (2006) believe that most people who are perpetrators have deep-rooted psychological issues, including feelings of inadequacy or inferiority and find it difficult relate with others.

Another personal factor that can cause workplace bullying is interpersonal conflict. Interpersonal conflict talks about the illustration of disagreement, incompatibility, or the difference between two or more interrelating people (Rahim, 2010). Conflict of personality, values, personal interest, perceptions and management approaches can be in the form of interpersonal conflict. Conflict is unavoidable and it is sometimes undesirable when it causes violence between the parties involved, it will negatively affect the communication relationship that the parties involved in conflict have established in the organisation (Khalib & Ngan, 2006).

2.3.5.2 Organisational Factors

Khalib and Ngan (2006) stated that workplace bullying is triggered by significant and vital organisational factors because in some instances, victims blame the organisation for bullying action that took place regarding the latter as the perpetrator. Factors such as organisational changes, organisational leadership and work stress. Organisational changes in the workplace comprise of pay-cuts, budget cuts, social changes and job sharing, which might have a negative or positive impact on the employees' behaviour (Khalib & Ngan, 2006). A study was conducted on employees from private and public sector demonstrating that job insecurity, organisational changes, cost-cutting and social changes are connected to bullying taking place at the workplace such as verbal abuse and time-wasting nevertheless the connection stayed moderate (Lutgen-Sandvik & Sypher, 2009). Factors that are beyond our control cause most organisational change. Employees have to keep communication lines open with their managers concerning their professional development and job performance.

With regards to leadership, managers and supervisors are perceived as the main perpetrators of bullying in the organisations because in most incidences reported on bullying behavouir, managers and supervisors are said to be the ones bullying employees (Akella, 2016). Managers and supervisors with lack of tolerance and respect for the employees contribute to bullying in the workplace.

Another organisational factor that can instigate bullying behaviour is work stress. The results of work stress in an organisation is anger and frustration. Abusive behaviour is often caused by the anger and frustration experienced by employees. The large workload with higher competence and performance are what is required in the current competitive market environment (Khalib & Ngan, 2006). Work stress might cause potential bullies to bully their co-workers.

2.3.5.3 Work Group Factors

The organisation that dependents too much on teamwork and group cohesion to function, individuals from the groups will have pressure to comply with the norm and standard of the group. Thus, of bullying is a standard norm in a group then the victim of bullying behaviour will have to endure and even adopt the act. The act of not following the behavioural norms and standards of the groups will subject oneself to been bullied (Khalib & Ngan, 2006). Lee (2002) contented that non-complaint to the expected gender norm or appropriate gender conduct of the group was shown to be cause of bullying behaviour.

2.3.5.4 Societal Factors

Khalib and Ngan (2006) believe that societal factors causes of workplace bullying are under-explored. Nevertheless, subjective experience informs us that such "behaviour is inseparable from the general life and day to day events experienced by any individual as behaviour is affected by a wide ranging factor or components in life either internal

and external, or immediate or non-immediate in nature" (Khalib & Ngan, 2006: 7). Social life factors like racial oppression, family dysfunction, physical illnesses and relationship problems contributes negatively to an employee's behaviour at the workplace (Khalib & Ngan, 2006). The social life and daily events experienced by the employees are inseparable from the workplace behaviour.

2.3.6 The consequences of bullying behaviour

The consequences of bullying in the workplace are severely significant and negative not only to the target or bystanders and organisation, but to the society at larger (Escartin, Ceja, Navarro & Zapf, 2013). As a result, over the years, researchers as well as practitioners have recommended that organisations have to develop and implement effective interventions (Leiter, Spence-Laschinger, Day & Gilln-Oore, 2011; Escartin et al., 2013). There are three significant consequences of workplace bullying for the employees, organisation and the society namely; human, organisational and spill over or crossover.

2.3.6.1. Human Costs

Bullying behaviour may have different consequences to different employees. For example, in early research, the consequences of bullying include increased absenteeism (Magee, Gordon, Robinson, Caputi, & Oades, 2017), struggle to maintain a coherent sense of self (Lewis & Orford, 2005), high sick leave lowered self-esteem (Randle, 2003), and physical illness (Kivimäkia &Virtanen, 2003). Jonoff-bulman (1982) as cited in Mattiesen and Einarsen (2004) posit that exposure of bullying in the organisation may change an individual's awareness of their work environment to one of risk, danger and insecurity which may result in loss of productivity. It is very significant for the managers to consider the wellbeing of their employees.

The objective of workplace bullying has important disadvantages to health and wellbeing of employees. Health and wellbeing may include psychological distress such as anxiety and depression (Hauge, Skogstad, & Einarsen, 2010). Anomneze, Ugwu, Enwereuzor and Ugwu (2016) concur that targets also specify the high level of emotional exhaustion and burnout. The current research has also associated bullying behaviour with physiological consequences, such as sleeping problems (Kubiszewski, Fontaine, Potard & Gimenes, 2014).

Fox and Stallworth (2010) are of an understanding that consequences to target may include health problems, such as emotional damage, depression, post-traumatic stress disorder and identity crisis. Hallberg and Strandmark (2006) reported similar results. Literature agrees that even though individual bullying behaviour may appear inconsequential, the cumulative effects have been reported to be more harmful than some one-off acts of violence (Einarsen & Mikkelsen, 2003; Mayhew, McCarthy, Chappell, Quinlan, Barker & Sheehan, 2004).

Studies established that witnesses of workplace bullying also experience bad responses to workplace violence, such as emotional drain and low general and mental stress (Totterdell et al., 2012). Furthermore, Reich and Hershcovis (2017, in press) entails that workers who experiences maltreatment they become angry concerning and punish offenders.

When employees are affected emotionally in the workplace it can contain symptoms such as low self-confidence, low self-esteem and in other senses can lead to dangerous behaviour. Some of the effects which may affect individuals to perform can contain the incapacity or employee may be unable to work, reduced output and the performance of the worker will also be reduced (Olender-Russo, 2009; Yildirim, 2009).

2.3.6.2. Organisational Costs

There is a clear implication between the human costs of workplace bullying and the organisational costs as target encountering emotional and mental damages are more likely to be absent from work due to sickness (Kivimäki, Elovainio & Vahtera, 2000; Sprigg, Martin, Niven & Armitage, 2010). According to literature, those employees who go to work they demonstrate lower performance due to this behaviour (Harris, Kacmar & Zivnuska, 2007; Schat & Frone, 2011), lower organisational citizenship behaviours (Zellars, Tepper & Duffy, 2002; Harris, Harvey & Kacmar, 2011), and higher counterproductive work behaviour (Hershcovis & Rafferty, 2012). Thus, this results to negative outcome for the organisation.

Literature shows that organisations acquire indirect expenses as well, as meta-analytic outcome recommend that targets of workplace bullying report lower organisational commitment, life satisfaction, job satisfaction and higher turnover intentions (Bowling & Beehr, 2006; Hershcovis & Barling, 2010).

The most important resources in the organisations are the employees. If employees are not happy, the work environment and output of the organisation will be affected (Hoel, Glasø, Hetland, Cooper & Einarsen, 2010). When the employees intent to leave the organisation, this will cost the organisation by taking to struggle with continuing labour disputes, as well as the recruitment that will be needed to replace the employees who left the organisation and the orientation of the new employee and possibly less experienced employees (Hoel, et al., 2010).

When the organisation fails to handle bullying behaviour properly, the workplace bullying can be costly to the organisation. Several studies indicated that the organisation has higher financial losses due to the failure to effectively managebullying and conflict in the organisation (Yildirim, 2009). In addition, managers should be more

focused when working on different conflicting behaviours in the work environment. Bullying also corrodes the human resources assets of the company not the financial losses only (Yildirim, 2009).

Bullying in the organisation can be comprised of turnover intentions of employees which may lead to increase in the recruitment and costs associated with induction, and down time where the replacement labour are trained in their new job. Employees who are bullied in the organisation are associated with claiming medical benefits because of stress related costs through employees' compensation system with subsequent increase in insurance premiums and/or rehabilitation costs (Querry & Hanley, 2010).

2.3.6.3. Spillover/ Crossover costs

Spillover or crossover is about how the experiences of an individual can affect the other individuals' experiences, and therefore, it is an interindividual phenomenon (Westman, 2006). For example, the experience of the offensive manager may affect the attitudes of coworker concerning work environment. Whereas spillover refers to the degree in which participation of an individual in one area influences the individual participation and attitude in a different area and therefore it is an intraindividual phenomenon (Carlson, Ferguson, Perrewe & Whitten, 2011). For example, the experience of individuals in the workplace affects the experience of individuals in another circumstance, such as home environment.

This means that the experiences of supervisor may have impact on individuals' engagement with family activities. According to Carlson et al. (2011), abusive supervisor ultimately influence subordinate family function and fulfillment through relationship pressure. Haines, Marchand and Harvey (2006) posit that tested crossover effects by displaying opposing health effects on the spouse of workplace aggression targets after controlling for a range of other stressors.

2.3.7 Workplace bullying in some parts of the world

In 2010, a survey was conducted in 27 European countries on bullying incidences and practices. In the survey, the participants were asked if they had been exposed to any unwelcomed negative behaviour in past year. The results showed that on average, 4.1% reported that they have been victims of bullying behaviour. It is important to note that 4.1% is relatively very large statistically taking into consideration that the survey focused on 27 countries. Just to mention few, in terms of the results per country, France reported high level (9.5%) of bullying incidences. France was followed by Belgium at 8.6% and then followed by Netherlands (7.7%). Luxemburg and Austria became next with an average of 7.2%, followed by Finland at 6.2%. Furthermore, Turkey reported 1.3% and Slovakia reported (1.2%). Slovakia was followed by Italy (0.9%), Poland (0.7%), Bulgaria (0.6%), Ireland 5.5% and Latvia (5.5%).

In terms of gender, the survey showed that women (4.4%) were more exposed to bullying than men (3.9%), which is a slight difference. In other words, women in most European countries are more likely to be victims of bullying behaviour than men. For instance, the results of the survey showed that in Netherlands 9.8% women reported bullying and men who reported bullying were at 6.3%. In Finland, 8.2% women reported bullying, whereas 4.2% men reported bullying. In Denmark, the results showed that 3.9% women were bullied and 2.5% men reported bullying. In some countries, more men were exposed to bullying behaviour. For example, in Germany, the statistics showed that 5.5% men and 4.6% women reported bullying. In France 8.4% women, reported bullying and men were at 10.5%. This was also the same in Greece (women 2.8% & men 3.7%).

However, when studying bullying behaviour, it is significant to take into consideration the definitional aspect of bullying because respondents response to a study based on their understanding and perception of bullying. Unless if a unified definition can be provided. What can be seen as bullying by someone might not be the case on the other. This might be as a results of cultural difference or diversity.

In countries such as England, the US and Australia, bullying behaviour is more likely to be tolerated if it is perceived as means of increasing productivity and achieving results (Power, et al., 2013). However, bullying might bring productivity but have significant impact to the origination in a long-run. This is because this negative behaviour my course damage to the employees most, especially if it is continuing. Power, et al. (2013) alluded that employees can feel drained of energy and lose their initiative, but they can also develop anxiety, feel trapped, depression and even suicidal thoughts.

In other countries like Mexico, Colombia and Argentina value is place on individual in the organisation through their cultural value of "humane orientation", as opposed to economic performance (Power, et al., 2013). Consequently, perpetrators do not have power over victims because of the fact that there is no room for bullying behaviour.

2.3.8 Western features of workplace bullying

Regardless of lack of consensus on the definition of workplace bullying, it is clear from the above discussed definitions of workplace bullying there are some common features that are can be found when trying to define workplace bullying.

2.3.8.1 Frequency and duration

The definition of workplace bullying highlights the frequency and the duration of bullying behaviour subjected to a particular victim. Thus, definitions of bullying behaviour emphasise that the conduct involved in the phenomenon should occur frequently and persistently over a period of time (Salmivalli, 2010; Vie, Glaso & Einarsen, 2011; Einarsen et al., 2011; Ortega, Christensen, Hogh, Rugulies & Borg, 2011). According to Cidy and Raya (2015: 39), "the frequency is the number of times of exposure to

negative acts and duration is the length of such recurring acts experienced by victim".
Over the years, studies have set the varying frequency and duration to determine the
victims of bullying behaviour. Whilst focusing on frequency and duration, Laymann
(1996) stated that employees who were subjected to at least one negative acts weekly
over a period of six months could classify the experience as victims of bullying
behaviour. Lutgen-Sandvik, Tracy and Alberts (2007) also agree with Leyamann (1996).
Contrary, Mikkelsen and Einarsen (2001) proposed that employees who were exposed
to at least two negative behaviour weekly over a duration of six months is considered as
victims of bullying Behaviour.

2.3.8.2 Power disparity

The definition of workplace bullying also talks about the power disparity experienced
between the perpetrator and the victim (Salin, 2003; Einarsen et al., 2003). "Power
difference may be present at the onset of the bullying behaviours or it might evolve over
a period" (Cidy & Raya, 2015). Thus, perpetrators usually have more power over the
victims. Employers are usually the perpetrators and they have more power over the
employees. Victims or target might find it challenging to stop the perpetrator and defend
himself/herself. Einarsen et al. (2003) claim that the power disparity is usually due to the
formal power of organisational position or due to the informal power, such as
knowledge, experience and social support.

2.3.8.3 Harmful effect

The reason why workplace bullying should be handled from the root course it is
because of its harmful effect to the victims and organisation at large. Consequently,
definitions of workplace bullying recognizes the harmful nature of workplace bullying.
Therefore, in some ways, repeated negative acts may have a harmful effect. According
to literature, the victims of workplace bullying are well documented to have experienced

various psychosomatic, psychological and psychiatric health problems (Lovell & Lee, 2011; Finne Knardhal & Lau, 2011; Vie et al., 2012).

2.3.9 Workplace bullying in the South African world of work

To date, with rare exceptions (Van de Vliert et al., 2013; Power et al., 2013), workplace bullying research is fairly western-centric. Very little information is available on what constitutes bullying beyond some Western and European countries. As stated earlier, bullying behaviour have been studied vividly in the West with limited studies conducted in Africa. Nevertheless, studies have been conducted in the West but workplace bullying was also documented in Africa (Ilongo, 2013; Adebayo & Juliet, 2014). The focus of these studies was not only on the prevalence of workplace bullying, but also on the effect on targets, bystanders and the organisation. In South Africa, Marias-Steinman (2003) reported that labour market issues like unemployment and affirmative action have had an influence on the incidences of bullying behaviour.

Studies on bullying behaviour in the South African contexts is still limited. Thus, this means that very little information is known about workplace bullying in South Africa. In 2003, Marias-Steinman conducted the most influential research on workplace bullying. Therefore, Marias-Steinman pioneered workplace bullying research in South Africa and may be recognised as the most cited scholar/ researcher of the phenomenon. Marias-Steinman (2002)'s research on workplace violence in the health sector case study reported that 77.8% employees have experienced bullying by either a colleague or manager.

Marias-Steinman's study on bullying behaviour has positioned the phenomenon within the context of organisational factors such as poor management, organisational culture and culture of restructuring (Motsei, 2015). Most recently, Cunniff and Mostert (2012) found that 31% bullying occurrence among participants and different bullying experiences among victims depending on demographic characteristics. Furthermore,

Motsei and Nkomo (2016) reported that employees with low education and skills level were found to be experiencing bullying behaviour. Scholars or researchers mostly use surveys focusing on the prevalence and magnitude of workplace bullying (e.g. Marias-Steinman, 2003; Visagie et al., 2012; De Wet & Jacobs, 2013).

Over the last decade, both quantitative and qualitative studies on bullying behaviour have been conducted in the South African setting, for example, Pietersen (2007), as well as De Wet and Jacobs (2013). These studies aimed at determining the interpersonal experiences of bullying and negative effects of bullying behaviour. Pietersen (2007) utilised a phenomenological technic to explain seven informants' experience of interpersonal bullying behaviours in a South African work context and demarcated four general themes namely: lack of recognition, discrimination, obstructionism and isolation. In her study, Pietersen (2007) also reported racial tension as one of the main contributors to the phenomenon. Bernstein and Trimm (2016) conducted a study on the impact of bullying behaviour on individual wellbeing. They reported that bullying has a direct influence on employees' well-being, self-esteem, job satisfaction and intention to leave. Visagie, Havenga, Linde and Botha (2012) conducted a study on the prevalence of bullying behaviour in a South African mining company. They reported that more than a quarter of the participants revealed that they had encountered bullying behaviour.

In their exploratory study, South African teachers' exposure to workplace bullying, De Wet and Jacobs (2013) found that 90.8% of teachers have been exposed to bullying behaviour. This shows that bullying behaviour in South African is high. Global research has concentrated on the likelihood that distinctive racial groups experience diverse dimensions of bullying behaviour (Fox & Stallworth, 2005; Lewis & Gunn, 2007), as well as genders differences (Jóhannsdóttir & Ólafsson 2004; Ortega et al., 2009). In South Africa, Steinman (2003) reported that women in the workplace are more likely to be subjected to bullying than men. However, in the South African context, there is limited information on how different races perceive and experience the phenomenon of workplace bullying.

According to Bartlett and Bartlett (2011: 71), "it surfaced that research on workplace bullying mainly focuses on the nature and extent, the causes and effects of workplace bullying on individuals and organisations". Contrary to extensive international literature on the topic, researches on workplace bullying in the South African context focused on experience to workplace bullying (De Wet & Jacobs, 2013), prevalence of workplace bullying (Cunniff & Mostert, 2012; Visagie, Havenga, Linde & Botha, 2012), the impact of workplace bullying (Upton, 2010), as well as systems psychodynamic description of organisational bullying experiences (Cilliers, 2012).

Various research studies have intensely highlighted the emotional effect, physical illness mental distress, pain and career destruction caused by bullying behaviour on targets (Hoel, et al., 2003; Needham, 2003; Namie & Namie, 2003; Roscigno, Lopez, & Hodson, 2009). Experiences of bullying behaviourr have been reported to be significantly related to stress symptoms (Kaukiainen, Salmivalli, Bjorkqvist Osterman, Lahtinen & Kostamo, 2001; Bilgel, Aytac & Bayram, 2006). Mainly experiences to workplace bullying have been reported to be related to employees' higher recovery need (Notelaers, De Witte & Einarsen, 2010) and to increased worrying levels of employees (Hubert, Furda & Steensma, 2001). Taking into consideration the impact that workplace bullying may have on employees' wellbeing, workplace bullying in the South African contexts need serious attention and focus.

Accessible statistics in the predominance of workplaces in the South African context show that in 2006, 77% of workers reported having experienced workplace bullying (Cunnif & Mostert, 2012). Cunnif and Mostert (2012) further expressed that in 2012, it was recorded that 31% of employees in six sectors across the country reported bullying. A study conducted by the ILO, under the auspices of the United Nations, investigated workplace violence in the health sector in South Africa (ILO, 2003), and found that nearly 80% of respondents experienced hostile behaviour in the workplace during their working life (WHO, 2002). This is viewed as a serious problem worldwide that the European Commission has lodged an investigation into the prevention of violence at

work as part of its current programme on safety, hygiene and health at work (ILO, 2003).

In addition, in the South African context, understanding of the concept of workplace bullying is not indigenous, like other phenomena. Therefore, the organisation's workplace bullying policies and practices are more likely to be developed using western awareness and understanding of the phenomenon. As such, Western knowledge of bullying in the workplace may not be sufficient to generalize African understanding of bullying in the workplace because they have cultural differences.

Therefore, it is important to conclude that with limited original contribution from African perspectives or viewpoints; the problem of workplace bullying is more Western focused. Its development and origin is largely a reflective of Western knowledge and perspectives. This also illustrates a substantial gap in researching this phenomenon from African perspective.

International research, for example, Magerøy et al., (2009) found that younger employees experience more workplace bullying than older employees. Nevertheless, Høgh, Pejtersen and Olsen (2009) found no significant differences between age groups. However, in the South African context, there is a lack of information on significant differences workplace bullying and age differences between groups with higher and lower levels of education have also been investigated internationally.

2.3.10 Responses to bullying behaviour

The responses to bullying behaviour can be characterised by responses of both targets of bullying behaviour and the organisation. Targets of bullying in the workplace can respond to it passively or actively (Poilpot-Rocaboy, 2006). Johannsdottir and Olafsson (2004) classified victims' responses into four clusters; assertive responses, seek help

avoidance and do nothing. As such, these can be orchestrated on a passive versus active dimension.

Organisational responses to bullying behaviour can be inaction or action. Inaction is a passive coping style (Poilpot-Rocaboy, 2006). For instance, supervisor or manager might decide not to take any action on bullying behaviour reported by the victim. Therefore, the organisation appears not take bullying behaviour as an important issue that should be handled effectively. On the other hand, supervisor or manager can actively respond to workplace bullying cases. Thus, this is an active style of coping (Poilpot-Rocaboy, 2006). Organisational policies on workplace bullying can also be regarded as active responses to bullying behaviour.

2.3.11 Bullying characteristics

Bullying in the workplace is very difficult to spot and it takes indirect forms. Many bullying cases occur because an employer or employee desires to control, dominate or dictate and scare other employees and also the abuse of personal power in the organisation (Namie & Namie, 2003). The bullies' characteristics in the workplace are not easy and simple to study (Vartia-Väänänen, 2003 citied by Fisher-Blando, 2008). Kitt (2004: 1) postulates that "workplace bullies display gross inadequacies in their ability to communicate in an open and healthy manner. They frequently lack vision or initiative and they are often threatened by competence". Bullying in the workplace is essentially a personal opinion where the experiences thereof are straightforward outcome of the meaning that the target connects to his or her experience. Bullying in the workplace is characterised by features of intensity, frequency, power and interval or time, which can be experienced by an individual or group (Hoel & Cooper, 2001). Bullying behaviour is recognised by the features of these characteristics.

Bullies in a working environment are not easy to spot especially in the employing process. Organisations are now paying high insurance fees in order to protect the

organisation against claims such as unfair dismissal and harassment (Vettori, 2012). Organisations can save a lot of money by using a well-formulated hiring process. Bullies in the workplace resort to professional or personal intimidation because they are not able to influence, persuade and charm others. Vartia-Väänänen, (2002) states that the bully's behaviour originates from the bully's early childhood and it is characterised by several personality disorders.

Fanti and Henrich (2015) say narcissistic bullies do not view their behaviour as bullying, so they disagree that their behaviour is bullying, because violent behaviour is not socially acceptable. Thus, when their physiological and psychological interests are compromised because they are victims of bad behaviour, workers may feel insulted or mistreated (Aquino & Thau, 2009). The work environment is infected with hesitation and fear; employees are unable to produce quality work. Employers must be sure of the employees they are employing and ensure that the new employees will not harm the organisation.

The abuse of power relationships is every now and again involved in bullying behaviour, once in a while in one event, in spite of the fact that there is a mounting collection of proof that intimidating behaviour can make similar symptoms in one incidence (Namie & Namie, 2003). This conduct tends to develop and can be made out of numerous little incidents after some time. It takes employees time to notice that they are victims of bullying.

2.3.12 Workplace bullying prevention

Wherever there are two or more people, working together there is a possibility of bullying in the workplace. According to Richards and Daley (2003), organisation management needs to at least try eliminating workplace bullying by providing each employee with awareness training on how to handle bullying in the workplace, by ensuring that there are policies available to handle bullying and grievance procedures.

They should provide support for all victims of bullying, commit to promptly investigating complaints and make sure that proper disciplinary procedures are taken against an employee who harasses and bullies another employee (Hoel & Einarsen, 2020).

Grievances found to be irritating and distressing might make the accuser responsible for disciplinary action (WorkSafe Victoria, 2012). For an organisation to develop workplace bullying policies and procedures as strategies for eliminating workplace bullying is a good starting point.

2.3.12.1 Policies and procedures

Some of the instruments that organisations can use to prevent bullying in the workplace is the policies and procedures. The management should establish and implement policy and procedure that deals with bullying in the workplace (WorkSafe Victoria, 2012). An organisation that has an approved policy and procedure will help the organisation or manager to take proper steps or methods in solving workplace bullying. Managers have the right to establish and make clear acceptable behaviour standards for their workers through policies at work. The function of the workplace policy will be to set behaviour standards at a place of work and make a strong statement that bullying behaviour is not accepted (Hershcovis, Sandy & Niven, 2015). Workplace procedures sets out how workplace matters are going to be solved if they are reported to the management (or employer).

2.3.12.1.1 Workplace policy

This policy establishes behavioural standards that need to be followed in the workplace. It should be established in such a manner that outlines how employees should be treated and what employees are not allowed to do (Namie, 2003). The policy also backs up additional risk control methods.

The workplace policy is supposed to include a strong declaration stating that the company is devoted in stopping bullying, samples of bullying acts, the acceptable behaviour standards, and penalties for disobeying the policy, steps for reporting. The policy must include the management, supervisors and workers' responsibilities (Lutgen-Sandvik, 2005).

WorkSafe Victoria (2012) says that another possible solution to bullying in the workplace lies in the CSR approach to company policies, this approach depends on the companies to take essential steps to eradicate bullying because it is the companies' social responsibility. Workplace polices should make bullying illegal in the workplace and require managers to take steps to eradicate bullying in the workplace.

2.3.12.1.2 Workplace procedure

Victoria (2012) argues that when helping companies with a reliable method for resolving bullying at work, a procedure for reacting to bullying in the workplace should be developed and implemented. The procedure developed and implemented must match the structure and size of the organisation and employers should develop the procedure in consultation with HSRs and workers (Lutgen-Sandvik & Sypher, 2009). The procedure must direct how bullying behaviour or bullies reported will be handled and must set out general values to make sure the procedure is fair, transparent and objective.

For organisations that do not have procedures or system for reporting bullying in the workplace, it will be wise for employers to develop and implement procedures that report. Australia (2013) say that the procedure for addressing workplace bullying must be flexible in order to put up with formal and informal methods of handling bullying. Fair treatment and confidentiality should be ensured in any procedure.

2.3.12.2 The law and workplace bullying

As indicated by Smit (2015), the analyst maintains that what makes workplace bullying precarious to be addressed by way of legitimate or administrative intervention is that this example of damaging and belittling conduct is not unlawful in all occurrences, yet its belongings are annihilating to all gatherings concerned. Accordingly, casualties are basically rendered without adequate legitimate security from the workplace (Landau, 2017). South African workplace are no special case with regards to the extreme and unavoidable nature of bullying. However, little has been done to address this wonder in South Africa. It has consequently been recommended that the nation ought to set up dependable cross-industry pervasiveness insights in view of research, once a meaning of and way to deal with bullying behaviour has been concurred with all partners (Carbo, 2009; cited by Smit, 2015).

Nevertheless, at present, nobody ought to need to persevere through bullying in the work environment, current laws do little to give sufficient solutions for bullied casualties, and no law in South Africa, as in most other universal locales, disallows bullying (Smit, 2015). According to Landau (2017), employers have the responsibility to prevent workplace bullying from occurring to any employee in the organisation by providing a safe working environment for all employees, as stipulated in the Occupational Health and Safety Act (1993).

According to Cunnif (2011), no concluded doctorate was found to have focused on the legal aspect of workplace bullying. Only one study addressed workplace bullying from legal perspectives, but not propose a legal avenue to deal with workplace bullying. However, Smit (2014)'s, study focused on the legal avenue of workplace bullying but did not really emphasize on the importance and necessity of dealing with workplace bullying from the legal perspective. Therefore, the unfilled gap in research concerning the legal aspects of workplace bullying in South Africa is clearly visible. As the most significant

labour act, even the Labour Relations Act 66 (1995) does not even consider the workplace in all parts. It is clear that as long as the target is not mentally or physically disabled, is not of another socio-economic class, and is not whistle blowing, no legislation is available to protect the target, the South African regulatory system does not provide an adequate set of robust measures to address or avoid workplace bullying. As stated earlier, It might seem a daunting task to enact the legislative structure on workplace bullying, since the target should prove that bullying occurred and the target' subsequent problems originated from the perpetrator's behaviour (bullying).

2.3.13 Regulating workplace bullying in different countries

Other countries also perceive workplace bullying as serious phenomenon that should be handled from a legislative point of view. In Canada, the Canadian Province of Quebec passed legislation addressing workplace bullying on 1 June 2004. According to Ontario Occupational Health and Safety Act 1979, all employers "take every precaution reasonable in the circumstances for the protection of a worker". This includes protecting them against the risk of workplace bullying. The Canadian Province of Saskatchewan passed legislation of handling bullying behaviour in 2007 by passing the Occupational Health and Safety (Harassment Prevention) Amendment Act, 2007.

Furthermore, in Australia each state has its own passed legislation. In Queensland, legislation comes from Workplace Health and Safety Queensland. If bullying endangers a worker's health causing stress or any other physical harm, an obligation holder under the 'Workplace Health and Safety Act, 1995' can be found liable for not providing a safe place for their employees to work. "Queensland is one of only two States in Australia with a Code of Practice specifically for workplace bullying – the Prevention of Workplace Harassment Code of Practice, 2004" (Codes of practice – Workplace Health and Safety Queensland". In Victoria, legislation comes from Worksafe Victoria. If bullying endangers a "worker's health causing stress or any other physical harm, a corporation

can be found liable for not providing a safe place for their employees to work"
(Worksafe, Victorian Workcover Authority).

In Ireland, there is a Code of Practice for employers and employees on the prevention and resolution of bullying at work (Republic of Ireland – 2007 Code of Practice for Employers and Employees on the Prevention and Resolution of Bullying at Work). The Code notes the provision in the Safety, Health and Welfare Act 2005 requiring employers to manage work activities to prevent improper conduct or behaviour at work. "The Code of Practice provides both employer and employee with the means and the machinery to identify and to stamp out bullying in the workplace in a way which benefits all sides".

In Sweden, workplace bullying in Sweden is covered by the Ordinance of the Swedish National Board of Occupational Safety and Health containing Provisions on measures against Victimization at Work, which defines victimisation as "...recurrent reprehensible or distinctly negative actions which are directed against individual employees in an offensive manner and can result in those employees being placed outside the workplace community" (Ordinance of the Swedish National Board of Occupational Safety and Health containing Provisions on measures against Victimization at Work AFS 1993:17). In the United States, comprehensive workplace bullying legislation has not been passed by the federal government or by any US state, but since 2003 many state legislatures have considered bills, such as Caroline (21 January 2007) (Richardson, Hall & Joiner, 2016).

2.3.14 Promulgating workplace bullying legislation in South Africa

Countries such as the US, UK, Spain and Kenya use legislation as a significant tool or instrument to control, organize and protect citizens from unwelcomed behaviours and actions. Among other things, legislation determines the rights and responsibilities of each individual and authorities to whom the legislation applies (De Jager, 2000).

Nevertheless, it is imperative to acknowledge that a legislation has little impact or no value if there is neither enforcement nor discipline.

The South African constitution promotes human dignity, the achievement of equality and the advancement of human rights and freedoms, non-racialism and non-sexism as well as Supremacy of the constitution and the rule of law (Constitution of the Republic of South Africa, 1996; Goodsell, 2007). Therefore, bullying behaviour can be perceived as an action that violates what the Republic of South Africa constitution promote. Therefore, bullying behaviour is no exception.

Literature has identified harmful nature of bullying behaviour on both people and the organisation. Bullying behaviour may have different consequences to different employees. For example, in early research, the consequences of bullying include increased absenteeism, struggle to maintain a coherent sense of self (Lewis & Orford, 2005), high sick leave lowered self-esteem (Randle, 2003), and physical illness (Kivimäkia & Virtanen, 2003). Jonoff-bulman (1982) as cited in Mattiesen et al. (2004) posit that exposure of bullying in the organisation may change an individual's awareness of their work environment to one of risk, danger and insecurity which may result in loss of productivity.

Workplace bullying may have significant impact on the bystanders in two parallel studies conducted by Bentley, Catley, Cooper-Thomas, Gardner, O'Driscoll, Dale and Trenberth (2012), as well as Sims and Sun (2012). They reported that bystanders of bullying behaviour reported an increase in symptoms of strain and stress, poor physical and emotional well-being, lower levels of job performance and satisfaction, lower organisational commitment, and increases employees' intention to leave. It is very significant for the managers to consider the wellbeing of their employees.

According to Kalamdien (2013: 72), "the organisation in which bullying flourishes is equally vulnerable and exposed to the negative consequences of workplace bullying, it is thus not immune from the detrimental effects of workplace bullying". Kalamdien

(2013) further stated that this is regardless of whether there is a lack of knowledge about workplace bullying in the organisation or whether legislative provisions are present or not.

There is a clear implication between the human costs of workplace bullying and the organisational costs, as target encountering emotional and mental damages are more likely to be absent from work due to sickness (Kivimäki et al., 2000; Sprigg, Martin, Niven & Armitage, 2010). According to literature, those employees who go to work demonstrate lower performance due to this behaviour (Harris, Kacmar & Zivnuska, 2007; Schat & Frone, 2011), lower organisational citizenship behaviours (Harris, Harvey & Kacmar, 2011; Zellars, Tepper & Duffy, 2002), and higher counterproductive work behaviour (Hershcovis, 2012). Thus, this results in negative outcome for the organisation.

Over the years, workplace bullying has been confused with other forms of negative behaviour in the workplace such as victimisation, harassment and discrimination (Barron, 2000; Braithwaite, Ahmed & Braithwaite, 2008; Crawshaw, 2009; Pilch & Turska, 2015). As such, Hoel, Glaso, Hetland, Cooper and Einarsen (2010) claim that this resulted in most studies on workplace bullying focusing on defining the negative behaviour of non–sexual and non-racial workplace harassment, such as intentionally blocking promotion or training opportunities for competent staff, spreading malicious rumours about employees, screaming at, victimisation and humiliating individuals in front of others. Therefore, such confusion may also be seen as a reason why there is no legislation that specifically address workplace bulling taking into consideration that there is a legislation that addresses harassment in the South African context (Protection from Harassment Act 17 of 2011). Nevertheless, such confusion can also be seen as an opportunity to further promulgate legislation that addresses bullying behaviour in the South African context.

To further substantiate the above statement, this study argues that there is a notable difference between workplace bullying and harassment. For example, workplace

bullying is usually psychological and harassment has a strong intrusive factor including physical contact. Workplace bullying is almost always psychological. bullying behaviour is mostly associated with staged attack on popular and competent individuals. On the other hand, harassment is usually associated with protected status issues such as prejudice or discrimination sex and race. Bullying behaviour frequently perpetrated behind closed doors thus far, it becomes difficulty to identify. Contrarily, because of its nature (overt) it is usually easier to identify harassment. Victims of bullying behaviour may not know on the spot that they are being bullied it may take them weeks or months to realize it. Nevertheless, when it comes to harassment, victims are able to realise that they are being harassed immediately. According to Potter, Dollard and Tuckey (2016), "the key differentiation between bullying and harassment is that bullying is repeated, whilst harassment can be inferred from a single incident".

2.3.15 Cross-cultural perspectives on workplace bullying

Until to date, literature agree that there is very little research conducted on cross-cultural comparison of workplace bullying (Anderson & Busman, 2002; Loh, Restubog & Zagenczyk, 2010). Some studies have highlighted the significance of studying cross-cultural differences on workplace bullying in order to find out what instigates the bullying behaviour from different cultures to prevent it from occurring (Hoel & Salin, 2003; Lutgen-Sandvik, Tracy & Alberts, 2007). Nonetheless, Escartín et al. (2011) are of an understanding that by conducting a cross-cultural comparison researches on bullying behaviour, researchers can use their results to conduct intervention to increase the level of awareness on bullying behaviour as well as to prevent it in different cultural setting. This is as a results that "people from different culture and background would have different degree of acceptability to the workplace bullying" (Leng & Yazdanifard, 2014: 2), particularly indigenous groups.

Over the years, there have been attempts to study the cultural effects on workplace bullying (Jacobson, Hood & Van Buren, 2014; Salin, Cowan, Adewumi, Apospori,

Bochantin, D'Cruz & Išik, 2019).   Salin et al. (2018) conducted a cross-cultural comparison study where they interviewed people in different countries and found that largely saw physical intimidation and personal harassment as bullying, work-related negative acts and social exclusion were construed very differently in the different countries. They also found that repetition, negative effects on the target, intention to harm, and lack of a business case were decision criteria typically used by interviewees across the globe. In a study focusing on leadership and work behaviours is the Global Leadership and Organisational.

Behaviour Effectiveness (GLOBE)' study, which surveyed more than 17,000 middle managers in 62 regions around the world (House, Hanges, JavidanHanges, Javidan, Dorfman & Gupta, 2004). Based on their results, the researchers grouped the countries into ten different cultural clusters and identified nine dimensions of national culture: assertiveness, power distance, performance orientation, in-group collectivism, gender egalitarianism, institutional collectivism, uncertainty avoidance, future orientation and humane orientation. Power et al. (2013) also conducted a global study that sought to explore the impact of culture on the acceptability of bullying on six different continents. Their study sample were MBA students. They found that humane orientation and future orientation decreased the acceptability of bullying behaviours, whereas performance orientation increased it.

Van de Vliert et al. (2013) reported support for the latter, by empirically showing that employees' harassment was lower in cultures high on in-group orientation. Samnani (2013), on the other hand claim that cultural values may affect both how employees interpret ambiguous negative acts and how they respond to them. To be exact, Samnani's (2013) study showed that employees from high individualism and low power distance countries are most likely to engage in resistance-based responses to bullying. Additionally, D'Cruz et al. (2016) conducted a study to compared employee experiences of bullying behaviour in India, Turkey and Australia. They found that Australians also often reported peers as perpetrators. Additionally, power distance seemed to affect bystander behaviour, with Australian bystanders most likely to intervene. On the other

hand, in high power distance countries like India and Turkey, bullying was mostly a top down phenomenon. In addition, Loh, Restubog and Zagenczyk (2010) in their study, found that Australian employees reacted more strongly to, bullying than employees from Singapore, arguing that the lower power distance in Australia made employees less accepting of such behaviours.

Thus, worldwide, different countries are characterized and defined by different cultural values. Therefore, workplace bullying is no exception. This is recognized in Hofstede's (2001) research where he offered numerous dimensions in a useful framework to see cultural differences across nations, including individualism-collectivism, power distance, uncertainty avoidance, long-term orientation versus short-term orientation, and masculinity versus femininity.

Hofstede (2001) stated that the notion of power distance is when power is distributed unequally among organisational members in the organisation. Based on the results of his study Hofstede (2001) found that Singapore is a country that is characterized by high power distance. Thus, employees with high power (management) are more lilkey to be perpetrators of bullying behaviours. Contrarily, in a study conducted by Loh, Restubog and Zagenczyk (2010) argue that in a country such as United behaviourStates, which is a lower power distance country bullying behaviour, might not be acceptable. They proposed that because of the nature of workplace bullying, it is going to be generally more accepted in high power distance countries, because they will expect that their supervisors or managers will include their opinions in the decision making process (Hofstede, 2001).

Moreno-Jiménez, Rodriguez-Muñoz, Salin and Benadero (2008) alluded that collectivistic countries like Spain, which are characterized by high power distance and high uncertainty avoidance tend to experience higher levels of bullying behaviourbehaviour. Nevertheless, when comparing Spain to countries such as Australia and United Kingdom, which are characterised and defined by individualism and low power distance workplace bullying level, is more likely to be lower (Escartín et

al., 2011). This is probably because employees working in countries with low power distance tend to voice their opinions about workplace bullying in regards to their counterparts from high power distance countries (Einarsen, 2000).

Einarsen, Hoel, Zapf, and Cooper (2011) in their perceptions and understanding of factors influencing workplace bullying, emphasized the significance of cultural factors for the process of bullying and maintained that these may have significant impact in all stages of the bullying process. D'Cruz, Paull, Omari and Guneri-Cangarli (2016) in their recent study provided readers with in-depth accounts of how bullying is described in different countries and cultures. However, Salin et al. (2019) maintained that very little research has still been undertaken to understand the significance of culture on perceptions of workplace bullying. Escartın, Zapf, Arrieta and´guez-Carballeira (2010) argue that the question of how the cultural context affects the individuals' understanding of bullying behaviour has been neglected in most studies.

Numerous studies have emphasized that researchers should examine cultural structures that trigger, enable and reward bullying, in order to decrease its occurrence (Lutgen-Sandvik, Tracy & Alberts, 2007; Escartın, Zapf, Arrieta &´guez-Carballeira, 2010). This aspect is significant because studies have shown that the prevalence of workplace bullying varies also according to their national culture (Moayed, Daraiseh, Shell, & Salem, 2006). Therefore, in order to improve the understanding of bullying behavioiur, it becomes necessary and applicable to understand employees' cultural context (Gelfand, Erez, & Aycan, 2007; Escartın, Zapf, Arrieta &´guez-Carballeira, 2010). Additionally, even though there are numerous studies on individual violent behaviour within certain cultures, unusually few cross-cultural studies havebeen developed (Gelfand, Erez & Aycan, 2007; Zapf, Escartın, Einarsen, Hoel & Vartia, 2010; Salin et al., 2019).

One reason for this is the difficulties that these studies bring forth, as highlighted by Triandis (2004: 15) because ''cross-cultural research is tricky and difficult''. Besides, Gelfand, Erez and Aycan (2007) in their study on "Cross-cultural organisational

behaviour" stated that cultural values have strong determinant of many organisationally relevant behaviours, including bullying behaviour. Although the concept "bullying" is a universal phenomenon, there are legal, institutional, cultural and organisational factors that may have an impact upon perceptions of which behaviours are to be considered bullying (Salin et al., 2018).

Besides, in early research, Peterson and Smith (1997) outlined a comprehensive list of cultural elements that should be considered when trying to understand people's culture, such as: religion, language, proximity and topography, technological development, economic development, political boundaries, climate and industry type. Thus, these elements may have a significant impact on the meaning and understanding of a phenomenon like "workplace bullying". Escartın, Zapf, Arrieta and´guez-Carballeira (2010: 3) suggest that "with regards to the study and management of bullying at work, the question of whether the knowledge generated in one cultural setting is transferable to different parts of the world has not yet been resolved". Therefore, it is likely that what is perceived, as offensive behavioiur in one culture, might not be offensive in another. When dealing with workplace bullying it is important to know precisely what employees think constitutes ''workplace bullying'' (Escartın et al., 2010), because of differing communication norms, value systems and believes, hierarchical relationships, and the larger institutional context. Furthermore, for a profound comprehension of the concept "workplace bullying", it is important to know whether it is the same across cultures or the phenomenon vary cross-culturally.

2.3.16 Workplace bullying and organisational culture

According to Kalliath, Kalliath, Tambur and Vadi (2012)), organisational culture is influenced by the general cultural environment as the organisational members transfer values into the organisation from the external cultural environment. Thus, bullying behaviour can also be a result of organisational culture. The concept of workplace bullying may be regarded as a serious problem in the organisation. Kalliath et al. (2012)

are of the opinion that the existence of this phenomenon may be a result of individual and organisational antecedent's factors. Individual factor may include, for example, person's aggressive behaviour, low self-esteem and lack of social skills.

Contrary, organisational antecedents may include misuse of power and authority, organisational tolerance, workplace changes, leadership, work stress, informal alliances, above all, organisational culture (An & Kang, 2016). In early research, Leymann (1996) reported that basic risk factors of workplace bullying lie in an organisation's work environment (e.g. organisational culture). An and Kang (2016) in their research on the relationship between organisational culture and workplace bullying reported that organisational culture is one of the strongest organisational antecedent that is related to bullying behaviour. Thus, culture of an organisation may increase the probability of existence of workplace bullying or even minimize it.

Furthermore, understanding the organisation's dominant culture will provide a better mechanism of handling bullying in the workplace. For example, An and Kang (2016) posit that the role of organisational culture in preventing and responding to bullying may be key to eliminate this phenomenon. Each organisation comprises of its own particular organisational culture originally created by the founding members or the organisation which is transferred to the employees. This is a mutual relationship because on the one hand, how organisational members actually perform influences the organisational culture, and on the other hand, a certain type of organisational culture affects the individual's performance (Motsei, 2015). In some organisation, intolerants of workplace bullying is part of their organisational culture, whereas in other organisation, this phenomenon is not regarded as a serious offense whereby reported negative behaviours are not dealt with at the highest level. Pilch and Turska (2015) who stated that certain organisational cultures consider workplace bullying as natural or even effective strategies to achieve set organisational targets may support this. Tambur and Vadi (2017) concur that of the organisational culture may permit or support bullying behaviourand it is a filter through which behaviours are interpreted.

2.4 CONCEPTUAL FRAMEWORK

Literature has identified workplace bullying as a harmful phenomenon that can be found in modern work environment with both short-term and long-term consequences of workplace bullying on the target, bystanders, as well as the organisation (Einarsen, et al., 2011; An & Kang, 2016). However, regardless of its long-term and short-term effect or consequences, as stated earlier in the South African setting currently there is no legislation that have been promulgated on workplace bullying, nor any clarity on where the phenomenon of workplace bullying is located in the South African legislative framework in order to protect the targets from the perpetrators.

Over the years, as stated earlier, workplace bullying has been confused with other forms of negative behaviour in the workplace such victimisation, harassment and discrimination. As such, Hoel et al. (2010) claim that this resulted in most studies on workplace bullying focusing on defining the negative behaviour of non-sexual and non-racial workplace harassment. Thus, it is important to differentiate between workplace bullying and other forms of organisational negative behaviour.

Literature has identified many different type of bullying behaviour and these types of bullying behaviour may overlap depending on a person (Einarsen & Raknes, 1997). Wang, Lannotti and Nansel (2009) analysed bullying among school learners and reported that there are two distinct classifications of bullying, namely direct bullying and indirect bullying. According Baldry (2003), direct bullying alludes to a situation where the perpetrator attacks his or her victim verbally or may utilize physical force. Indirect bullying refers to the situation where the victim is socially excluded by his or her peers from events (Olweus, 1993).

In 1999, Zapf acknowledged five different types of bullying behaviour. In the first type of workplace bullying, the perpetrator assigns challenging task or and even an impossible-to-complete task to his or her victim deliberately. In the second type of workplace bullying, bullying is characterized by personal and judgmental attacks on the victim's life

such as making impolite remarks or attacking the way he or she looks. In the third type of workplace bullying, bullying is characterized by publicly humiliating the victim such as yelling, screaming or even criticizing the victim in public. The fourth type of bullying behaviour is characterized by gossip and spread rumors about the victim, and the last type is that the bully may purposely exclude the victim from attending any social events.

Poilpot-Rocaboy (2006) proposed a model to understand the phenomenon of workplace bullying. Poilpot-Rocaboy (2006) proposed four phase of bullying; (1) antecedents, (2) psychological bullying behaviour, (3) responses and (4) effects. However, each of these phases are divided into different dimensions. For instance, antecedents are divided into three dimensions; victim's characteristics, perpetrators' characteristics and organisations' characteristics.

Nevertheless, it is important to note Poilpot-Rocaboy's (2006) model does not take into consideration the characteristics of workplace bullying on bystanders, includingtheir responses to bullying behaviour. Furthermore, Poilpot-Rocaboy's (2006) does not highlight the consequences of bullying behaviour and as well as how the role players involved can manage workplace bullying. Thus, this show a significant gap because sometimes in the process of bullying behaviour there are witnesses to the act. Thus, this shows a need to re-construct Poilpot-Rocaboy's (2006) model to include bystanders. See the proposed model below.
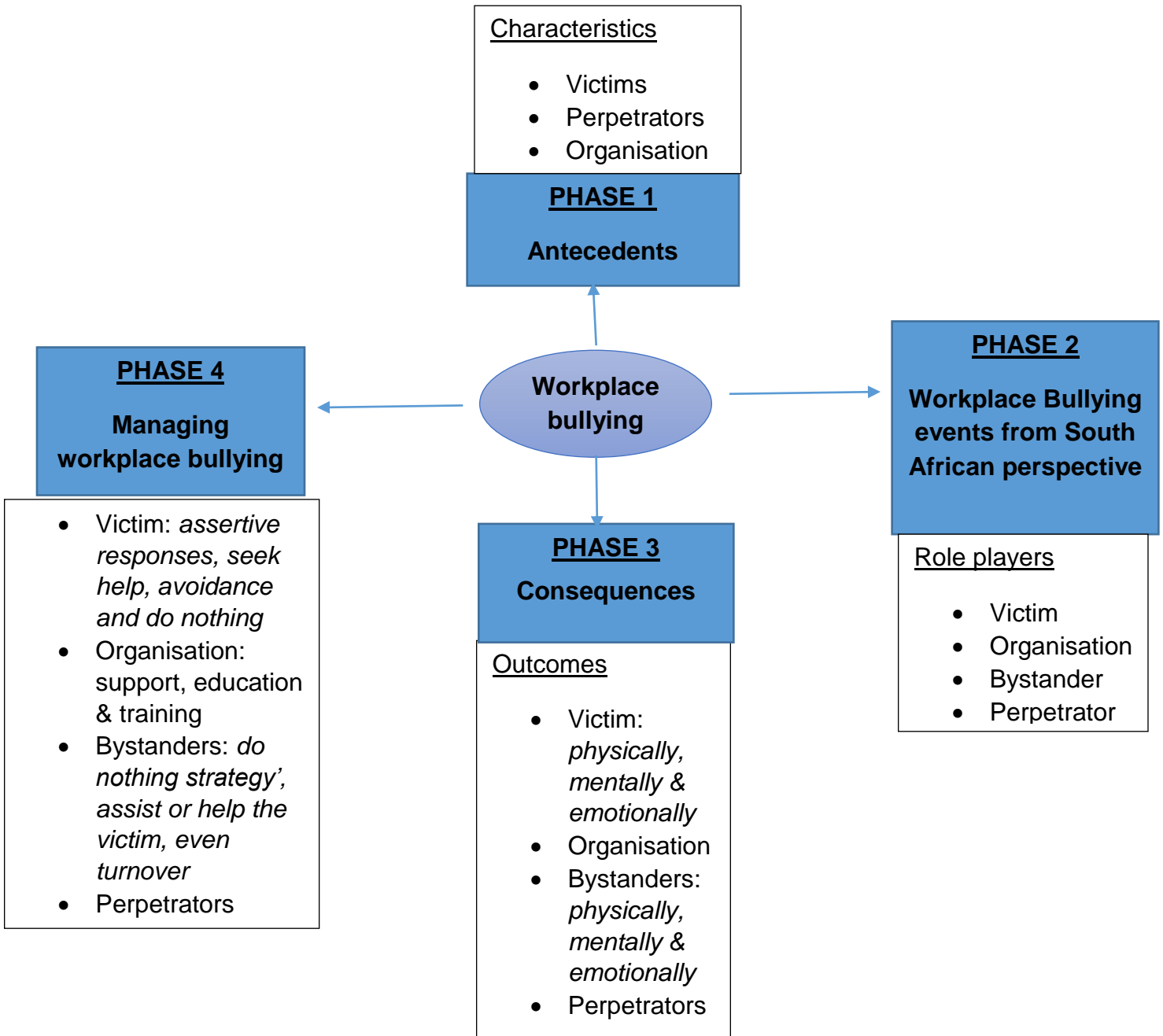
Figure 2.2: Proposed conceptual framework

The above conceptual framework model shows four phases of bullying behaviour. Which are, (1) Antecedents, (2) Workplace bullying events from African perspective, (3) Consequences and (4) Managing workplace bullying. Antecedents of workplace bullying can be understood from employee's characteristics, perpetrator's characteristics as well as the organisational characteristics. Motsei and Nkomo (2016) in their study conducted in South Africa, agrees that the characteristics of the target, the perpetrator as well as

the organisation contributes to the occurrence of workplace bullying, or rather bullying behaviour in the workplace. Nevertheless, it is important to note that bullying bahaviour can also occur due external environmental factors (Salin, 2003; Lewis, 2006; Eirnarsen et al., 2011). Thus, there are various motives why certain employees are more likely to be victims of bullying behaviour such as age and victim's position (Feijó et al., 2019).

According to literature, workplace bullying perpetrators demonstrate or display near pathological traits of obsession with significant power and control of subordinates, while remaining in the 'good books' of hierarchy (Namie & Namie, 2000; Tracy et al., 2006). Glendinning (2001) found that managers become perpetrators to have power and control over their subordinates, as well as to impose their will on the latter on the organisation.

According to An and Kang (2016), organisational culture is one of the strongest organisational characteristics that may provide a platform to workplace bullying. Each organisation comprises of its own particular organisational culture originally created by the founding members or the organisation which is transferred to the employees. In some organisation, intolerants of workplace bullying is part of their organisational culture, on the other hand, in other organisation this phenomenon is not regarded as a serious offense whereby reported negative behaviours are not dealt with at the highest level. In 2003, Salin also propose a conceptual framework that groups organisational antecedents related to bullying behaviour into three categories, namely, motivating structures and processes, precipitating processes, and enabling structure and processes.

Phase 2 on the above proposed model highlights the need to understand the workplace bullying events from South African indigenous point of view, using black African people as participants of the study so as to find a real South African understanding and solution of the phenomenon in the South African world of work. Understanding the events of bullying behaviour involves victim of bullying behaviour, perpetrator, bystander and organisation. During the incident, one might ask how each of the role players

behave/act with the intension to understand the phenomenon. Many studies have attempted to define and understand this kind of distractive behaviour. However, in the West, it appears to be no consensus on the definition of this phenomenon because it is defined and understood differently by different scholars. Einarsen et al. (2011) defines this behaviour as harassing, offending, or socially excluding someone or even negatively affecting someone's work. Einarsen et al. (2011) further stated for to negative action constitutes to bullying behaviour, the negative action has to occur repeatedly, regularly and over a period of time. Thus, it is significant to examine descriptions used in dominant indigenous languages in the South African context which refer to the concept of workplace bullying.

Phase 3 focuses on the consequences of bullying behaviour. Bullying behaviour within the organisation has the potential to harm individuals (victims & bystander), as well as organisations. These implications of workplace bullying on target may lead to devastating results physically, mentally and emotionally (Khan & Khan, 2012). Nevertheless, targets are not the only people to be affected by such behaviour. Studies have also reported that bystanders also experience negative reaction to workplace bullying (Tottererdell et al., 2012). Khan and Khan (2012) agree that workplace bullying also have significant effect on stress level for many victims as well as to the bystanders which may also results to turnover. The outcome of bullying behaviour on victims may results into serious organisational implications because, for example, these victims may demonstrate a higher counterproductive work behaviour (Hershcovis & Rafferty, 2012).

The last phase of the propose model focuses on the managing workplace bullying. Managing workplace bullying involves victims, bystanders and the organisation. Victims of bullying in the workplace can respond to it passively or actively (Poilpot-Rocaboy, 2006). Johannsdottir and Olafsson (2004) classified victim's responses into four clusters; assertive responses, seek help, avoidance and do nothing. As such, these can be orchestrated on a passive versus active dimension. Bilgel, Aytac and Bayram (2006) in their study conducted in Turkey amongst white-collar employees found that

target of bullying behaviour most often react to bullying by ignoring the perpetrator or by discussing their bullying experiences with their colleagues or friends.

On the other hand, bystanders who observes bullying behaviour might react with aggression toward the perpetrator, feel that the organisation is responsible for fixing the situation, or even report the event. The responses of bystanders to bullying might include 'do nothing strategy', assist or help the victim, even turnover. Thus, the resentment exhibited by the bystanders is not exclusively the consequence of effect or sentiment, but rather also a mind-set concerning the organisation (Christianson, 2015).

Khan and Khan (2012), in their study of understanding and managing bullying behaviour, stated that there are some mechanisms that could be used to manage workplace bullying, namely; having the right machinery support, education and training, corporate responsibility. Hannabuss (1998) (as cited by Khan & Khan, 2012), stated that issues such as aggression, violence, harassment and conflict should be included in education and training programs of the organisation to counter bullying. Thus, these education and training programs should be designed to focus more on establishing behavioural boundaries by drawing clear and concise guidelines of what bullying bahaviour include or involve. These education and training programs guidelines should be centered on areas of professionalism, esteem, communication and cooperation (Khan & Khan, 2012).

In terms of corporate responsibility, Khan and Khan (2012) concur that in the organisation, management should lead by example through ensuring that they manage with respect and authority without hurting (bullying) employees. In many cases, bullying behaviour have been found to be associated with managers which can letter be transferred to employees at lower hierarchy. This can be supported by the fact that managers hold authority in the organisation. Khan and Khan (2012) are of an opinion that some managers are of the perception that "if you can't take the heat, get out of the kitchen". This may be regarded as bad leadership. Good leadership should be characterized by aspects which employees can admire to follow or adopt. For that

reason, Khan and Khan (2012) concur that those in power should be trained in areas of interpersonal relationships, conflict resolution, team building, anxiety management and leadership skills.

In terms of having the right machinery in place to manage bullying behaviour, Khan and Khan (2012) alluded that some organisations do not understand the phenomenon of workplace bullying as a result, they simply don't know how to address this phenomenon. They further stated that appropriate training and in-house methods have to be in place to efficiently deal with workplace bullying incidences. Thus, there should be proper processes and procedures to handle workplace bullying incidences within the organisation to enable the victims to report their grievances. Furthermore, handling bullying behaviour may require both formal and informal processes and procedures to ensure that victims are not disadvantaged.

Lastly, organisational support. organisational support is one of the current discussions in human resource management and organisational behaviour, which is the belief based on whether the organisation appreciates their work and cares about their welfare. Employees play an important role in the organisation which may result in organisational success. Riggle et al. (2009) argued that employees expect to be rewarded for their efforts not only through pay but also through tangible support. According to Khan and Khan (2012), organisations have to provide readily accessible support to those who been bullied.

Bullying behaviour has the potential to harm individuals (victims & bystander), organisations as well as the society. Victims of the workplace bullying refers to those who experiences bullying by either colleagues or management (perpetrators). Perpetrators of workplace bullying are those employees or managers who bullies others. On the other hand, bystanders of workplace bullying refer to employees who witnesses bullying occurring within the organisation. According to Einarsen, Hoel, Zapf and Cooper (2005), victims of workplace bullying can be men or women, managers and employees in both private and public organisations.

2.5 CHAPTER SUMMARY

In this chapter, a review of literature on workplace bullying was discussed this chapter discussed theory on workplace bullying. This chapter further discussed the impirical review of workplace bullying under which nature of workplace bullying as well as different definitions on western conceptualizations of workplace bullying are discussed. Unethical nature of workplace bullying, contributing factors on bullying behaviour, causes of workplace bullying and the consequences of bullying behaviour was also discussed. The chapter also explained western features of workplace bullying, workplace bullying in some parts of the world as well workplace bullying in the South African world of work. This chapter also explained responses to bullying behaviour, bullying characteristics and the acts of workplace bullying. The workplace bullying prevention and measuring workplace bullying is also covered. Furthermore, the chapter discussed how workplace bullying is regulated in different countries and also the need of promulgating workplace bullying legislation in South Africa. Workplace bullying prevention, cultural differences in bullying behaviour as well as workplace bullying and organisational culture was discussed. Finally, proposed conceptual framework is discussed.

CHAPTER THREE

QUALITATIVE RESEARCH INQUIRY

3.1 INTRODUCTION

Taking into consideration that qualitative research is characterised by assumptions and interpretive framework, it can be difficult and challenging to understand the essence of qualitative inquiry. Studying the contents and literature on qualitative inquiry, the researcher realised that qualitative inquiry, as a field, has different scholars with different perceptions and understanding of the world view who have the objectives of creating the fabric of qualitative inquiry in their own way, as stated by Creswell (2013). Therefore, qualitative inquiry is based on researchers' subjectivity. The previous chapter discussed literature review on workplace bullying. In this chapter, research methodology of the study is discussed. This includes aspects of the research design, study population, data collection, measuring instruments, procedures used to analyse and interpret data.

3.2 UNDERSTANDING QUALITATIVE RESEARCH INQUIRY

Qualitative research methods originated from social sciences to allow researchers to study social and cultural phenomena (Jabar, Sidi, Selamat, Ghani & Ibrahim, 2009). Currently, the use of qualitative method and analysis in research is acknowledged in almost every study field. Sutton and Austin (2015) argue that qualitative research inquiry generally includes data sources with interviews, observation, case studies, documents and the researcher's impression and perception. According to literature, qualitative research inquiry involves data collection of introspection, personal experiences, interviews, observations, stories about life, interactions and visual texts which are significant to people's life (Hashemnezhad, 2015; Aspers & Corte, 2019).

Qualitative research typically serves one or more of the following purposes as suggested by Perskin (1993):

Description	→	Reveal nature of certain situations, settings, processes and relationships
Interpretation	→	Enable researcher to gain new insights about a particular phenomenon and develop new concepts or theoretical
Verification	→	Allow researcher to test the validity of certain assumptions, theories and claims within real-world
Evaluation	→	Provide a means which a researcher can evaluate effectiveness of particular findings

Figure 3.1: Purpose of Qualitative research (Perskin, 1993: 24)

Thus, for the purpose of this current study, the qualitative inquiry served the interpretation purpose to gain indigenous insights on workplace bullying from a South African perspective.

According to literature, qualitative research inquiry is inductive in nature because the researcher generally explore meanings and insights in a given circumstance (Strauss & Corbin, 2008; Levitt, Motulsky, Wertz, Morrow & Ponterotto, 2017), such as exploring

the meaning and insights of workplace bullying in the South African contexts. Qualitative research inquiry focuses on a range of data collection and analysis methods that use purposive sampling (e.g. snowball sampling) and semi-structured, open-ended interviews (Dudwick, Kuehnast, Jones & Woolcock, 2006) which fits with the purpose and objectives of this current study. Creswell (2009) describe qualitative research inquiry as an effective model that is taking place in a natural setting and enables the researcher to develop a high level of detail because of his or her high involvement in the actual research and experiences. "It consists of a set of interpretive material practices that makes the world visible" (Mohajan, 2018: 2).

Furthermore, Mohajan (2018) alluded that qualitative research is a form of social inquiry that specifically focuses on the way human beings understand and interpret to make sense of their respective environment and experiences. To be more specific, qualitative research consists of different approaches or inquiries used to understand systematic ways of how people interpret lived experiences and the world they live in. In other words, there is no single way to carry out qualitative research. However, the core existence of qualitative research lies in the interpretive approach to reality and description of people's lived experiences. As a results, researchers over the years have used qualitative inquiry to explore people's behaviour, perceptions or perspectives, attitudes, feelings and experiences (Mohajan, 2018). For instance, phenomenologists focus on the meanings of experiences and describe the life world, while ethnographers focus on culture and customs. On the other hand, grounded theorists consider social processes and interaction. According Bailey (2014: 167), "qualitative research has at last achieved full respectability in the academic sphere, and the success of commercial qualitative market research is demonstrably substantial". Thus, over the years, qualitative research has grown beyond doubt.

3.3 PHILOSOPHICAL ASSUMPTIONS IN QUALITATIVE INQUIRY

Creswell (2013) claim that there are four philosophical assumptions in qualitative inquiry, and concur that these assumptions have been articulated throughout the last two decades as "axiomatic" issues advanced by Guba and Lincoln (1988) as the guiding philosophy behind qualitative research. Creswell (2013: 16) points out that "philosophy means the use of abstract ideas and beliefs that inform our research". To further support the philosophical assumption for the current study, it was deemed necessary to discuss all four philosophical assumptions.

Over the years, philosophical assumptions have been called research paradigms (Kivunja & Kuyini, 2017), philosophical assumptions (Mingers, 2003; Wong, Musa & Wong, 2011; Creswell, 2013), epistemologies (Tennis, 2008), ontologies (Irene, 2014), broadly conceived research methodologies (Creswell, 2013). The term philosophical assumption was adopted for the purpose of this study.

Creswell (2013: 20) further states that "there are beliefs about ontology (the nature of reality), epistemology (what counts as knowledge and how knowledge claims are justified), axiology (the role of value in research), and methodology (the process of research)". Table 4.2 as adopted from Creswell (2013), shows the differences between the philosophical assumptions. However, other researchers do not recognize axiology as a philosophical assumption (TerreBlanche & Durrheim, 1999; Ritchie, Lewis, Nicholls & Ormston, 2013).

3.3.1 Ontological assumption

As defined by Crotty (2003:10), ontological assumption is "the study of being". It is concerned with "what kind of world we are investigating, with the nature of existence, with the structure of reality as such". For Bryman and Bell (2001), ontological assumption put concerns on the nature of the world and human being in social contexts.

Creswell (2013) reports that ontological assumption relates to the nature of reality and its characteristics. Therefore, when qualitative researchers conduct research, they are embracing the probability of multiple realities.

3.3.2 Epistemological assumption

According to Crotty (2003:3), epistemology is "a way of understanding and explaining how we know what we know. Epistemology is also 'concerned with providing a philosophical grounding for deciding what kinds of knowledge are possible and how we can ensure that they are both adequate and legitimate".

Gialdino (2009: 8) is of an opinion that "epistemology raises many questions including: how reality can be known; the relationship between the knower and what is known; the characteristics, the principles, the assumptions that guide the process of knowing and the achievement of findings, and the possibility of that process being shared and repeated by others in order to assess the quality of the research and the reliability of those findings".

In epistemological assumption, conducting a qualitative research means that the researcher tries to get really close to the participants under study as possible. Thus, subjective evidence of the study critically depends on the participants' view and on connection between researchers and participants. For example, in a study conducted to understand people's experience of bullying, researcher should get close as possible to the participants to get subjective evidence on the matter at hand.

3.3.3 Axiological assumption

Axiology assumption focuses on the judgements about the value (Saunders, Lewis, & Thornhill, 2012). To be more précise, axiology assumption is engaged with assessment of the role of researcher's own value on all stages of the research process (Li, 2016). Axiology primarily refers to the 'aims' of the research. Lee and Lings (2008) are of an opinion that axiology assumption attempts to clarify if you are trying to explain or predict the world, or are you only seeking to understand it.

3.3.4 Methodological assumption

Methodological assumption is "the strategy, plan of action, process or design lying behind the choice and use of particular methods and linking the choice and use of the methods to the desired outcomes" (Crotty, 2003: 3). Creswell (2013) allude that methodological assumption is characterized as inductive, emerging, and shaped by the researcher's experience in collecting and analyzing data. Wellington (2000) emphasizes that methodology assumption aims to describe, evaluate and justify the use of particular methods. Therefore, methodological assumption focuses on analysis of the methods used for gaining the data (Kohen, Manion & Morrison, 2010).

Assumptions	Questions	Characteristics	Implications for Practice (Examples)
Ontological	What is the nature of reality?	Reality is multiple as seen through many views	Researchers reports different perspectives as themes develop in the findings
Epistemological	What counts as knowledge? How are knowledge claims justified? What is the relationship between the researcher and that being researched?	Subjective evidence from participants; researcher attempts to lessen distance between himself or herself and that being researched	Researcher relies on quotes as evidence from the participant; collaborates, spends time in field with participants, and becomes an "insider"
Axiological	What is the role of values?	Researcher acknowledges that research is value-laden and that biases are present	Researcher openly discusses values that shape the narrative and includes his or her own interpretation in conjunction with the interpretations of participants
Methodological	What is the process of research? What is the language of research?	Researcher uses inductive logic, studies the topic within its context, and uses an emerging design	Researcher works with particulars (details) before generalisations, describes in detail the context of the study, and continually revises questions from experiences in the field

Table 3.1: **Philosophical Assumptions with Implications for Practice (Creswell, 2013: 21)**

Therefore, this current study is grounded on epistemological assumption to understand South African indigenous perspectives of workplace bullying. This is substantiated by the fact that when generating indigenous knowledge on workplace bullying, the researcher had to gather subjective evidence through being close to the participants as possible.

3.4 INTERPRETIVE FRAMEWORK

Interpretive frame work in qualitative research consist of positivism, constructivism, interpretivism, hermeneutics; racialized discourses; feminism; critical theory and Marxist models; queer theory, cultural studies models; and postcolonialism. Nonetheless, positivism and Interpretivism framework will be discuss below because they are related to the current study. However, it is important to note that these are independent directly opposed paradigms of knowledge, they imply different research designs and procedures.

3.4.1 Positivist framework

August Comte who was French Philosopher inspired the positivist framework through his philosophical ideas (1830–1842). August Comte was of and understanding that perception and reason are the best methods for understanding human conduct and behaviour; genuine information depends on experience of senses and can be gathered by observation and experiment. Henning, Van Rensburg and Smit (2004) concur that positivism as an interpretive framework is concerned with uncovering truth and presenting it by empirical means. Creswell (2013) argue that positivist do not put their trust and believe in strict cause and effect, but rather recognize that all cause and effect is a probability that may or may not occur. He further outlined that positivism has the elements of being reductionistic, empirical, logical, cause-and-effect oriented, and deterministic based on a prioritheories. Positivism regards human behaviour as passive, controlled and determined by external environment. Generally, "the pedagogical basis

for 'traditional' styles of teaching is underpinned by this realist and objectivist views of knowledge" (Creswell 2007:57).

3.4.2 Interpretivism framework

Interpretivism, which is also described as social constructivism, focuses on individuals understanding of the world in which they work and live (Creswell, 2013). Therefore, in interpretivism, individuals develop and implement their own subjective meaning through lived experiences. In other words, interpretive framework places more emphasis on understanding the world as it is from subjective experiences of individuals. Myers (2019) is of opinion that the principle of interpretive researchers is that access to subjective reality is only through social constructions such as language, consciousness; and through shared meanings and values. Thus, observation and interpretation is the key to generate subjective knowledge from individual.

Hence, for the purpose of the current study, the constructivist worldview formed the basis of the study. In constructivist perspective, the researcher relies on the participant's views of the situation or circumstances being studied as much as possible. Thus, the constructivist worldview is suitable to understand the experiences of bullying in the workplace as 'lived experiences' of respondents. Therefore, when using a narrative approach, subjective meaning and experiences of workplace bullying was generated through narration of occurred event/s.

3.5 SCIENTIFIC BELIEFS AND UNDERSTANDING

In conducting a qualitative research study, it is significant understand what is meant by "qualitative research". Creswell (2013) is of an opinion that qualitative research consists of a set of interpretive, material practices, practices that transform the world, that make the world visible. Creswell (2013) further stated that these practices "turns that world

into series of representation, including field notes, interviews, conversations, photographs, recordings and memos to the self" (p, 44). Thus, qualitative research consists of one's interpretative understanding of the world view.

Qualitative research has always been approached and handled differently from quantitative research paradigm. According to Schurink (2008), this is because qualitative researchers hold diverse views on human behaviour, ways to find the truth, the nature of reality, and the methodology that is required. To be precise, Ritchie et al. (2013) concur that it is important to note that there is no single, acceptable way of carrying out qualitative research. Snape and Spencer (2003) stated that the manner in which a particular piece of qualitative research is undertaken depends on the researcher's beliefs about the nature of the social world and what can be known about it (ontology) and the nature of knowledge and how it can be acquired (epistemology).

Schurink (2004) is of an understanding that qualitative research came from an interpretative approach pursuing to understand social life and meanings that human beings attach to it. In other words, qualitative research methodology aims to understand or comprehend phenomena in the context in which they can be realize or recognised. Thus, qualitative research seeks to understand the deeper meaning of the phenomena.

This current study was grounded in the narrative qualitative paradigm to generate indigenous knowledge. Narrative inquiry is an interdisciplinary study of the activities involved in generating and analysing stories of life experiences (e.g. journals, life histories, diaries, narrative interviews, memoirs, auto biographies & biographies) and reporting that kind of research" (Schwandt, 2007: 203). According to Creswell (2013), in narrative research paradigm, the meanings of experiences are best given or provided by the persons who have experienced them. As a results, persons who have experienced workplace bullying are more likely to provide rich, in-depth perceptions descriptions of the phenomenon through their lived experiences. Muylaert, Sarubbi, Gallo, Neto and Reis (2014) state that the narrative is a traditional way to communicate

meaningful content, from which experiences can be transmitted. They further state that the narrative approach is appropriate to report detailed stories (lived experiences) of an individual.

3.6 WHY STUDY WORKPLACE BULLYING QUALITATIVELY

Workplace bullying literature has shown that different scholars hold inconsistent views and understanding of the phenomenon (Khan, & Khan, 2012; Ilongo, 2013; Jacobson, Hood & Van Buren, 2014). Furthermore, researchers have used different approaches to study bullying behaviour and they mostly relied on targets or victims to yield butter understanding of bullying behaviour. An interesting study on workplace bullying conducted in Turkey that is of Karatuna (2015). Karatuna (2015) used a qualitative research method to describe workplace bullying as a process in which targets' coping strategies and their consequences were evaluated and by providing data in a new national context.

Other scholars have also used qualitative methods to understand bullying behaviour (Simons & Mawn, 2010; Owoyemi, 2011; Gaffney et al., 2012). Khdour (2017) used semi-structured interviews to investigate different ways that help the administrative consultants to construct concept of bullying within a working environment. Baillien, Neyens, De Witte and De Cuyper (2008) applied qualitative methods to study the development of workplace bullying. Lewis (2006) used qualitative methods to report experiences of bullying among ten British women targets. Looking at the previous literature on bullying behaviour, Liefooghe and Olafssons (1999) in their early research recommended that qualitative research needs to be used in the study of bullying behaviour.

Rahman (2017) is of an opinion that qualitative research approach has the capability to produce the thick and detailed description of participants' opinions, feelings and experiences; and interprets the meanings of their actions. Chalhoub-Deville and Deville (2008) claim that qualitative research approach is used to achieve deeper insights into issues under study. For Corbin and Strauss (2008) Qualitative approach helps researchers to explore the inner experience of the participants and to find out how meanings are shaped through and in culture. The researchers engage directly with the participants during the data collection, such as through interviews (Rahman, 2017). Thus, data collection in qualitative research is subjective and detailed. As a result, qualitative research helps us to understand constructs, phenomenon, experience and behaviour intensively.

Thus, in this current study, qualitative inquiry is more appropriate generate meaning and understanding of workplace bullying using semi-structured interviews to engage with victims and bystanders at a personal level. Using qualitative research inquiry will also provide depth and detailed understanding of workplace bullying as well as deeper meaning of the phenomenon.

3.7 STUDY AREA

Tuwe (2016) highlights that storytelling has been a ritual for the African people. Thus, Africans are known as good storytellers. Limpopo province was used as the area of study, this is because of its diverse nature, with more languages spoken than any other province in South Africa. Limpopo Province consists of mainly rural communities comprising of different ethnic groups that have different cultures. Furthermore, Limpopo Province has a largely rural Black population with strong traditional values and worldviews (Boonzaaier, 2010). As a results, this provided more authentic culturally based perceptions of the phenomenon under study.
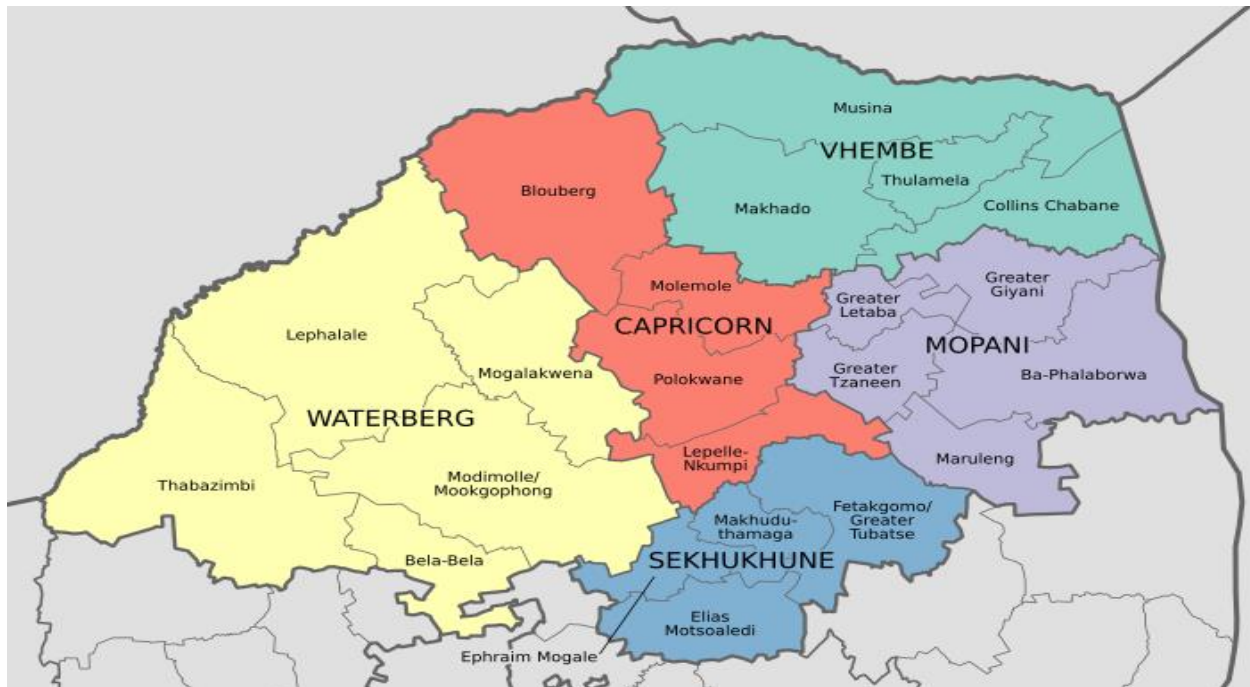
Figure 3.2: Limpopo province map

3.8 PARTICIPANTS ROLE IN QUALITATIVE RESEARCH

According to Fink (2000), the importance of qualitative research is unified by the researcher's fundamental research question, he/she asks why? Which makes the researcher the key tool in qualitative research? "The role of the researcher in qualitative research is to attempt to access the thoughts and feelings of study participants" (Sutton & Austin, 2015: 226). Creswell (2013: 45) pronounces that "the qualitative researchers collect data themselves through examining documents, observing behaviour, and interviewing participants". Creswell (2013) further concurs that quantitative researchers uses instruments that they had designed for that particular study such as open-ended questions for an interview and do not tend to use or rely on questionnaires or instruments developed by other researchers.

In qualitative research, researcher is at the front line of data collection. Therefore, it is necessary for the research to create a bond with respective participants. For the purpose of this study, a bond was created between the researcher and research

participants. With the workplace bullying experience the researcher had as a bystander, it was easy to relate to the participants.

Creswell (2013) claims that the relationship between researcher and participants plays a significant role in both collecting and analyzing data, particularly narrative data. Therefore, for this research, the researcher actively collaborated with participants and carefully listened to their stories not only hoping to make them feel their stories were important and they were being heard (Creswell, 2013). The researcher did not disturb the participants during the interview seasons, but allowed them to tell their stories to the fullest to avoid data distortion. Before the interview, the researcher explained the purpose of the study as well as the rights of the participants to refuse to answer questions that they felt uncomfortable as well as the right to withdraw from participating any time. The researcher also explained the ethical considerations of the study, such as confidentiality and anonymity.

3.9 POPULATION OF THE STUDY

Hanlon and Larget (2011: 8) define population as "all the individuals or units of interest; typically, there is not available data for almost all individuals in a population". The population of this study consisted of employees from three different ethnic background in Limpopo Province (Xitsonga, Tshivenda & Sepedi) regardless of their occupation, sector and status. However, in qualitative research methodological flexibility is an accepted practice (Thomas, 2011). Therefore, it is important to note that, if their accounts are diverse, more respondents from other ethnic groups could be added. For the purpose of this current study, black (African) workers are perceived as key informants.

3.10 SAMPLE RECRUITMENT

In qualitative research, the number of participants are usually smaller than quantitative research. This is because of the fact that qualitative research has good nothing to do with generalisation of results. Besides, qualitative studies and labour intensive due to the way data is collected and analysed. Lopez and Whitehead (2013: 127) stated that "in qualitative research, there are no overall formal criteria for determining sample size and, therefore, no rules to suggest when a sample size is small or large enough for the study". Fundamentally, the richness of data collected is far more significant than the number of respondents (Tuckett, 2004). Therefore, in this current study, richness of data was maintained more than size. Besides, scholars proposed different qualitative sampling range. Lopez and Whitehead (2013) are of the pinion that a common range in qualitative study is usually between 8 and 15 participants. Creswell (2007) claim that a common range is usually somewhere from 3-5 participants for a case study, 10 for a phenomenological study and 15-20 for grounded theory study. Whereas others recommend 5-10 participants but this can also range from as few as 4 to as many as 12 (Krueger & Casey, 2009).

In a narrative study conducted by Craig (2009), Kirkpatrick and Byrne (2009) did not label a sampling strategy. Haines, Poland and Johnson (2009) in their narrative study to understand smoking among young women, in which the sampling strategy was purposive, sought for a range of adolescent smoking experiences and participants. They stated that sample sizes ranged from 1 to 52 can supplemented.

Besides, Motsei (2015: 74) stated that the "guiding principle in qualitative research is the concept of data saturation". Guest, Bunce and Johnson (2006) are of the opinion that data saturation is a point in which no new information is been generated from research participant. For the purpose of this study, data saturation happened by the seventeenth participant.

Two studies provided a noteworthy sampling description of data saturation. In a study conducted by Hopfer and Clippard (2011), on "college women's HPV vaccine decision narratives" 36 participants were interviewed. Hopfer and Clippard (2011) labeled their sampling strategy purposively and clearly described the rationale, explaining that they recruited all eligible participants from those enrolled in a college course that required participation in a research study. Additionally, the authors detailed their reason for stratifying the sample in a particular manner. Pinnock, Kendall, Murray, Worth, Levack, Porter, MacNee and Sheikh (2011) conducted their narrative study on patient living with chronic obstructive pulmonary disease. They described purposeful sampling, while they did not cite general qualitative sampling literature. They did cite their previous studies, which indicated a set of 16 to 20 interview sets was sufficient to achieve data saturation. Therefore, one can conclude that there cannot be an upper limit to the sample size because the bigger the sample, the more precise the results.

Guetterman (2015) is of an opinion that sample is about extensiveness and the appropriateness (i.e., relevance) of the population. Guetterman (2015) further stated that addressing these concerns requires procedures prior planning stage of the study (while planning), during the study, and after completing analysis and interpretation. During the planning face researchers should identify specific sampling strategy and decide how many participants will be necessary for the study, and document a rationale. Thus, it seems particularly critical to assess the adequacy of the sample (Guetterman, 2015). Thus remaining reflexive at this during this process of the may increase data saturation.

The study conducted by Martins (2008) on experiences of homeless people in the health care delivery system provided an outstanding example of discussing on reached saturation and procedure to collect additional interviews to ensure no new themes emerged. Therefore, "after completing the analysis and interpretation, the researcher should address the adequacy of the sample" (Guetterman, 2015).

Creswell (2012) pronounces that sampling technique for the study depends on the research problem and questions of the study. For the purpose of this study, a combination of purposive sampling and snowball sampling was used to obtain the sample, since the aim of the study was to understand and describe accounts of workplace bullying from an indigenous, contextualised South African perspective. Palinkas, Horwitz, Green, Wisdom, Duan and Hoagwood (2015) state that purposive sampling refers to the idea that participants are deliberately selected on the basis of specific characteristics. The sample consisted of individuals who have experienced workplace bullying, either as victims or bystanders. Thus, what is important is that all the participants had a story to tell about their lived experiences of bullying in the workplace. Participants were recruited in two different stages. In the first stage, participants were recruited through a different source, including WhatsApp status post, colleagues and friends (May 2019-Septermber 2019). In the second phase, flyers (which were distributed in Thohoyandou, Tzaneen, Polokwane & Mokopane) were used to attract more participants (October 2019-January 2020). Additionally, snowball approach was used by asking each interviewee at the end of each session to mention other people who have experienced bullying behaviour and willing to participate.

Therefore, participants were deliberately selected based on the fact that they are employed black (African) people and they have the story to tell. Lindloff and Taylor (2002: 16) concur that this "type of sampling is typical for qualitative studies because the focus is not on a normally distributed population and representativeness of the sample, but is instead on a specific, unique, contextualised social phenomenon". Thus, snowball sampling is an important and fruitful way to obtain participants in the proposed study. Palinkas et al. (2015) states that snowball sampling yields a study sample through referrals made among people who share or know of others who possess some characteristics that are of research interest. For that reason, interviewees were requested to mention other black employees from the mentioned ethnic groups who have experienced workplace bullying and were willing to participate.

However, it is important to note that sampling size in qualitative research is not only about studying a few sites or participants but also to collect extensive detail about each site or participants under study (Creswell, 2013). Thus, the objective of qualitative research is not to sum up the information, but rather explain the specifics of a study. According to literature, a sample size of between 25 and 30 is adequate in in-depth interview studies to allow for identification of consistent patterns and to reach data saturation (Patton, 2014; Creswell, 2013). Therefore, to achieve saturation, this proposed study adhered to what was proposed by Patton (2014) and Creswell (2013). 21 participants were obtained in the study. 11 participants were obtained during the first phase of participants' recruitment and the second phased yielded 10 participants.

3.11 DATA GATHERING INSTRUMENTS IN NARRATIVE RESEARCH

At this stage of the study, research should identify and elaborate the type of information (data) that will address research question with a clear understanding of the primary aim of the study. The aim of the study was to understand and describe accounts of workplace bullying from an indigenous, contextualised South African perspective. Thus, participants were asked to narrate their experiences of bullying behaviour. Narrative design was deemed to be more suitable for this current study as it allowed the researcher to gather personal experiences on bullying behaviour. The narrative research approach is "designed to provide an opportunity for the participants to give a detailed narrative account of a particular experience" (Sparkes & Smith, 2008). According to Anderson and Kirkpatrick (2016), because of the fact that narrative approach is a means of collecting peoples' stories about their lived experiences, narrative research approach place people who are being interviewed at the heart of research. Thus, narrative research can increase the researchers understanding of the interviewees' experiences and certain behaviour.

Anderson and Kirkpatrick (2016) further stated that "researchers using narrative interview techniques do not set out with a fixed agenda or motivation, but they tend to

allow the interviewee control the direction, content and pace of the interview". Thus, it is in the interviewee's privilege to choose what to say or what not to say during the interview. Therefore, the interviewer's involvement is at the minimum to allow the interviewee and opportunity to express himself/herself effectively. In other words, the interviewer should not intervene or interrupt the interviewee. Hence, during the narrative interview even if the interviewer can hear something interesting for follow up he/she should make are note and pursue later.

Nevertheless, some individuals may find it difficult to tell their story or what they may have experienced due to the severity or sensitivity of their story. Thus, this may serve as a limitation. Anderson and Kirkpatrick (2016) proposed skills needed to be a good narrative interviewer. They stated that good narrative interviewers should be able to establish rapport and trust early on in the interview, being a good listener, person who avoid interruptions.

According to agrees that narrative approach focus on how? why? and what? question to prioritise the story teller's perspective and perception rather than imposing researches perspective (Anderson & Kirkpatrick, 2016). For example, narrative interviews may address question on how bullying behaviour affect victims and bystanders, rather than focusing on questions such as managing bullying behaviour.

For the purpose of this study, in order to comprehensively scrutinize the topic under study, face-to-face, semi-structured interviews were conducted to engage employees understanding and perspectives of the phenomenon. The interview lased between 15 and 30 minutes. This technique gave the participants the opportunity to discuss and elaborate further on topics that they consider significant. Alshenqeeti (2014: 39) states that semi-structured interview "allows depth to be achieved by providing the opportunity on the part of the interviewer to probe and expand the interviewee's responses".

Jovchelovich and Bauer (2002) concur that interviews in the narrative approach aim to encourage and stimulate the participants to tell the interviewer something about some important event of his/her life and the social or interactive context. Thus, interviews were found to be effective when generating participant's lived experienced of workplace bullying. In light of the idea of reconstructing a social or interactive situation from the perspective of the participants, it is important to note that the influence of the interviewer was minimal to allow the participants to narrate in detail lived experience of bullying in the workplace.

To gather more rich data, the main interview question was: "Tell me the story, from the beginning to the end, of a workplace bullying incident in your workplace". Probing questions were used (Appendix B) to ensure that all aspects of workplace bullying as identified in the constructed theoretical framework are addressed.

3.12 DATA COLLECTION PROCEDURES

As stated earlier, respondents were recruited through different phases, referral as well as through home visits to accommodate participants who were busy during the day and week. Prior to the interview session, an appointment was made with the participant telephonically, as well as face to face. Interviews were conducted in such a way that respondents were not be disturbed from their work. Therefore, it was significant to conduct the interviews during breaks (during lunch) as well as participant's home of residence. Respondents were made aware of the anticipated time of the interviews. Time of the interview ranged between 15 to 40 minutes. Furthermore, the interview session was recorded using a cell phone recorder to capture verbatim information accurately. Thus, permission was requested from respondents for the use of a recorder. In addition, notes were taken during the interview.

3.13 DATA ANALYSIS STRATEGY

In analysing data, content analysis was adopted as the method of data analysis. According to literature, qualitative content analysis is widely used in exploratory and descriptive studies (Hsieh & Shannon, 2005; Klenke, 2016). All the data sourced from the interviews was analysed qualitatively through Microsoft Excel. Microsoft Excel was used in this current study to organise and analyse written responses from interviews and audio responses. Besides, studies have shown how Excel can be used for qualitative analysis using conditional formatting and other functions (Meyer & Avery 2009; Amozurrutia & Servos 2011; Ose, 2016).

Interviews conducted were transcribed using Microsoft Excel, so as to develop themes as well as sub-themes. Microsoft Excel was used to arrange data and the responses that were collected to be grouped into themes and topics. It also portrays the thematic content of interview transcripts by identifying common themes in the texts provided for analysis. It is also imperative to note that no software can actually analyze qualitative data (Ose, 2016). Thus, in analysing the data, the researcher should identify common themes manifested form the contents. Data analyzed came from stories told by 21 participants, which consisted of 31,341 words of transcribed interviews.

For the purpose of this study, trustworthiness of the results were determined by using Lincoln and Guba (1999)'s criteria for evaluating qualitative research: credibility, transferability, and dependability. According to De Vos, Strydom, Fouch and Delport (2011), credibility concerns whether the research's findings "ring true" for the study participants. In insuring credibility, an interpretation of the results was sent to some participants to confirm if the analysed data is accurate. Hence, a positive feedback from the participants demonstrated the credibility of the results.

Transferability is another criterion in establishing the trustworthiness of qualitative research (Lincoln & Guba, 1999). Baxter and Babbie (2004) concur that transferability

refers to the idea that the researcher has supplied sufficient detail so that the reader can make the decision about whether to apply the findings elsewhere to a different group or context. Therefore, for the purpose of this current study, to obtain transferability of the results, results of the study were generated through in-depth interview to achieve saturation. Furthermore, results were presented clearly from the participants' responses. The transcribed interview protocols will be made available and verbatim excerpts from the interviews will be incorporated in the discussion of the research results.

Lincoln and Guba (1999) regard dependability as another key criterion used to establish the trustworthiness of qualitative research findings. Dependability concerns whether an external check can be done on the study's analysis process, more specifically, an outsider should be able to see how the study went from open coding to axial coding and finally to the core categories that was described in the research findings. To provide evidence of the dependability of the research analysis, a detailed description of the open coding and axial coding processes were included as well as quotes from the interview transcripts that will provide evidence of content and tone.

3.14 CHAPTER SUMMARY

In this chapter, qualitative research inquiry was discussed, followed by philosophical assumption in qualitative inquiry and interpretive framework. Scientific beliefs and understanding were qualitatively discussed alongside the rationale for workplace bullying. This chapter re-emphasized the research objectives, as well as the key research questions. This chapter also discussed study area and population of the study. This study also explained sampling methods used in this study. This was followed by data gathering instruments and data collection procedures. Lastly, data analysis strategy was discussed. The next chapter will focus on results presentation of the study.

CHAPTER FOUR
RESULTS PRESENTATION

4.1 INTRODUCTION

The present chapter focuses on the presentation of results of the data collected from the participants using interview guide. Interviews were conducted face to face in different geographical locations in Limpopo province (i.e. Thohoyandou, Malamulele, Tzaneen, Polokwane, etc.). The interview guide provided a high level advantage for the researcher and participants when the interview was taking place. The interview guide had 22 questions with 1 main question (*Tell me a story of workplace bullying event that took place in your work environment? Tell me everything you can remember about the workplace bullying event*). When most participants were telling their stories, they were also providing answers for some interview guide questions unaware. This added an advantage to the interview process. The main question was documented, as it is from the research participants. Additionally, findings are presented with the aim to answer the research questions highlighted in chapter one. This chapter discuses participants profile, bullying incidences, direction of workplace bullying, responses to bullying, bullying frequency, workplace bullying storytelling and bullying within cultures.

4.2 PARTICIPANTS' PROFILE

Twenty-one indigenous black working men and women in Limpopo province participated in this study. Each participated in a 15-40-minutes interview. However, demographic factors such as age, occupation, tenure, employment status, educational background, marital status, etc. where not taken into consideration because the main purpose of the study was to understand and describe accounts of workplace bullying from an indigenous, contextualised South African perspective. Thus, participants'

ethnicity was taken as a core demographical factor. This information if shown in figure 4.1.
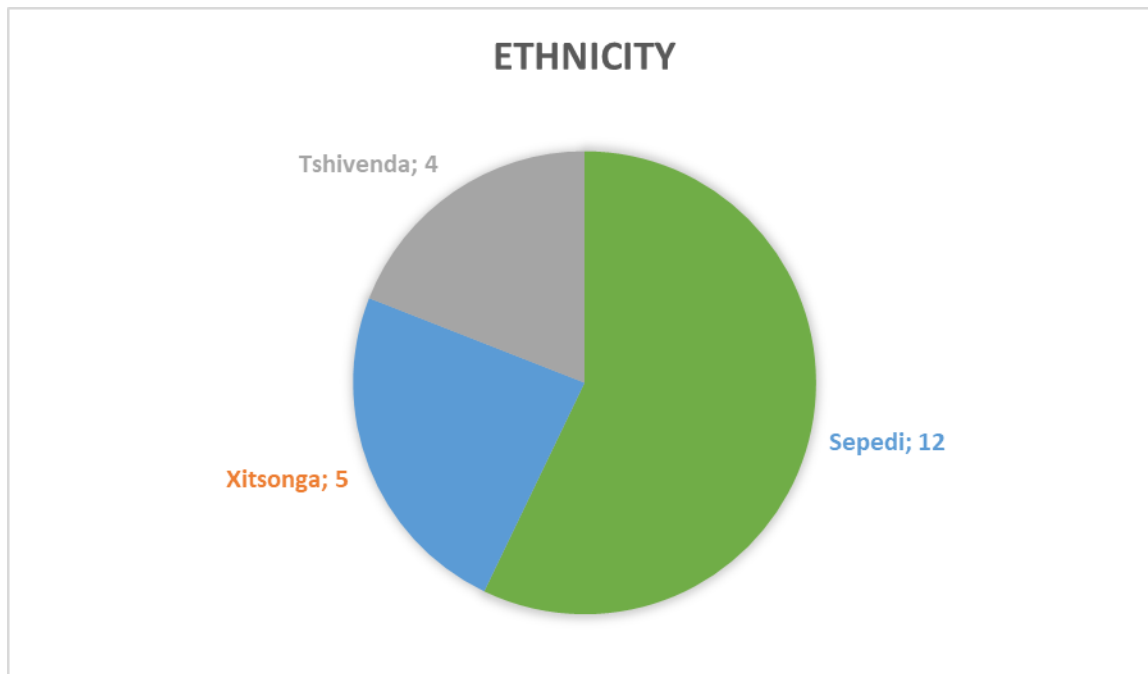
Figure 4.1: Participant ethnicity

The above figure shows that a large number of participants were Sepedi speaking, there were twelve of them. Five participants were Xitsonga speaking and four were Tshivenda speaking. Nevertheless, this does not say that employees who are more likely to be bullied in the workplace are Sepedi speaking people, followed by Xitsonga speaking then Tshivenda speaking people.

4.3 BULLYING INCIDECNCES

In reality, when a bullying incident takes place, there is always a victim and the perpetrator, sometimes bystanders. In this current study, all participants have experienced workplace bullying, mostly as victims, one as both victims and bystanders. This is further highlighted in figure 4.2 below;
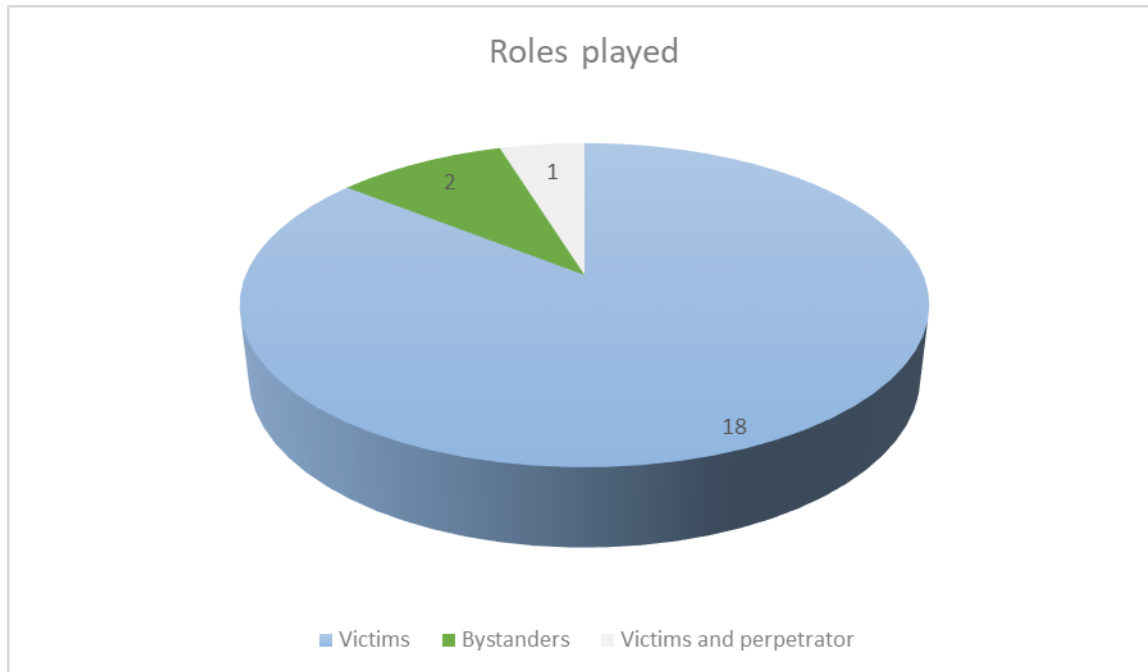
Figure 4.2 Participants roles played

As shown in the above figure, eighteen research participants were victims (targets) of workplace bullying. Thus, victims of workplace bullying told their stories about the experiences of bullying behaviour. Two participants in this current study told stories of how they saw other people being bullied. Only one participant admitted that he/she had played two roles (as victim & a bystander). Nevertheless, the main focus of the study was on people who have experienced bullying, either as a victim or a bystander.

4.4 DIRECTION OF WORKPLACE BULLYING

People in the organisation can be bullied by their supervisors, managers and fellow colleagues at a given time. Usually, employees are more likely to be bullied by people at a higher rank (senior position). In this current study, research participants were subjected to bullying behaviour that came from both higher rank officials and colleagues regardless of gender. Others also experienced bullying form both managers and colleagues.
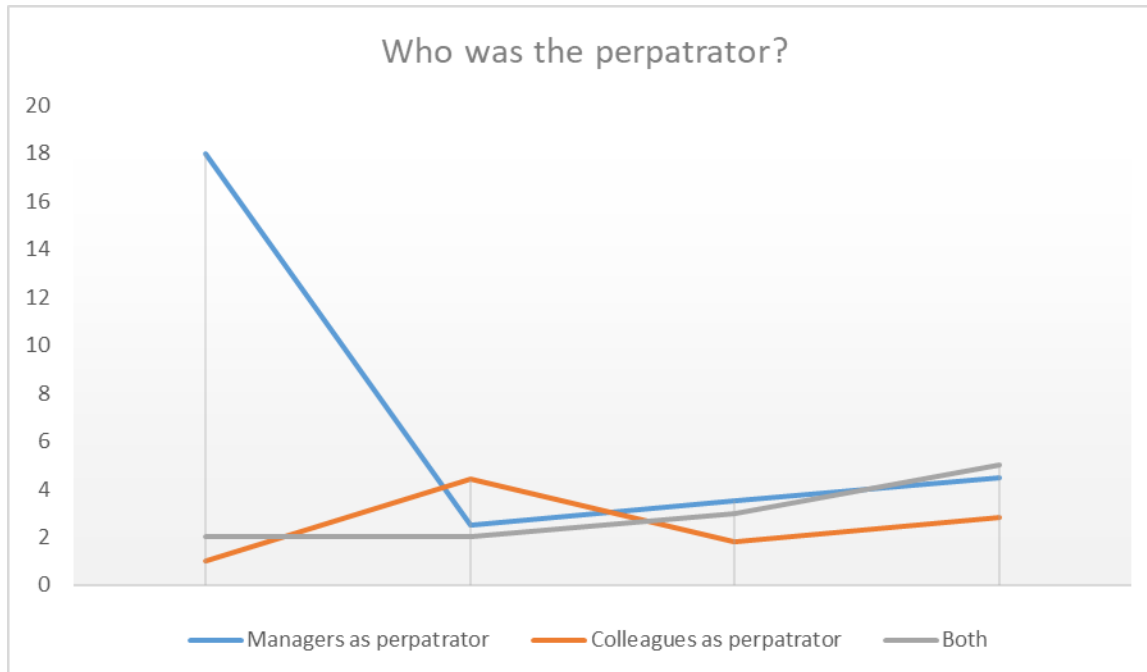
Figure 4.3: Who was the perpetrator?

Figure 4.3 shows that eighteen participants experienced bullying from a senior official. Two participants were subjected to bullying from both senior officials and colleagues. One participant experienced bullying from a colleague.

4.5 RESPONSES TO BULLYING BEHAVIOUR.

Dzurec, Fitzgerald, Bromley, Meyers and Karpinski (2013) are of an opinion that every workplace bullying incident is followed by a particular response from either the organisation, victim, as well as bystanders. In this current study, victims, organisation and bystanders also had responses. This depicted in figure 4.3.
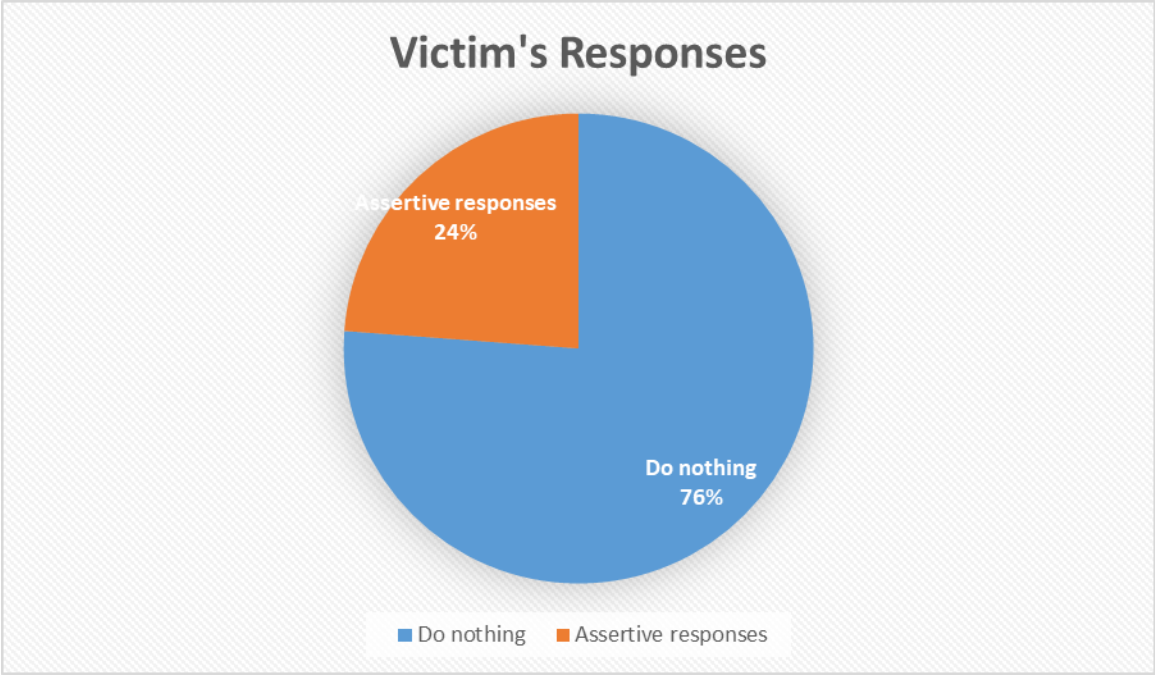
Figure 4.4: Victims responses

The above dfigure shows that 76% of the participants did not do anything when they were bullied. This is a significantly high number taking into consideration the impact of workplace bullying on victims. Only 24% responded to the bullying behaviour.
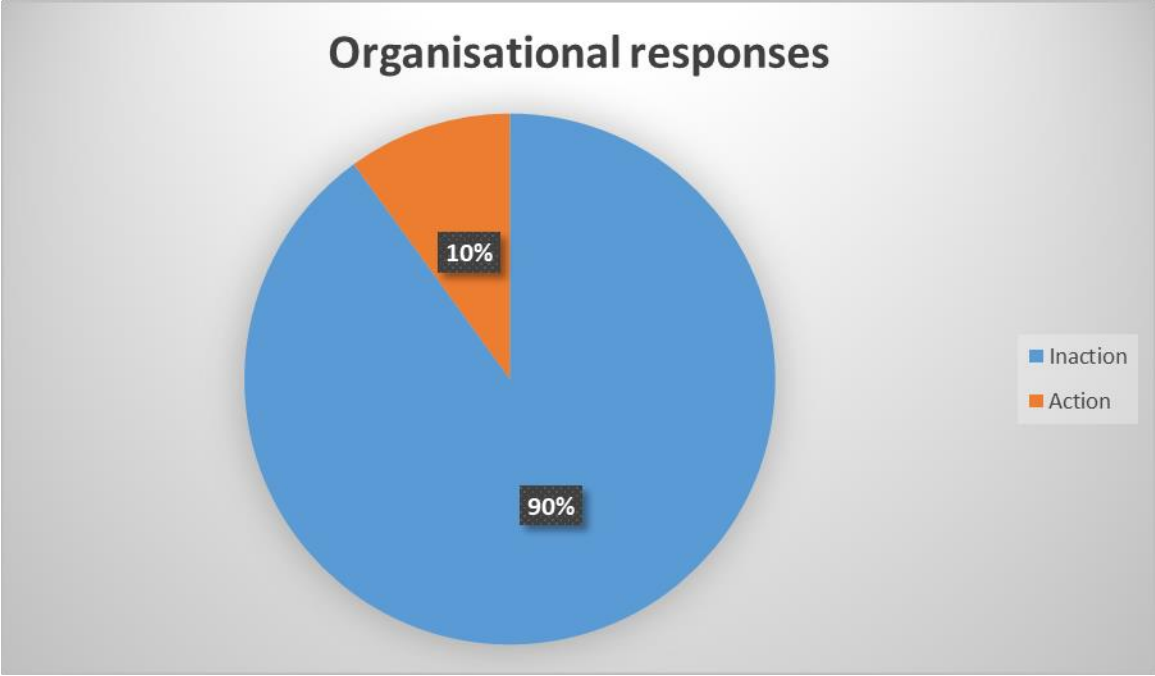
Figure 4.5: Organisational responses

Organisations have also had a significant role of responding to negative behaviour. Based on the results, the study shows that 90% of the organisation where the participants are working did not respond to bullying behaviour (as depicted in figure 4.5). Only 10% took initiative.
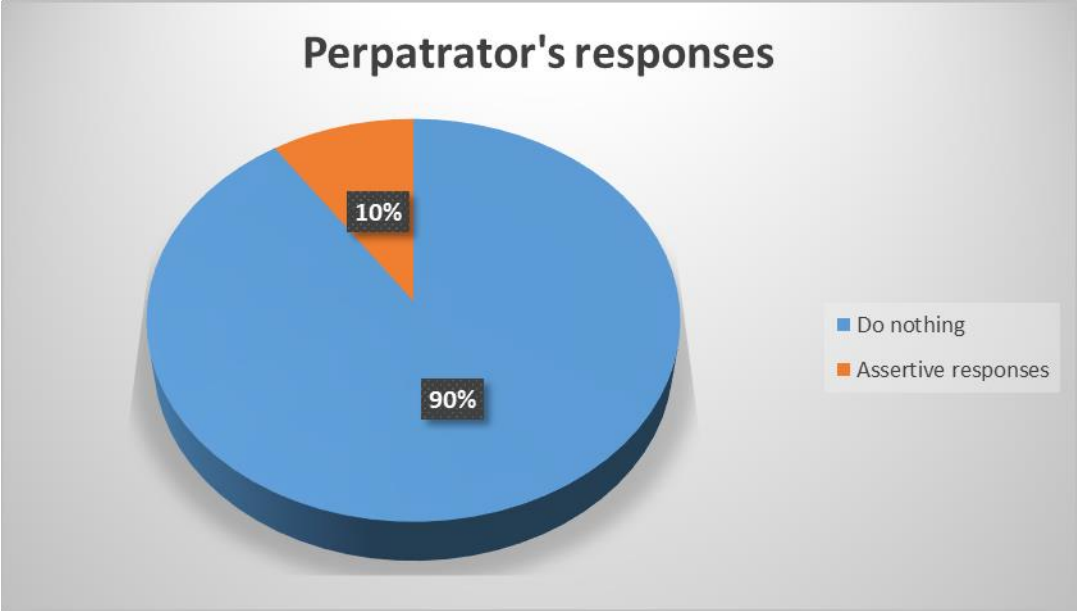
Figure 4.6: Perpetrator's responses

As role players of workplace bullying incidences, bystanders may choose to defend the victim or not to do anything about it by turning a blind eye. As depicted in figure 4.6 above, in this study, 90% of the bystanders turned a blind eye on what the victims were subjected to. Only 10% decided to do something about their experiences.

4.6 BULLYING FREQUENCY

All participants stated that they experienced bullying behaviour regularly and some were still experiencing it. Th majority of the research participants mentioned that bullying was a weekly encounter. Majority highlighted that bullying behaviour lasted for a long period of time (5 months to 2 years).
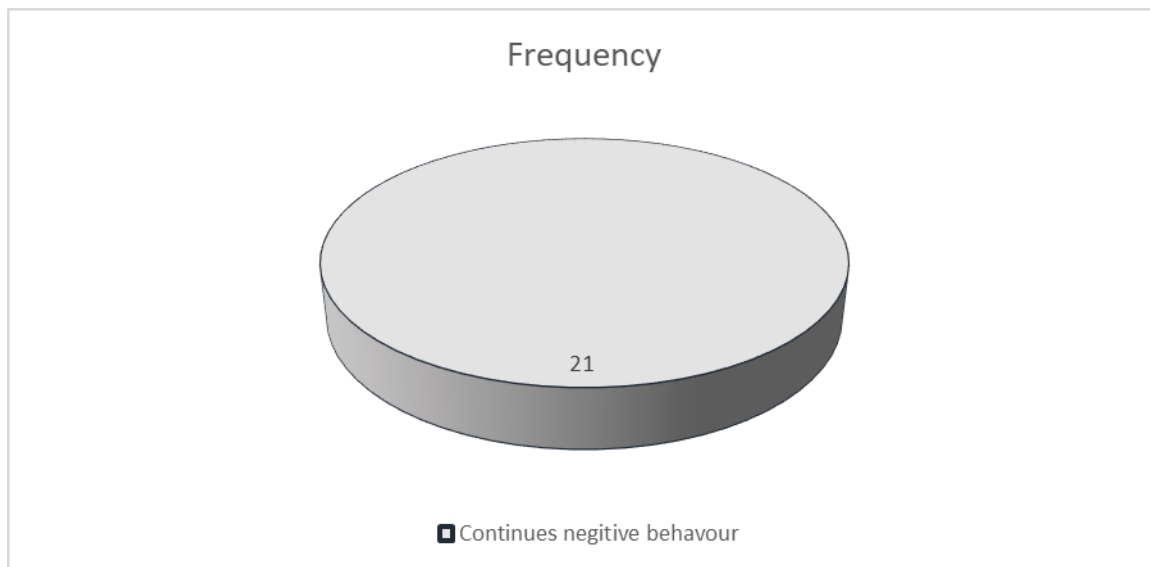
Figure 4.7: Bullying frequency

4.7 STORY TELLING

Narrative research focuses on stories or events narrated or told by participants on particular situations and events. In this current study, participants were asked to tell or

narrate a story of workplace bullying event that took place in their work environment. They were asked to narrate everything they could remember about the workplace bullying event incidents. Amongst all the participants, only one participant confirmed that for him/her, bullying started at school and later experienced it in the workplace. For the purpose of this study, the researcher decided to present the findings of the stories told by participants to make it clear how participants experienced bullying. Participants were asked to: *Tell a story of workplace bullying event that took place in their work environment, and to tell about everything they can remember about the workplace bullying event.*

4.7.1 Participant one

I was bullied while I was doing an internship at a public institution. A woman who was my supervisor would expect me to do everything. Most mornings she would come at work, sit down, put her legs on the table and started applying makeup. When she was done, she would tell me to clean after her. Sometimes when she had forgotten a task that she was supposed to do, she yelled at me for not reminding her. She made me know my place as an intern through her ugly words. She said I had a stupid attitude. What gave me a problem is that I was blamed for something that I did not do. The reason why she said I had attitude is because of the fact that I was trying to explain myself to her. To try and take control of the situation, every day when I got to the office, I would mind my own business and kept quiet trying to avoid my supervisor, she thought I had mood swings. She told me that she can't wait for my internship to come to an end.

As time goes on, my supervisor stole my access card. One of the good days she left before I did, when I was about to leave, I realised that I did not have my access card. I called my supervisor to ask her if she had seen my access card she told me that she did not see it. I had to request the security guards to assist me. Mind you, I had attached my access card with my home keys. I was very stressed. But I was very sure that she

took it, because in the office it was just me and her. The reason why I say I was bullied by her is because when she came back, she told me that she had my access card. She accidentally took it. But I called and asked if she had taken my access card and she said no. But to my surprise, she had it with her when she came back. Sadly, there was nothing I could do because she was my line manager. The other time she asked me to borrow her money, which I did and I never even got a single penny from her.

4.7.2 Participant two

Ok, one incident that took place was about allocation of duties to staff members by the line manager. People would be allocated duties, but more often they would be called to perform duties that were not allocated to them. In doing so, they are not being requested, but they are commanded or ordered to perform those tasks. And more often are those staff members who are not permanently employed. They were appointed on part-time and temporary bases. They allow such behavioUr to occur because they were desperate for employment. They had to humble themselves because they needed their contracts to be renewed when expired. Furthermore, those employed on a part-time bases are expected to work long hours, even though their contract stipulated few hours (eg,6 hours per week). Mind you, they are not paid for those extra hours. Therefore, they do not work according to the contract, but the payment is according to the contract. Sometimes during the term of their contracts, the line manager can change the terms of the contract without even consulting the HR department. Changes are made verbally and not in writing. For example, the line manager can tell them that their hours will be reduced and not even provide valid reasons. And also the fact that these employees are not consulted first, but they are just informed about the situation. They are not even given notice on the reduction of working hours stipulated in their contracts. When it comes to the renewal of contract, they are informally told that their contracts will be renewed, but they take time to be renewed. While they are still waiting for their contracts to be renewed, they are expected to continue with the tasks without getting paid. When their contracts are renewed, these employees are not back paid.

I also noticed bullying behaviour even on the permanent staff members. We are not being respected and we are not treated the same. Some are treated with respect and dignity and others are not. Some of the permanent staff members are being mistreated and over loaded with work. They are also not being consulted, they are just told what do and they must comply, especially those who can't defend themselves, while those who can defend themselves are being respected.

4.7.3 Participant three

It is quite a lot, but this happened when I first got my internship as a research intern. You know that when you are an intern, the work that you are tasked to do, you are supposed to be mentored or go through an induction. But when I got there, I realized that I am actually a researcher, not an intern. An intern was just a title as I was on my own as a researcher, meaning that I was doing projects from inception to a final product. So to say bullying came in this way, during my job interview, I remember that I made it clear that I am a researcher, a quantitative researcher and I have never done qualitative research because these are different forms of research. So I was told that they know that I can do research and they can see the potential. But when it came down to doing projects, they were qualitative, meaning that I was supposed to be given some sought of training. But then in my very first project my work was not that great. So the feedback that I got from my manager was as if I was already this high earning 20-year-old research veteran. All sought of name calling... "I hired you because I saw potential, but your work is "crap", you are submitting "crap" reports. Are you really representing the university you are coming from? This is substandard, I was not expecting this from you."

This made me feel useless because I have completed and submitted my work, but it felt like I did not do my work. I thought to myself, maybe I shouldn't have submitted the

report. So I can't put my mind to what sought of words was I called. But he used oppressing words that made me feel so little. Every time when one is called to the office to explain their report, they knew what was coming. It was not a very good environment from my perspective. It was very toxic. There were lot of incidents, I remember this one time I was doing a research for another company. So I did what was requested from me. To complete that task, it took months. And bullying to me comes in this way, the researcher and manager should have deadlines, when research is submitted, the feedback should meet the deadline and not be delayed. This allows the researcher to make proper adjustments and changes. But I was expected to work under pressure to meet the second deadline without extension, even though I was delayed by the same manager who receives the reports.

I was shouted at, am sorry but when I talk about this I become emotional because I remember when I left there one of the HR personnel called me to extend my internship contract for six months, but I declined the extension. Most of the interns' contracts were extended. When I declined the extension, most of my colleagues were surprised and commended me for my bravery. So one of the HR personal called me to ask why did I declined the offer, I told them that I was leaving and there will be another intern who would face the same incidents. I laid to them all incidents of bullying that I had experienced. I informed them that they should set up processes which are going to prevent interns from being victims of bullying. The training department also called and I told them my bullying experiences. Even now one of the staff members who is still there is facing the very same thing that I experienced and he opened a grievance case against the manager. I was called to come and testify which I am willing to do because keeping quite does not help, if you are abused you need to talk.

4.7.4 Participant four

Workplace bullying on me is an ongoing incident as I was bullied. Where I work we get paid in terms of hours and we claim for those hours. Our claims should not be three hours per day. When I arrive at work late I am told (my line manager) that if I came late the following day she would deduct an hour from my claim. So it means that I be would left with 2 hours. Mind you, I am expected to work from 08h00 to 16h00. Whenever I was busy with something, I would be given another task, when I explain that I was busy, I was told that I will get back to what I was doing later. I was asked whether I wanted the job or not. I was told that if I don't do it I would be reported to the line manager or submit a report to the line manager explaining why I was not delivering to my duties. So at all times even if I had my own task when they gave me their own task I had to drop mine and do theirs or else I would be reported to the line manager. I was not the only one experiencing bullying.

When we raise such issues during the meetings we are asked whether we still want to work there or not. The line manager said, this is a take it or leave it situation. "If you don't want to work you can go home. We employed you out of pity you are not doing us any favour. We really don't need you. You can even resign tomorrow."

This bullying came from the line manager, but overtime from 2015 until to date (2020) it was transferred to the assistant in the office. This bullying came in this way; the assistant would follow the instructions given by the line manager. At the end of the day we ended up hating the assistant only to realise she was just a messenger. Whenever we were late she was told to write our names so that when we make claims we are told about a specific day that we were late.

4.7.5 Participant five

You know what happen when you are working and schooling at the same time, so there was a point whereby it was during long weekend and I had a supervisor and I was at home during that time. So my supervisor called me in the morning, but I did not answer my phone because I did not hear it. I was with my boyfriend and I realised that I missed a call, so I thought of calling back. I used my boyfriend's phone when I called back because I did not have airtime and my supervisor did not answer. My boyfriend left for Johannesburg and after an hour or two, my boyfriend called me to inform me that my supervisor returned the call and he told my supervisor that I borrowed his to make a phone call. My supervisor was asking him questions like who he was and why did he borrow me his phone. Before this incident, I was my supervisor's favourite. An hour later I received a call from my supervisor informing me that I should check my emails. When I went through my emails I found a very disturbing email from my supervisor. On that email, I was told that I lack discipline, I don't have order. Mind you, it was during the weekend.

So, I was surprised and I just panicked and I asked myself what I have done wrong. After some time, he called me and said "where are you", I told him that I was at home. He said that he was at the gate. I went outside to him. When I got there he told me a lot of nonsense. He told me that he did not expect such kind of behaviour from me, he was not expecting me to submit such kind of work to him. But all along everything was fine. I realised that the problem is I used a guy's phone to call him. I did not know whether he was pushing his own agenda or what because when I started working there, I was warned to be careful of my supervisor and I knew the kind of person I was working with.

Since from there, our relationship stopped from that time. Then when I was submitting my work he did not even bother to check it. Then I was treated differently, when they were going to trips my supervisor would say that I should stay behind with the guys

because I have lot of things to learn and I don't really understand my work. I did not even care I just decided to push my work on my own. I was employed as a contractor and when time came to get my contract renewed it became difficult for my contract to be renewed because I did not do what my supervisor wanted. The bullying behaviour escalated to an extent that all the time when I wake up in the morning I am discouraged taking into consideration that I have been working for almost four months without compensation with the promise that my contract will be renewed soon. But then I am expected to perform all duties. I think bullying is not only about having someone poking you but bullying is more verbal and it is an emotional abuse like you just come to work and you have that person telling you the way you are, being told how short or ugly you are. So is it necessary to say such things? It is not even professional. It came to a point that all I wanted was to leave this place because it is now toxic, I have had enough. At this point when people say they want to apply for employment where I am working, I strongly discourage them to do it.

4.7.6 Participant six

Ok, at first I worked well with my research supervisor and colleague up until to a point that he had a "thing" for me. Because I said no to his advances, the process started to be slow. Like when we had to submit my work to committees. He would invite me to his place so that we can be able to do what needs to be done. When I refused, my work was not being submitted for approval at the committees. We ended up having arguments and when I wanted to submit my work, I was not given an opportunity because he had to write approval letters to the serving committees. But he refused to do so. So it was challenging because I ended up losing interest in my work. It was demotivating to a point whereby I wanted to leave because I was working with someone who had a crush on me and when I said no, he made things difficult for me. It got to the point whereby he went to the line manager and informed her that I was not serious about my work. So my line manager came to me and told me that I was not complying, not knowing what was happening. I did not report him because I did not know the kind

of relationship he had with the line manager, so it was difficult. For me that was emotionally breaking.

I don't know if I would say this is bullying, but this year (2019), I came to work from January and then when I was supposed to be paid, but I was not because I did not have an appointment letter for two months, hence I was told to come to work without the appointment letter and I was informed that I will be back-paid and I was not. So I was not paid for the two months that I have worked. According to me, it is bullying because when I inquired I was asked why do I need the money? But then why do they need my services if they can't pay me. That to me is bullying,

4.7.7 Participant seven

Where do I start? I have so many things to say. I think the first experience that I had was, I was on a part-time base contract which was renewed every year, so what happened was during the course of the year. There was a change of leadership. When the new manager came, he told us that we are getting paid too much. The first step was to say that we should submit all our claim forms to him before we submit them to the finance office for approval. As the new leader was signing the claim, he also went through the amounts that we were claiming and the working hours allocated to us and he came to a conclusion that we were overpaid. He told us to prepare ourselves because the following month we were going to be paid less. He reduced our working hours so that we could claim less.

They reduced our working hours from 20 something to 13 hours weekly. At that time, you should remember that the money that you get will be too little because now as a part time employee you do not have any other benefits accept your salary. At that point our salaries were reduced from that particular month and the following year with the

new appointment letters. Remember that you have to pay rent, you have to pay for a car if you have one, as well as the insurance. You have to buy electricity, grocery, or maybe send money home. We were pushed to a point wherein after paying all these expenses you would be left with nothing. Should anything happen during the month you were not going to survive. From that it came to a point where they would decide when we are going to get paid. Sometimes we would work the entire month which is four weeks and they would tell you that you are only going to claim three weeks. And they did not have concrete reasons for such changes and sometimes we would not get paid, and if you did not get paid on a particular month remember that you still have expenses to cover. Sometimes they would delay the appointment letter and you could not claim without it.

As for me, I was vocal about what we were going through. I remembered at some point, my line manager and the director had a meeting almost every month and the agenda was "me", that I am disrespectful, that I go to the director's office throwing tantrums, and tell the director what to do.

I remember one scenario that I will never forget; I complained so much to an extent that I escalated my issues all the way to the senior management. The senior management sent an email to both the line manager and the director, informing them that what they are doing is exploitation and it's against the law. You find yourself in a situation whereby you have to claim 13 hours per week, meaning every day you claim for two. but you are expected to be at work from 9 am to 4 pm. In my line of work, you have to work over hours. You find yourself working until 7 pm or midnight. With those hours, the senior manager tried to explain that this is a give and take situation, give people more hours so that they can work hard because in my line of work we do not have over hours, regardless of how many hours you spent in the office. The senior manager tried to inform them that what they are doing is against the law. If we were to sue them, it can cost the institution lot of money. So they changed the appointment letters and increased the hours. But what they did with my appointment, they also added departmental administrative duties to increase hours.

But they separated the class hour meaning contact and consultations from the departmental duties. What I remember is that, for departmental duties they gave me three hours. When they gave me 15 hours on the contract, 3 hours were for departmental duties. Therefore, after the examinations and students have left the campus I was going to claim the three hours for departmental duties. Nevertheless, when I received the appointment letter, I realised that it would give me problems because it means that during December I will be at work doing admin and claim those three hours. I went back to the senior manager. But I did not get any assistance. In that December, I got almost R800 after deductions. I still had to cover all my expenses. I remember at some point I was not on good speaking terms with the line manager because I explained my situation to her and she still did not do anything while I still had lot of work that is expected to be done.

Nevertheless, the following year they renewed my contract with some terms and conditions. When I went back to the line manager, she said to me "take it or leave it". And I thought I can't stay at home and do nothing. I said to myself, at least if I can be able to pay for all my expenses then it was fine. Then I accepted my appointment. The institution did not care about it. But we were expected to deliver. I remember during departmental meetings I always gave the management hard time. Because I was always vocal. When I left the institution in April, there were people who were working in the department, but they did not have the appointment letters. They just got their first salary in June. Remember during the course of employment they have expenses to cover. When they are not getting paid, how does the institution expect them to survive?

Everything was just a mess. I mean how do you leave a job for an internship? I had to leave my job for an internship programme. Now I am working with the students that I have taught, we are on the same level now. The situation was very bad I could not stay. I was just tired of anticipating on what would happen the next month? What if I don't get

paid? What will happen in two months? Some month I had to go around asking money from family members in order to pay for some expenses. I was not motivated to do my work. I felt that there was no point in doing it because I was not motivated. When I resigned, the line manager said she cannot negotiate on my behalf, I should just leave.

4.7.8 Participant eight

I used to have a manager who was a bully. First of all, in the morning we got to work very early. We would make coffee first and have our briefing session on what was the plan of the day and what happened a day before. Then we would start work 30-45 minutes later. In the department that I am working, we don't always have something to do. The safety office is very quiet, but let the incidences comes in, it gets so hectic. On a particular day he would call and make you stop having your meal for something that does not make any sense, then you have to go to him running. What he does is that he shouts your name while he is in his office. Sometimes he would bang your office door once and if you do not answer, you would be in trouble. He would make your life a misery. He would deny us leave. When you wanted to go on-leave, you had to substantiate. You have to come up with a story that is painful so that he can grant you the leave. Remember, leave is an entitlement.

During December, we usually do Christmas parties for the orphanages. So on the particular year, I was requested to be Mother Christmas. They told my senior manager and he agreed. I went there and spent time with the orphans. The following day I was not reporting to work because I had already signed for the leave, because I wanted to fetch my child's school report. He called me and asked my where about, I told him that I was not at work, I am on leave which you approved. "yelling" no you can't be on leave. I told him that I had to fetch my child from school. "*yelling" no no no no, you can't be on leave. Your work is not up to date, I am in need of lot of things that are missing from your work and you are not even here. I asked myself what work because my work does*

not end, it is continuous. I told him that he was bully and I have recorded what he said to me. He hanged up the phone. On Monday at work in front of everyone: "yelling" mxm she told me that I am harassing him when I called. Mind you, this is my personal phone that we are talking about. I don't even have a work phone. I told him that such things are meant to be spoken in private.

There was no need to inform all the staff members what went wrong between him and I. He called me to his office, he told me that the charity event that I went to I was not doing anybody a favour. They would have asked anyone to do the charity event. He told me that he was the brainchild of the event that I attended and who I think I am because there is nothing new that I did on the event. Even the money that I am getting paid is not even worth my services because there is nothing better that I am doing. Meaning that I do not add any value to the institution. And on that day, he informed me that I should not knock off, I will knock off when he said so. You cry or you don't cry that is your baby to feed. He would say "who do you think you are? You want to out-smart me? You, how?"

4.7.9 Participant nine

I was a bystander, but actually I can say I was bullied. Because when I started working as a teacher, the principal was a woman and when time went on, she discovered that my partner was unemployed. She would make nasty comments during the meeting like saying that "other people are busy falling in love with people who are unemployed, those people they just eat and sleep. You go to work to spend money on them and they don't even contribute anything in the household". All the time she would say such things and because I was experiencing such, I know very well that she was talking about me in front of other people and other colleagues were aware about my situation.

This other time I bought a new handbag and we were by the reception when she said to me "how do you have so many handbags? Do you even contribute at home or you just spend your money on handbags? Are you contributing at home? I told her that I am working and no one should tell me how to spend my money and I do support my family. This one time when I got my bonus she called me to her office to ask "how are you spending your money? Did you do something at home? Are you going to give it to your dad? I am going to call your dad and tell him everything you are doing around here". I ended up showing her the pictures of a house that I built for my parents.

4.7.10 Participant ten

Ok, I am a teacher in Gauteng, we had this principal who wanted to form a group of people who were from Limpopo. If you did not want to be a part of the group, she would bully you. She would be on your case to an extend of talking about you, even if she was not mentioning your name, but making minor comments. She would just get opportunity to be on your case.

I was bullied in a sense that I was not the favourite when marks were needed. After marking she would leave the other people and only tell you that she wants the marks before the school close. She is that kind of a person that when you are sick, she forces you to come to work. I remember this other time I was sick she called me on my phone informing me to report to work.

4.7.11 Participant eleven

My manager was the one who was bullying me. When she said I am slow, I can still remember what happened. Besides, she has a tendency of calling me slow in front of the customers. According to me, that is not acceptable at all. My dignity was on the line. On that particular day, I was packing stock. Someone who knew me approached

me, had a word with me. The manager came shouting and yelling and told that person that I was at work, I should not be disturbed because I won't finish my work since I am "slow". That really disturbed me emotionally. I felt so much pain, I did not even do anything about it because I am afraid to even approach the area manager because we do not really have access to him. But I know that the law does not stop me from reporting such incidences and to talk to the area manager as stated on the company policy.

Being threatened is a norm in the sense that every mistake that I make I am told that I will lose my job. When we go for lunch at work, it must be recorded This other day I forgot to do so, the manager found out and talked about it the following morning during the morning brief without even talking to me and ask why I did not record my lunch hour when I went for lunch. Just for that, she told me in front of all the staff members that she can make me lose my job. That is why I am even afraid to report her to senior management because she will know that I was the one who reported her. What if when I report her, she just gets a warning and comes back to work? The way she will treat me will become unbearable. I won't be free at work at all.

4.7.12 Participant twelve

When I experienced bullying, I was on call working late, I had an emergency and my parent was sick, my manager said I cannot go home because my only family are my kids and husband, beyond that I cannot go home. The reason why my manager refused was because I was the only one working and he refused to assist me. I was forced to stay at work while my parent was sick.

Another example is when I was still doing my internship. I got pregnant and I did not have maternity leave. While I was also studying, my work was left behind. The manager at that point said to me my pregnancy has nothing to do with work. I have to

keep up with my work. Before I gave birth, my manager told me to choose between working and staying at home. I chose to stay at home and I did not get any remuneration.

4.7.13 Participant thirteen

There is this female person who was a director in my department who was bullying me. What happened is that when I completed my Masters degree, I wrote to her, telling her that I was asking for permanent employment because I was employed as a contractor. She told me that I can only be hired when they have advertised the post. Mind you, the department needed me; I was there for 2 or 3 years by then. Later on, after two years, she appointed someone permanently with no post advertised and that person did not even have a Masters degree. I asked myself why would she refuse my appointment and others got in? When I completed my Masters degree, I wrote to her in order to inform her about the money that I was supposed to receive as recognition of qualification. She refused to pay me for that. She informed me that I do not qualify for such money. Later on I realised that same people who had similar contracts got the money. As soon as she was gone, I started the process again under new leadership and I got the money. This other day, she told me that she wants to come to my class when I was teaching. I allowed her to come. When she came, I was already teaching.

When I was done she told the students that they should read more so that they can interrogate me more in class. Her tone gave me a problem because it was like she was telling the students that I don't know what I was teaching them. I don't know what she was trying to say when she informed the students that they should read more so that they can be able to interrogate me more. She should have said that, "students I encourage you to read more so that you can be able to participate and engage in class". Not to encourage them to interrogate me, were we in court or class? Was I being questioned for a crime that I had committed?

There were so many things that this person did. Like with my other colleagues, we were not getting along with her because this person loved to be worshiped. And we were not good with giving unnecessary praises. I personally give praises where they are due. So that woman preferred that. The one who got a permanent position was very good with giving her praises. Because I was not good with that, I did not get the positon. This other time I was responsible for a certain programme, we were in a meeting. You know when somebody talks to you in front of students and belittle you. I have worked with different directors; I have never seen such. It was only through her that I have experienced such behaviour. When you are with students, she would talk to you the way she likes, students should know that you are nothing, you just a lecturer.

4.7.14 Participant fourteen

I used to work for this other company that I cannot state the name. I was sort of an intern, but not necessary an intern because I once did an internship. They gave me a job because they wanted to give me experience in the field of sales. When I got there, I was supposed to be a sales intern, on my first day they changed their story. They told me that I needed to learn all the operations of the company, from sales, finance, transport and administration. The day I was in sales, apparently it happened that people from admin needed assistance, then I went there to assist. The people from sales got offended that how could they take a member of their department because I was supposed to be working with them. There was this other lady from sales who used to dump her workload on me and go out for lunch for over 4 hours. And when she came back she expected me to have been done with her work. According to what I had, that work was supposed to be done in a week and she expected me to do the work in few hours. When I told her that I was not done, she asked me what is it that I was doing? She started yelling "what have you been doing? We are paying you for nothing". When I tried to consult to the supervisor, he told me that she is teaching me how to work better.

I told the supervisor that this woman just gives me her work and not do anything. She will just be busy on social media.

I stayed with the company for a period of 6 months. On daily I was not doing what I was supposed to be doing. I was just doing other people's jobs. Those people were in a vacation daily. I was working with 3 ladies and one man in the department of sales. The gentleman was fine because he was doing his job daily. The ladies would come every day, each one of them would come and give me their tasks or duties, while they had coffee and talking for hours. At the end of the day, all of them expected me to give them completed work. During the day, they would be asking me how far I was with the tasks that they gave me. And I would say I was still busy with the work of lady "A". Then they would say "mine is a 1st priority ".

I was usually confused not knowing whose work I should start with. This happened up until I was moved to operations. When I got there, something happened. I was working directly with the operations manager. According to the agreement, I was moved to operations for observation. Operations is more on hard labour whereby they were carrying heavy boxes. When I got to operations, the operations manager said that I can't just be observing, I was supposed to be there for 2 weeks, for the whole 2 weeks. He told me that I was supposed to help the people who were doing hard labour. I was carrying boxes daily as if I was a general worker. But the agreement was that I was only going there to observe just to get insight on what operations was all about. From there, I continued working. The operations manager would shout at me daily "you are just standing and not doing anything, you are just here with big a qualification". The agreement was that I was supposed to start work at 8 am but the operations manager changed the time to 7 am daily.

From there, I was moved to Transport, where they start work at 5 am. Then it was a must for me to start work at that time with them so that I would be able to understand

everything on that unit. I informed the manager that where I was staying there was a problem with transport in the morning. They just said "make a plan, by the way we employed you and expect results and we don't care about your transport problems". I told them that when I signed the contract of employment, the operating time were from 8 to 17h00 that's why I agreed to work in the company. The manager said "if you don't want to work here then leave". So I made a plan. I moved closer to work so that I could make it to work at 5 am. I worked there with those guys. Actually, every department I was diploid in, I was making people to go on holiday. They would just relax and not work and expect me to do their work. After six months, the CEO asked me "out of all the departments that I have been with which department do you think you are fit for"? I told him that based on the qualifications that I have, sales is relevant to what I have studied.

The CEO agreed, but the operations manager disagreed and said I was still young for sales and I should work at operations. I told them if they decide to put me under operations, I won't be able to work there because is not even relevant to what I have studied. Besides, that was hard labour and I could not work there. The CEO said, if it that was the case then they don't have anything for me. The CEO just wrote a motivational letter for me for future employment. Then I left.

4.7.15 Participant fifteen

I was bullied by my boss when I was working for this other retail shop. This other day I went to work, when I arrived in the morning he commanded me to work as a cashier. I did as instructed, later on, he came back yelling "I did not tell you to work there, I told you to go pack the stock at the back". I told him that he was the one who said I should work at the till. He denied ever saying that. He continued shouting at me, and then I had to do what he was saying because he was my boss. Then the other incident happened when I quit the job. I woke up in the morning and decided not to go to work, but I sent him an SMS telling him that I no longer want to work there anymore and I was not going

back. He replied with an SMS saying that was very unprofessional of me to quit the way I did. But I gave him the reason why I did not want to work there anymore. I was not happy with the job, we were being bullied and another thing was that if it happens that you are short with R10 they were not taking R10 from your salary but R100. So those were my reasons why I left the job.

Even when the costumers came to the shop and wanted 30 bags of flour, and as a teller, you make a mistake of scanning 25 bags instead of 30 bags then you print the slip, if they check the slip and found out that the costumer wanted 30 bags and you only scanned 25 bags. They charged you for the 5 bags even though the customer did not take the 5 bags out of the shop. When I resigned, it was towards month end and we were getting our salary on the 25th of every month. I was expecting my salary, but he did not pay me. He said that I should go to him if I wanted the salary. I had to go there and talk to him. He yelled at me, telling me that he was not going to give me my salary because what I did was so unprofessional.

There other incidents happened when I was working at OR Tambo as a cashier as well. We had three bosses; there was this other one, when I came in, he shouted at every one. We were so afraid of him. Every time when he came in we started shaking. He was that kind of person who did not mind to shout at you as if you were a child in front of customers. I remember this other customer was like "eeeee how do you survive in such working environment"?

4.7.16 Participant sixteen

The first time I was bullied was when I had to take a leave to do my school work. I was doing masters research and I had to go out to the field to distribute questionnaires. Every time I had to do my school work, I would only get unpaid leave and I needed

about 150 respondents, and it was obvious that I needed more than one day to collect data. So I felt like I was being bullied because my manager made it difficult for me to further my studies. He told me to choose whether I want to be employed or do school work or he will continue giving me unpaid leave. I was also bullied in terms of lunch time, the treatment was not the same. We had 45 minutes' lunch time. You will find that others go out for lunch for about an hour, sometimes 1 hour 30 minutes and it would not be a big issue.

But when I came back late by 10 minutes, it's was a serious concern, as if he kept records of my mistakes. Everything that I would do he would tell me that he is aware and I should not worry we will meet the following year. It was a threat in a sense that he was not going to renew my contract since I was employed on a contract basis. As a human being you will make mistakes and the treatment between you and other colleagues should also be fair. In December (2019) I did not get the performance bonus and others did. When I asked my manager why I did not get the performance bonus, he told me that the reason why I did not get a performance bonus it was because my contract was not going to be renewed the following year. But performance bonus of the current year had nothing to do with the following year. Performance bonus deals with the way one has performed on that current year, not the next year. So that was the reason why I should not get the bonus. I felt bullied.

4.7.17 Participant seventeen

When I started working for my current employer, I was expecting some professionalism. But to my surprise, I was not inducted to some of the things, but I was expected to know them. For example, going to class with a register, and they don't even tell you what kind of register to use. You are surprised when you come back from class, you are told that (yelling) "this is not the proper class register. You should have used this particular register, why didn't you use it?" On a personal level, I expected a professional

environment. So when someone expects me to know something that he did not introduce to me, I tend to have a problem. There are some staff members who I just introduced myself to without being introduced to them. So another thing is about being disrespected.

This starts from cleaners to security guards. I don't even have to say anything about the manager; he even calls himself the boss. Cleaners will shout at you in front of students. In other companies, cleaners' respects staff members. Those ones are good at shouting. For example, sometimes you might be late for class and you want to pass where they were cleaning. Instead of them allowing you to pass, they just shout at you. When it comes to the manager, this other time I was late by just 1 minute. He yelled at me as if I was late by 30 minutes or an hour. He did that in front of everyone. When you question his judgment, he would make you feel that your job is on the line. Like when question why don't we have enough equipments, he would say (yelling), "who do you think you are". According to him, we are not supposed to question anything, we just have to work or else lose your job.

He also shared my personal information with other staff members, the information that I only shared with him. I called him this other day to inform him that I won't be able to come to work because of a certain problem that I had. He said to me "yelling" "you know the rules; you must apply for a leave a day before. Instead of him addressing things in a normal professional way, he preferred to be jumpy every day.

4.7.18 Participant eighteen

When I started working where I am working currently, I did not know what kind of place it was. Then I just saw the reason why the manager communicated with me, which made me realise that I was not valued as an employee. When I told him about what I did not like about the working environment, he told me that if I am not happy with my

employment I should look for employment somewhere. For example, I asked him why we don't have toilet papers in the toilets. He said "go buy it with your own money, try next door if you are not happy. Such things made me feel like I was at a wrong place. I was just working because I needed the money, not that I was happy. In most cases, he would yell at me, at times insult me in front of students and colleagues. He would come to class and talk to me like he is talking to a child. "Here we don't care about you, when you came we were already working without you, if you don't want to work you can go".

So you are not even given the opportunity to talk to him so that you can be able to engage with one another on particular matters. He clearly shows you that there is a boss and there is an employee. You should keep quiet and listen to him. If you don't want to, try next door. This other time I told him that I was sick and I had to go back home for that day only, he said to me "why don't you just die anyway we don't need you here". There are lot of things that happened, it was abuse. I just worked for the sake of poverty.

There was a time that I asked for leave so that I can prepare for my exams. He said "no, I expect you to report to work daily." You can go write you exams 30 minutes before the starting time. You have to choose between work and school". This other day I had to take one of our colleagues who was sick to the hospital. She was bleeding at the females' toilets. When I found her in the toilet, I was scared. I took her to the manager and ask the manager to take her to the hospital. He refused and said I should call an ambulance because we can't use the company car to transport someone to the hospital. I told him that it was an emergency and the ambulance is more likely to take time and the woman was in severe pain. He still refused. We called the ambulance and we waited for over 3 hours while the lady was in pain. One of our colleagues decided to use his personal car to take the lady to the hospital, I went along with them. Sadly, it was too late. She lost the baby. The manager took almost 2 weeks without talking to me because I was trying to help the lady.

4.7.19 Participant nineteen

This year 2020, a colleague of mine who currently resigned, was supposed to market the company. As staff members, we were requested to go distribute pamphlets about the company. On that particular day, the staff member who resigned went to the manager and told him that why don't we go distribute those pamphlets as early as possible since there are possible clients in the morning walking on the road and if we do it later, less people will be on the road. The intention was to increase the number of clients that we had. The boss refused, he said (yelling) "I told you that you will go later". They exchanged words, whereby the boss said to him (yelling) "I will fire you if you don't want to comply". That guy said, if you are going to fire me in front of my colleagues and clients as well, this is not allowed. Basically, things almost got physical until the security guard stopped them. That was when I realised that the manager is full of himself. He does not take any input from his staff members. As long as he came up with a plan or solution, people should do what he says and not question his authority.

He abuses power so much. You will be fired if you come late to work in front of every staff or clients, anytime or place. He made sure that he replaces you before you even get home. To be honest, we are no longer comfortable in the workplace because we are afraid of making mistakes. You are given a warning when you are late by 5 minutes to work. My concern is, you are supposed to get a verbal warning before you get a written warning. And he makes you sign for it.

When it comes to unpaid leave, if you did not come to work on a particular day, he does not want to hear your side of story. It is automatically unpaid leave and you can't complain, if you complain he will surely fire you.

4.5.20 Participant twenty

I don't know if this is bullying. But to me it is because this affected me emotionally. So, there was a time in the office where we are working in group of 5 people. Sometimes we are given task by our line manager. He usually divides the task between us. I run a certain projects and they also do the same. This other day we were capturing data for this other project, we were using two boxes, one labeled "finished" the other "not finished". When you are done capturing, you put the finished data on the "finished box", and the unfinished data in the "unfinished box".   So this other colleague was done capturing data and some of her documents were uncaptured. She did ask me which box is captured and which one is not captured. I showed her, when I did, she put the documents inside the boxes. Later on, the project manager came and asked which one was captured and which one was not captured? She took the finished box with the intentions of going through to confirm that things were in good shape. I also assisted her to check our progress.

As I was assisting, I came across some documents which were not captured. While we were capturing, we also marked the captured documents. I asked my colleague "why did you put the uncaptured documents inside the finished box, was it a mistake?" She did not answer me. We continued checking the rest. The project manager left, my colleague came back to me and she called me a "sell out". I asked her why. She said "why did you give me wrong information, I asked you which box is for finished documents and you gave me wrong information". I told her that I gave you the correct information; maybe you did not hear me. She said that was not what I told her and I sold her out over wrong information.   I told her that maybe she made a mistake by mixing the documents together. She became all defensive. (Yelling) "You are there one who told me which box is for the captured data, how could you do that to me? I kept quiet. I was shocked because she was now fighting. If it was a mistakes is a mistake. We all make mistakes. Since that day, she became hostile towards me. I asked her if I hurt her feelings, she started yelling at me. I apologised even though I knew that I did not do anything because I could see that she did not want to admit that she was wrong.

The other incident happened when someone occupying a big table was going to another office. They brought in another person. When she came, she wanted to occupy the table which was used by the lady who left. Before she left, I told her that I will use her table as soon as she left. The lady who was bullying me said "I am the one who will use the table, whether you like it or not". Every time when I had to say something, she would talk against it. Sometimes she would tell me to keep quiet, my ideas did not matter. I noticed that every time when I say something, this people are all over my case. She becomes harsh. I am one person who does not talk whenever am hurt. I just keep quiet, go home and cry it out. The way she would call me names, talk about my body size and shape, that really affected me because I ended up seeing a psychologist because that was too much on me and I was not coping by myself. I did not want to go to work anymore.

4.7.21 Participant twenty-one

Last year, I received a phone call from someone who told me to take my CV to a certain school because they wanted someone to teach business management. I was interested because there was nothing that I was doing at the moment. I called the HOD of that particular school and told him that I was interested. He then told me to come to his office immediately, and I should bring my documents. I did as I was requested. When I got there, we talked for about 10 minutes. He wanted to know more about me. I managed to convince him that I would be able to do the job because I have taught before. I said I was the right person for the job and I will be able to help them. He said he loved my self-confidence. He also said "I will try by all means to keep you because you are young and smart" after seeing my documents. He told me to email my CV. He told me to wait while he sent a motivational letter to his superiors. I waited for about 2 months. I did a follow up because I was worried. He told me to come to his office. Upon my arrival, I found someone there with him who came for the same appointment and position. The one which he said it was mine. He asked if we knew each other, I said

yes. He said "there seems to be a problem, where I sent the motivational letter for your appointment they informed me that you won't be able to hold the position alone due to your limited experience. Since you two know each other, I believe you will work well together". Then we started working together, all was well until there was an invitation to attend a meeting. Usually every Friday I travel back home where I originally come from. All the subject documents when they came to the office, only my name was appearing. I think that is where the problem started. I think my co-worker felt as if I was the favoured person, forgetting that I was the one who came first and submitted all my documents first.

This other time, the line manager sent an email inviting us to our first board meeting. I was at home I did not see the email. On Monday I took my time to travel to work because I did not have anything to do. My co-worker called to find out where I was, and told me that there is a meeting. I quickly managed to travel back. When I got to my room she called again, "where are you? The meeting does not include people who just started teaching". I just set in my room. But I started wondering why they only invited people who were teaching for years and excluded us. I thought to myself that I should just go to work. When I got there, there were no people in the offices. I did not even know where they went. I thought maybe they are all doing their personal staff.

I just went to my office. After 10 minutes I heard voices coming from outside. People were coming from a meeting. My co-worker was also with them. I asked her "I thought you said the meeting was for people who have been teaching for years? She said "I tried to call you, but I failed to get hold of you". I decided to let it go. When I went outside, the line manager called me to his office. "We had our first board meeting and the person you work with was at the meeting, where were you? I told him that I was at home and I did not see the Email. I did that because I was trying to protect my co-worker, I apologised.

We share an office with the person that I work with and there was a serious tension between us. I did not really know why. I kept on telling myself that all will be well. As time went by, the people that I was close with at work started distancing themselves from me. Only to find out that my co-worker was bad mouthing me. People started building hatred against me. I started to live alone and did not mind how they distanced themselves from me. I started having thoughts of resigning because I was working in an environment where people don't want me. She went to an extent of going to the manager and made it seem as if am not doing my work and she is the one who is working more than me, but we were doing everything together but when she went to the line manager she made it seem as if she was under pressure since I was not doing anything. The line manager also changed his perception about me. And I did not know what to do.

Later on, we had a strategic meeting. The line manager requested to see me. I told him that I will see him during tea break. During tea break he said to me "I looked for you yesterday and did not find you". I told him that I have decided to take my off day on Monday since I don't have to work on Mondays. Besides, I told my co-worker to inform you that I was not feeling well. He said that he did not get that information. He informed me that he received an email that they won't be able to accommodate two people in one position. Then he told me that they are going to take the person who applied first. For a moment I was happy. But he said "unfortunately you were not the first person to apply". I was shocked. How come, because I was the first person to apply and my co-worker told me that the time we were close. He told me not to worry he will make a plan. He told me those words because he realised that I may have some information on who submitted the application first.

When we went back to work, my line manager called my co-worker to his office. He gave her books and study guides for the following year. Then I realised that I have lost my job. While we were still talking, the senior manager came to deliver appointment contracts to staff. I did not get mine and this other person did not get it as well. I was not really worried because I was informed about it. I started packing my things.

125

The person who also did not get the contract renewed called me and asked "where are you"? I told him that I was about to travel back home. He told me that we should go to the line manager so that he can explain to us which selection process was used to renew those contracts of employment. I did not have the energy for that, I just wanted to go back home. He went alone to the senior manager to ask why our contracts were not renewed. The senior manager was shocked and wondered why our contracts were not renewed and referred us to our HR office. He went to our HR office and I found out that the line manager did not submit our documents. He went back to the senior manager's office. The senior manager said that he will sort things out.

When we went back to work in January we found our contracts renewed. I was shocked because I had given up. I went back to work, the very same office. I think the line manager did not take it well. Whenever he calls a meeting, he calls me and the co-worker individually. I don't know why. When I went to his office, he told me that he does not like what I did in December. Going behind his back to get my contract renewed and I made him look incompetent. For the sake of peace, I apologised without even explaining myself. He told me that as from that day, I will no longer be going to class. I should come to work and do administrative duties, like assisting my co-worker to mark scripts. That came as a shock because my contract requires me to teach. Because I had bills to pay, I agreed. He also told me that I should always know that he is doing me a favour by giving me a job. I just thanked the favour. "(yelling) you should know that if people fail, it is your fault and I will fire you". How because I won't be teaching, or going to class.

I now started to work in fear. I was no longer comfortable. I did not argue. I agreed with the terms and conditions of employment. I went back to the office. After 10 minutes, my line manager came to my office and said "as from today, I want you out of this office I will take you to another office because I don't want you to share an office with your co-worker". I was surprised how I was going to work because we shared an office because

we were teaching the same group. We need to communicate and engage because we are teaching the same subject. How was i going to work like that. He was like "I am telling you, not requesting ". I did not say anything; I just packed my staff and went to another office. My line manager did not treat us equally and there was nothing that I could have done. I am at a state whereby I no longer enjoy my work. I just go to work because I need the money. If I did not have siblings to take care of, I would just go back home. Because of that, I will stay and do whatever they want me to do. Whenever they tell me to jump, I will just ask how high. I need the money.

4.6 MAJOR ARGUMENT OF THE FINDINGS

Based on the results, age (i.e years of services) and gender were discussed as some of the cultural factors that instigate bullying amongst South Africans as a results, societies may perceive that as being normal and acceptable.

Picture 4.1: Women in Africa (African digital art political-cartooning)

The picture above shows how some South African men treat their wives by subjecting them to some sort of negative behaviour because of the African idiom that men are the head and women are the followers (Masenya, 1996; Obioha & T'soeunyane, 2012). This has contributed in some negative behaviour in societies or African community. In South African beliefs women are seen as followers who should always listen and do whatever they are told by men. In this current study, participants believe that this is bullying. Participant 9 is of *an* understanding that *"bullying has always been there in our culture when it comes to men having more power and control over women. Women should be told what to do and what not to do".* Participant 13 stated that "*as a woman you are not supposed to question what men says. That is an example of bullying. Women are not supposed to question men. When a man is talking, as a woman you should just listen and keep quiet.* Participant 20 *outlined that "Men love to be in control and they don't leave a room for women to have a say. They expect women to be submissive. They feel that they have too much power on women as Africans".* Regardless of South African government's agenda to promote equality, it is still difficult for some men to see women as equals.

With regards to age, in the Africa context, the young should do as instructed by the elders (Møller & Sotshongaye, 1999). This was also recorded in this study. Participant 18 stated that "*people think that when you are young you don't have a say, and you should not question other things. I think our culture contribute on people's mentality of saying that when you are young you should do what the elders are saying. When you question elders, it is a sign of disrespect*". Participant 14 also agrees with participant 19 and claim that "*elders have tendencies of saying that "he is young; he cannot tell us anything".* Nevertheless, the very same behaviour and mentality is also practiced in the workplace. In this regard, workplace is perceived as African households.

Participant 11 *reported* that *"I am 20 years and I am working with people who are older than me and they can take advantage because am young. I have faced lot of challenges because of my age they even go to an extent of undermining me. Everything that I do it*

looks more like my age". Participant 14 even provided an example to further substantiate this argument, *"let's say you are their supervisor and you are younger than them. When you give them instructions they will not follow because you are young. Especially if some of them have been in the company for many years.* Participant 12 share the very same perception. Thus, in the African world of work, age can be seen as a contributing factor of bullying behaviour*.*

4.7 CHAPTER SUMMARY

The purpose of this chapter was to present data collected from interviewed participants. The findings of the study suggest that all participants describe the bullying experiences from indigenous perspectives because they are indigenous people. This chapter discussed participant's profile, bullying incidents, direction of workplace bullying, responses to bullying, bullying frequency, workplace bully story telling and cultural believes. The next chapter will give the discussion and interpretation of the research results

CHAPTER FIVE

DISCUSSION AND INTERPRETATION

5.1. INTRODUCTION

This study focused on five objectives, namely; to identify shared themes from individual accounts of workplace bullying incidents, to describe the nature (causes & dynamics) of workplace bullying from indigenous, contextualised perspective, to examine outcomes and consequences of a workplace bullying incident for the victim, bystander, and the organization, to describe the management of the phenomenon from a local, contextualised South African perspective, and to develop strategies and model of managing workplace bullying from an South African perspective. Thus, the preceding chapter discusses the key findings with respect to the objectives of the study. This study is positioned to provide a significant contribution on workplace bullying research, particularly in the South African context. The results of the study are proposed to be beneficial for understanding indigenous participants' perceptions on bullying behaviour and its effect in the workplace. It sheds more light on understanding and describing accounts of workplace bullying from an indigenous, contextualised South African perspective. From the collected data, six key themes were identified, with respect to the first objective, namely; accounts of bullying behaviour, contract of employment, demonstration of power, workplace bullying outcomes, response to bullying behaviour and managing bullying behaviour. This chapter discusses identified themes in relations to the conceptual framework.

5.2 CONCEPTUAL FRAMEWORK AND FINDINGS

The findings of the current study will be discussed in line with the study's proposed conceptual framework (figure 5.1) to better understand the accounts of bullying behaviour. The proposed conceptual framework was introduced in chapter three.

Therefore, the interviews conducted have generated capacious data concerning the individual account of bullying behaviour not only on targets but bystanders as well.

Characteristics

- Victims
- Perpetrators
- Organisation

PHASE 1

Antecedents

PHASE 2

Workplace Bullying events from South African perspective

Role players

- Victim
- Organisation
- Bystander
- Perpetrator

Workplace bullying

PHASE 4

Managing workplace bullying

- Victim: *assertive responses, seek help, avoidance and do nothing*
- Organisation: support, education & training
- Bystanders: *do nothing strategy', assist or help the victim, even turnover*
- Perpetrators

PHASE 3

Consequences

Outcomes

- Victim: *physically, mentally & emotionally*
- Organisation
- Bystanders: *physically, mentally & emotionally*
- Perpetrators

Figure 5.1: Proposed conceptual framework

5.3 OBJECTIVES OF THE STUDY

The following objectives were achieved from the interview transcriptions, based on the following research questions: *What are the shared themes from individual accounts of workplace bullying incidents? What are the causes and dynamics of a workplace bullying event? What are the outcomes and consequences of a workplace bullying incident for the victim, bystander, and the organisation? How is a bullying event managed by different role players (victim, bystander(s), organisation? and how should a bullying event be managed and by what means?* Themes of the study were also identified. Nevertheless, there is an inter-connection amongst the identified themes. Therefore, themes of the study were discussed in relation with other themes.

5.3.1 Objective one: shared themes from individual accounts of workplace bullying incidents.

From the transcribed data, six key themes emerged on the participants' experiences of workplace bullying, namely; accounts of bullying behaviour, contract of employment, demonstration of power, workplace bullying outcomes, response to bullying behaviour and managing bullying behaviour. It is significant to note that the results were discussed in a manner that provides deep insight into participants' experiences of bullying behaviour.

5.3.2 Objective two: the nature (causes & dynamics) of workplace bullying from indigenous, contextualised perspective.

The following themes and sub-themes were generated from the results to determine the nature of bullying perspective from indigenous perspective. The study shows that accounts of bullying behaviour, contract of employment and demonstration of power causes and dynamics of bullying behaviour.

5.3.2.1 Theme 1: accounts of bullying behaviour

As stated in previous chapters, interviews were conducted to understand workplace bullying accounts from an indigenous perspective. Particitipants talked about multiple incidents that took place in their lives subjected by both managers and fellow colleagues, usually verbal. Participants considered such behaviour to permeate or saturate bullying incidents in the workplace. It consisted of disrespect, rumours or bad mouthing, name calling, threats, unfair treatment, insults, public humiliation and infringement of rights. Therefore, these were labeled as accounts of bullying behaviour.

5.3.2.1.1 Disrespect

According to Costle, Babis, Friend and FitzPatrick (2004), respect plays an important role amongst people, particularly in the African context. Respect can make people feel welcomed, valued or appreciated. In this study, participants spoke about how managers disrespected them. For example, the second participant said on their accounts of bullying behaviour "*some are treated with respect and dignity and others are not. Some of the permanent staff members are being mistreated and overloaded with work. They are also not being consulted, they are just told what to do and they must comply, especially those who can't defend themselves, while those who can defend themselves are respected*".

In reflecting on examples on their experience of bully behaviour, participant 17 spoke about how he was disrespected in the workplace: "*so another thing is about being disrespected. This starts from cleaners to security guards. I don't even have to say anything about the manager; he even calls himself the boss. Cleaners will shout at you in front of students. In other companies, cleaner's respects staff members*".

5.3.2.1.2 Rumours or bad-mouthing

Rumours and bad-mouthing takes place in a situation whereby a person decisively spread irrelevant and unproven information about someone. This is done to damage that person's self-image and integrity. Thus, this was identified as one of the bullying behaviours that participants were subjected to. Participant 6 said*: "It got to the point whereby he went to the line manager and informed her that I was not serious about my work. So my line manager came to me and told me that I don't want to finish my work not knowing what was happening".*

Sometimes this is not directed to someone, the perpetrator just says it without pointing fingers. participant 10 stated that: "if *you did not want to be part of the group she would bully you, she would be on your case even goes to an extend of talking about you even if she was not mentioning your name, just by using small things she would just get opportunity to be on your case".* Participant 21 also emphasised that rumours and bad mouthing are another form of bullying by stating that *"as time went by, the people that I was close with at work started distancing themselves from me, only to find out that my co-worker is bad-mouthing me. People started building hatred against me".*

5.3.2.1.3 Name calling

Name calling usually refers to the use of abusive language or insults to undermine a person's integrity and status. This was noted as one of the major form of bullying behaviour identified by research participants. Participants (1, 3, 5, 8, 11, 18) in this study emphasised that they have been called names by perpetrators. For example, participant 3 said: *"in my very first project my work was not that great. So the feedback that I got from my manager was as if I was already this high earning 20-year-old research veteran. All sought of name calling... "I hired you because I saw potential but*

your work is "crap" you are submitting "crap" reports." Are you really representing the university you are coming from? This is substandard; I was not expecting this from you". Participant 3 also stated that he was also subjected to oppressive words which made him feel down. The first participant said: *"she made me know my place as an intern through her ugly words. She said I had a stupid attitude.*

In addition, participant 5 reported that *"it is an emotional abuse like you just come to work and you have that person telling you the way you are, being told how short or ugly you are"*. Participant 8 said *"he would say "who do you think you are? You want to out-smart me? You, how?"* Participant 11 *also said: when she said I am slow; I can still remember what happened. Besides, she has a tendency of calling me slow in front of the customers.* Furthermore, participant 18 stated that *"in most cases, he would yell at me, at times insult me in front of students and colleagues. He would come to class and talk to me like he was talking to a child. "Here we don't care about you, when you came, we were already working without you, if you don't want to work you can go".*

5.3.2.1.4 Threats

For the purpose of this study, threats refer to statements made by someone with an intention to cause pain and disturbance, as well as to inflict fear. The interviews conducted have revealed that participants (3,4,11,16,17 &18) were subjected to threats which they refer to them as bullying behaviour. Participant 4 said: *"I was told that if I don't do as ordered, I would be reported to the manager or submit a report to the line manager explaining why I was not delivering to my duties".* On the other hand, participant 11 stated that being threatened became a norm in a sense that every mistake that he made he was threatened that he will lose his job. Similarly, participant 16 was also subjected to the same threat of losing his job*: "every mistake that I would do he would tell me that he is aware and I should not worry we will meet each other the following year, it was a threat in a sense that he was not going to renew my contract*

since I was employed on a contract basis". Furthermore, participant 17 faced some threats when she said: *"when you question his judgment, he will make you feel that your job is on the line".* Participants 19 and 21 experienced the same threat. Thus, research participants stated that threats made by perpetrators (managers) resulted into toxic work environment (participants 3 & 5).

5.3.2.1.5 Unfair treatment

Unfair treatment is characterised by favouritism. Thus, Zoghbi-Manrique-de-Lara and Sua´rez-Acosta (2013) are of an opinion that employees' perceptions on the fairness of the treatment they receive from their organisations play a significant role on employees' well-being. Four research participants argued that unfair treatment is significantly related to bullying behaviour. Participant 10 highlighted a situation whereby she felt bullied, for example: "*I was bullied in a sense that you are not her favourite when marks are needed after marking she would leave the other people and only tell you that she wants the marks before the school close".* Participants 13 mentioned two incidents where she felt bullied, she said*: "….and later on, after two years, she appointed someone permanently with no post advertised and that personal did not even have a Master's degree. I asked myself why would she refuse my appointment and others got it.* She also stated that *"…..later on I realised that same people who had similar contracts got the money".*

Research participant 16 said: "*I was also bullied in terms of lunch time. The treatment was not the same. We had 45 minutes' lunch time, you find that others go out for lunch for about an hour sometimes 1 hour 30 minutes and it would not be a big issue".* Participant 16 further said*: "December I did not get the performance bonus and others did".* Contrary, participant 21 was of an opinion that she was subjected to being bullied by a fellow colleague because she saw her as being favoured by the manager.

5.3.2.1.6 Yelling to cause public humiliation

Research participants stressed that perpetrators used "yelling" as a communication strategy publicly. Therefore, participants spoke about yelling as bullying behaviour. For instance, in the context of a story being told by participant 3, he said that whenever he submitted his work to the manager, the manager yelled at him, instead of talking to him like a professional. For participant 8 being yelled at became a norm. For example, "*no you can't be on leave, no no no no! you can't be on leave. Your work is not up to date, I am in need of lot of things that are missing from your work and you are not even here. …. told me that I am harassing her when I call her. Who do you think you are? You want to out-smart me? You, how?*" Participant 11 said*: "the manager came shouting and yelling…."* Participant 14 also encountered the same behaviour he mentioned that "*She started yelling "what have you been doing? We are paying you for nothing"*. Participant 15 reported some incidents. Participant 15 said: "*I did as instructed, later on, he came back yelling "I did not tell you to work there, I told you to go pack the stock at the back", he yelled at me, telling me that he was not going to give me my salary because what I did was so unprofessional* and *"he shouts at every one".*

Participant 17 also reported three incidents. Participant 17 said: *"this is not the proper class register, I should have used these register, why didn't you useit", "this other time I was late by just 1 minute, he yelled at me as if I was late by 30 minutes or an hour. He did that in front of everyone",* and "*you know the rules; you must apply for a leave day before. Instead of him addressing things in a normal way he prefers to be jumpy every day.* Two research participants mentioned two incidents where they felt bullied. For example, Participant 18 said: *here we don't care about you, when you came we were already working without you, if you don't want to work you can go. I label this as bullying because I could see the way I was treated was not favourable to me".*

Participant 19 mentioned that: "*I told you that you will go later. I will fire you if you don't want to comply*". Another participant said: "*you are there one who told me which box is for the captured data, how could you do that to me* (participant 20)?" Participant 21 stated that: "*you should know that if people fail, it is your fault and I will fire you*". Nevertheless, it is significant to note that in all incidents where research participants encountered this behaviour, it was done publicly. As a result, fear was instilled on some research participant (e.g. 11, 15 & 21).

Furthermore, research participants are of an understanding that the way the perpetrators (managers) spoke to them clearly shows that the organisation does not value them (participants 14 &18). Other research participants were subjected into a situation called "Take it or leave it" (participants 4, 7, 14 & 18). This further shows how the managers did not value the employees.

5.3.2.1.7 Infringement of rights

Thus, this was stressed out as one of the major form of bullying behaviour by research participants. The second, sixth and seventh participants felt that it is an infringement of rights when employees render service to the employer and not get remuneration for services rendered. Participant 2 mentioned that "*while they are still waiting for their contracts to be renewed they are expected to continue with the tasks not getting paid. When their contracts were renewed, these employees were not back paid*". Participant 6 said: "*I was not paid for the two months that I have worked without the appointment letter. According to me it is bullying because when I inquired I was asked why do I need money, but then why do you need my services if you can't pay me. That to me it is bullying like why do you want me to work if you know you can't pay me for my services*". Participant 7 also stated that "*sometimes we would work the entire month which is four weeks and they would tell you that you are only going to claim three weeks. And they did not have concrete reasons for such changes and sometimes we would not get paid,*

138

and if you did not get paid on a particular month remember that you still have expenses to cover".

The third participant said: "…*when it came down to doing projects, I had to do qualitative research while I was supposed to do quantitative, meaning that I was supposed to be given some sought of training".* Therefore, participant 3 felt that training should have been offered to increase her capabilities as a new employee. Participant 8 said: "*when you wanted to go on-leave, you had to substantiate why. You have to come up with a story that is painful so that he can grant you the leave".* In the South African context, leave is regulated by Basic Conditions of Employment. It is very important to note that leave is an entitlement not a privilege. Furthermore, participant 10 described bullying as being denied sick-leave. Participant 10 said: "*she is that kind of a person who forces you to come to work even when you are sick".* In South Africa, sick leave is regulated by section 22 of Basic Conditions of Employment Act. Participant 12 was denied a family responsibility leave.

Another participant stated *"the first time I was bullied was when I had to take a leave to do my school work"* (participant 16).   Contrarily, participant 15 stated that some organisational policies were unreasonable and made employment conditions unbearable. For example, the tenth participants said: "*we were being bullied and another thing was that if it happens that you are missing R10, 00, they were not taking R10, 00 from your salary but R100. Even if the costumers come to the shop and they want 30 bags of flour and the teller make a mistake of scanning 25 bags instead of 30 bags then and print the slip. If they check the slip and find out that the costumer wanted 30 bags and you only scanned 25 bags. They will charge you for the 5 bags even though the customer did not take the 5 bags out of the shop".*

5.3.2.1.8 Work overload

In this current study, work overload is defined "as being asked to do too much work and being asked to do work that is too difficult" (Ali & Farooqi, 2014: 23). Ali and Farooqi (2014) further concur that work overload is a crucial issue of any organisation. Johari, Ridzoan and Zarefar (2019) describe workload as the greatness of job tasks which might cause mental distress to employees. Some research participants considered work overload to be related to workplace bullying. Participant 2 noted two work overload incidents that are related to bullying behaviour. Participant 2 stated that: "*People will be allocated duties but more often they will be called to perform duties that were not allocated to them*" and "*those employed on a part-time basis are expected to work long hours even though their contract stipulated few hours (e.g 6 hours per week) mind you, they are not paid for those extra hours*". Another participant said: "even though you knew that you delayed giving me feedback you expect me to work under pressure to meet my second deadline without extension" (participant 3). Another research participant was also subjected to similar behaviour.

Participant 14 said: "*there was this other lady from sales who used to dump her workload on me and go out for lunch for over four hours. And when she came back she expected me to have been done with her work*" and "*the ladies would come every day, each one of them would come and give their tasks or duties while they had coffee and talking for hours. At the end of the day, all of them expected me to give them completed work. During the day, they would be asking me how far I was with the tasks that they gave me*". Participant 14 further said*: "according to what I heard, that work was supposed to be done in a week and she expected me to do the work in few hours".*

5.3.2.1.9 Domineering

Domineering refers to being ready and willing to conform to higher authority. Some research participants were subjected to bullying behaviour because they refused to be submissive and do as ordered by managers. Thus, they also had to be submissive to protect their employment. For example, the fifth participant said: "I *was employed as a contractor and when time came to get my contract renewed it became difficult for my contract to be renewed because I did not do what my supervisor wanted, a romantic relationship".* Participant 6 experienced similar behaviour because she said*: "at first I worked well with my research supervisor and colleague up until to a point that he had a "thing" for me. Because I said no to his advances, the process started to be slow".*

Another participant stated that: *"we had this principal who wanted to form a group of people who were from Limpopo, if you did not want to be part of the group she would bully you"* (participant 10). Furthermore, participant 13 said: "*…like with my other colleagues we were not getting along with her because this person loved to be worshiped. And we were not good with giving unnecessary praises. I personally give praises where they are due. So that woman preferred that".* Participant 2 stated that they were desperate for employment this gave the perpetrator too much power and control. Participant 7 share the same view and said*: "the contract that I had was a disadvantage. They knew we needed employment". Participant 19 mentioned that most of them were defenseless. They also allowed bullying to happen to them.* Age also played a significant role where other research participant (16 & 14) were bullied because of their age*.*

5.3.2.2 Theme two: contract of employment

Contract of employment is legally binding document that control the relationship between employees and employers for the purpose of achieving organisational goals.

According to Van Jaarsveld (2003), the relationship between these parties flows from a valid contract of employment. Van Jaarsveld (2003) further stated that "one of the requirements for a valid employment contract is that the parties must agree on the contractual terms that regulate the relationship. The research participants talked about how they were subjected to bullying behaviour because of their employment status, namely; internship programme and temporary contracts.

5.3.2.2.1 Internship programme

According to Bukaliya (2012: 120), "internships are any carefully monitored piece of work or service experience in which an individual has intentional learning goals and reflects actively on what she or he is learning throughout the experience or duration of attachment". Thus, interns are more likely to experience negative behaviour like bullying in the workplace. The first participant reported that: *"I also experienced bullying in the workplace; I was bullied while I was doing an internship at a public institution. A woman who was my supervisor would expect me to do everything. Most mornings she would come at work, sit down, put her legs on the table and started applying makeup"*.

Participant 3 said*: "bullying happened when I first got my internship as a research intern. You know that when you are an intern, on the work that you are tasked to do, should to be mentored or inducted in that work but when I got there, I realised that I am actually a researcher not an intern".* Participant 14 said: *"When I got there, I was supposed to be a sales intern, on my first day they change their story. They told me that I needed to learn all the operations of the company, from sales, finance, transport, administration".*

5.3.2.2.2 Temporary appointment

With regard to temporary emplyment, Participant 2 said "*they allow such behaviour to occur because they were desperate for employment. They had to humble themselves because they needed their contracts to be renewed when expired".* Thus, perpetrators took advantage of victims' current employment status. Participant 4 experienced bulling as a result of temporary employment. Participant 5 said: "*I am discouraged taking into consideration that I have been working for almost four months without compensation with the promise that my contract will be renewed soon. But then I am expected to perform all duties".*

Participant 6 said: "I was informed that I will be back-paid and I was not. So I was not paid for the two months that I have worked without the appointment letter". Thus, the sixth participant experienced bullying because of the employment status. Participant 7 experienced similar behaviour because of the employment contract. Participant 7 said: "I *think the first experience that I had was during my employment on a part-time based contract which was renewed every year, so what happened was during the course of the year there was a change of leadership".* Three more research participants also experienced bullying because they were not permanently employed (Participants 13, 16 & 21).

5.3.2.3 Theme three: demonstration of power

In the organisation, both direct and indirect bullying behaviour can be experienced by victims. According to Cunniff and Mostert (2012), power represents the hierarchy of the organisation and refers to the top, senior, middle and junior management levels. Power is distributed from top level to junior level management. Those in top management, have more power. "The skilled, semi-skilled and unskilled workers follow, allowing for clear dividing power relations within the organisation" (Cunniff & Mostert, 2012). Nevertheless, how these power relations play out has significant implications for

organisations because bullying by supervisors can be devastating to maintaining trust (Hodson, Roscigno & Lopez, 2006; Cunniff & Mostert, 2012). Roscigno, Lopez and Hodson (2009) claim that powerlessness can be perceived as the core cause for victimisation. Bullying targets usually can't defend themselves due to unequal distribution of power in the workplace.

5.3.2.3.1 Higher authority

Hodson, Roscigno and Lopez (2006:385) concur that the workplace by its nature is "an arena suffused by power relations". People in the organisation hold deferent power depending on the position held. Subsequently, there are employees who are perceived to hold less powerful. For example, those with insecure jobs (interns & temporary employees), those of minority status, and those engaged in low-skilled service work, thus will be more likely to encounter bullying behaviour (de Wet, 2014). And those with higher authority are more likely to be perpetrators.

Most research participants stated that they experienced bullying from those in high position and rank (e.g. supervisors and managers). Majority said that their superiors used their power bestowed over them to victmise them by demonstrating it. For example, participant 1 stated that the supervisor would come to work, sit down, put her legs on the table and started applying makeup. When she was done, participant 1 was commanded to clean after the supervisor. Participant 1 further said "*sadly there was nothing I could do because she was my line manager*".

Participant 2 said: **"***people will be allocated duties, but more often they will be called to perform duties that were not allocated to them. In doing so, they are not being asked, but they are commanded or ordered to perform those tasks*". To further show how power was demonstrated, participant 2 said: "*sometimes during the term of the contract, the line manager can change the terms of the contract without even consulting the HR*

department". Participant 2 also stated that: "they were also not consulted, they are just told what do and they must comply especially those who can't defend themselves".

Participant 3 tried to explain in detail how those in high offices use the power bestowed over them when he said: *"to complete that task, it took month. And bullying to me comes in this way, me as a researcher I have a deadline and the manager as well has a deadline of giving me feedback when I submit to the manager on a certain day I have to receive feedback on a certain date as per the deadline so that I can make proper adjustments and changes but the manager delays giving me feedback. Even though he knew that he delayed giving me feedback he expected me to work under pressure to meet my second deadline. Even though the deadline was extended, the assumption was that i was always late to submit the project".* Thus, managers have more control of the subordinates*.*

Authoritative power was also demonstrated in situations where victims arrived late at work. For example, participant 4 said: *"when I arrived at work late she told me (my line manager) that if I come late the following day she would deduct an hour from my salary claim"*. Participant 4 also said: *"the line manager said, this is a take it or leave it situation. If you don't want to work you can go home. We employed you out of pity you are not doing us any favour. We really don't need you. You can even resign tomorrow.*

Two research participants (5 & 6) stated that they were bullied because they refused to do as instructed by those in high position. For example, participant 5 said: "*I was employed as a contractor and when time came to get my contract renewed it became difficult for my contract to be renewed because I did not do what my supervisor wanted".* Participant 5 further stated*: I felt cornered to do what they wanted.* Participant 6 reported: *"it was demotivating to a point whereby I wanted to leave because I was working with someone who had a crush on me and when I said no, he made things difficult for me".*

Managers can control how subordinate get their salaries. Participant 7 said: *"from that it came to a point where they would decide when we are going to get paid"*. Participant 7 further reported: *"sometimes we would work the entire month which is four weeks and they would tell you that you are only going to claim three weeks. And they did not have concrete reasons for such changes and sometimes we would not get paid, and if you did not get paid on a particular month remember that you still have expenses to cover"*.

Managers control the day to day activities of the organisations because they are in charge, including subordinate movements. Research participants also highlighted how managers prove how they are in control. For example, participant 8 reported: *"on a particular day he would call and make you stop having your meal for something that does not make any sense then you have to go to him running. What he does is that he shouts your name while he is in his office. Sometimes he would bang your office door once and if you do not answer, you would be in trouble*. Participant 8 further said: *"he told me that the charity event that I went to, I was not doing anybody a favour. They would have asked anyone to do the charity event"*. All this shows the control that managers have over their subordinate.

The way managers speak to subordinate can demonstrate the power bestowed over them. For example, Participant 13 reported: "*her tone gave me a problem because it was like she was telling the students that I don't know what I was teaching them"*. Participant 13 further said: *"when you are with students she would talk to you the way she liked, students should know that you are nothing, but just a lecturer"*. Participant 14 said: *"they just said "make a plan, by the way we employed you and expect results and we don't care about your transport problems"*. Participant 15 stated: "this other day I went to work when I arrived in the morning he commanded me to work as a cashier. I did as instructed. Furthermore, participant 15 said: *"we had three bosses, there was this other one, when I came in, he shouts at every one. We were so afraid of him"*. Therefore, when managers demonstrate power, subordinates develop fear over them.

In some instances, managers make it clear who is the commander in chief by using the term "boss". For instance, participant 17 said: "*he even calls himself the boss". According to him, we are not supposed to question anything, we just have to work or else lose our jobs*". Thus, it goes to a situation whereby they don't even acknowledge other people's ideas. They become arrogant. Participant 18 reported: "*so you are not even given the opportunity to talk to him so that you can be able to engage with one another on particular matters. He clearly shows you that there is a boss and there is an employee. You should keep quiet and listen to him. If you don't want to, try next door*". Participant 19 stated that the manager did not take their input and suggestions everything should be done his way or nothing at all. People should do what he says and not question his authority. Participant 20 said: "*as from today, I want you out of this office I will take you to another office because I don't want you to share an office with your co-worker.* I am telling you, not requesting".

5.3.2.3.2 Long service power

Long service is referred to number of years that an employee has served the organisation. In relation to long service as a power platform for workplace bullying behaviour, perpetrators target those who just joined the organisation or those who have served the organisation for a short period. In other words, those who had years of service can have the power to target the newly employed. One research participant reported such event. Participant 14 said: "*there was this other lady from sales who used to dump her workload on me and go out for lunch for over 4 hours. And when she came back she expected me to have been done with her work*". The person referred to by participant 14 was not a manager or someone in high position. But because she served the organisation for a number of years she had the power to bully others.

5.3.2.3.3 Connection power

The relationships or connections that managers have with the senior management can be used as strategy to target victims of bullying behaviour. This can also instill fear to victims. Participant 13 mentioned that the perpetrator was protected from higher offices and for that reason, the perpetrator was unchallengeable. Two participants (6 & 11) highlighted the fear that emanates from the connection that the perpetrators had with senior management. Participant 6 said: "I did not report him because I did not know the kind of relationship he had with the line manager, so it was difficult". Furthermore, participant 11 stated: "what if when I report her and she just gets a warning and comes back to work, the way she will treat me will become unbearable. I won't be free at work at all".

5.3.2.3.4 Mobbing

Yamada, Duffy and Berr (2018: 8) claim that "during the 1980s, the late Swedish psychologist, Heinz Leymann, adopted the term mobbing to describe the kinds of abusive, hostile behaviours that were being directed at employees by their co-workers". According to literature, mobbing makes the perpertrator more powerful if surrounded by others on their side and it might impact negatively on targets' self-esteem and social skills, poor sleeping patterns, producing social isolation, anger, nervousness and disrupted wellbeing (Matthiesen & Einarsen, 2004; Branch, Ramsay & Barker, 2013, Mokgolo, 2017). One research participant reported such incidents. Participant 14: *"daily I was not doing what I was supposed to be doing. The ladies would come every day, each one of them would come and give their tasks or duties while they had coffee and talking for hours. At the end of the day, all of them expected me to give them completed work".* Participant 14 further stated: *"I was usually confused not knowing whose work I should start with. I was like they were on holiday. They would just relax and not work and expect me to do their work".*

5.3.3 Objective three: outcomes and consequences of a workplace bullying incident for the victim, bystander, and the organisation.

Research objectives also require participants to identify outcomes and consequences of workplace bullying incidences. Results showed that workplace bullying incidences results in high turnover rate, compromised employee wellbeing and performance

5.3.3.1 Theme four: workplace bullying outcomes

Workplace bullying may have significant outcomes particularly on victims, bystanders and the organisation. Jhosan (2009) reported that such behaviour may have severe consequences on emotional and physical fitness both bystanders and victims. Literature has shown that victims of workplace bullying can have psychological symptoms anxiety, depression, sleep problems, burn out or increased substance use (Escartin, 2016; Haq, Zia-ud-Din and Rajvi, 2018). For the organisation, studies have reported that bullying behaviour have caused job dissatisfaction, higher rate of absenteeism, poor performance, less organisational commitment and turnover intention (Harvey, Stoner, Hochwarter & Kacmar, 2007; O'Connell & Kung, 2007). Thus, all these are significant contributors for the organisational success.

5.3.3.1.1 High turnover rate

Research participants highlighted employee turnover as a major implication of bullying Behaviour. Turnover intention is considered to be the employee's intention to leave his or her current job and tendency to seek employment in other organisations (Jung & Kim, 2012). In other words, as stated by Simon, Müller and Hasselhorn (2010), turnover intention can be identified as intentions or ideas about dropping a job. According to literature, bullying in the workplace has been identified as the antecedent of job

dissatisfaction, which in return leads to turnover intention (Frank-Alston, 2000Chen, 2011). Zapf and Gross (2001) point out that workplace bullying may trigger the thoughts of escape behaviour, leading the victims of bullying to consider quitting the job in order to escape the feeling of being bullied even further. Given this background, it is very clear that research participants of the current study also had intentions to leave, some resigned. For example, participant 1 concurred that she could not wait for her internship programme to come to an end so that she could be able to walk away from abuse. Participant 3 also share the same sentiment by declining extension of the internship contract.

Participant 2 stated that those who were bullied wanted to leave the organisation. Furthermore, participant 5 said: *"It came to a point that all I wanted was to leave this place because it was now toxic, I have had enough".* Participants 15 and 16 also could not endure the pain, they resigned. Participant 7 resigned the job for an internship programme. Meaning that there was a pay cut. *"The situation was very bad I could not stay. I was just tired of having to think about what will happen the next month? What if I don't get paid? What will happen in two months"* (participant 7)*?* Two participants (17 &18) also had turnover intentions. They were just waiting for other employment opportunities in different organisations. Therefore, organisations end up losing potential good quality employees due to bullying behaviour. Thus, organisations are also affected in terms of money they have to use in recruitment, selection and advertising in order to get the right employees to replace those who resign.

5.3.3.1.2 Compromised employee wellbeing

The implications of bullying behaviour on employees are visible and cannot be overlooked. Research participant highlighted different consequences of workplace bullying incidents. Participants 1, 15 and 18 reported how bullying behaviour have increased their stress levels. Other participants stated how bullying incidents have

damaged them emotionally (participant 6, 11, 18 & 20). Participants 8 and 18 mentioned that they were depressed due to bullying incidents. Participant 20 ended up seeing a psychologist. Participant 4 said "I have internal anger and hatred. My day to day job is about pretending. I smile and pretend that everything is okay, knowing very well that nothing is okay". Participant 3 and 5 stated that workplace bullying incidents have turned the organisations into toxic work environment. Other participants talked about how bullying have discouraged and demotivated them from working (participants 6, 16 & 18).

5.3.3.1.3 Compromised Performance

The psychological strain of bullying behaviour on targets has the potential of affecting their performance. In other words, they end-up not performing well in their jobs as they are expected, as a result of being bullied. Employee level of performance plays a significant role in an organisation to achieve organisation's utmost goals. "Performance is usually referred to what an employee of the company does or does not do at job" (Robert, 2018: 13). In other words, performance is referred to as quantity and quality of outputs employees gives.

The research participants talked about how bullying behaviour has affected their level of performance. For example, participant 3 said: "*It affected my work, I never gave my work due diligence. I was not in love with my work anymore. The passion that I had was gone. So sometimes I was tactful on how to submit my work. Because no matter how early you submit your project files would always be delayed*". Additionally, Participant 10 stated: "*she was making me doubt myself and thinking that I was a failure*". Participant 14 stated that due to bullying incidents, her productivity was compromised. Furthermore, participant 14 said: *"when I thought of going to work it was a burden to me".* Due to bullying incidents, participant 18 stated that she became discouraged and demotivated to work. She lost the love that she had for her job. Therefore, performance was compromised. Participant 21 share the same sentiment.

5.3.4 Objective four: management of the phenomenon from a local, contextualised South African perspective.

The fourth objective of the study was to describe the management of the phenomenon from a local, contextualised South African perspective. The results are discussed below.

5.3.4.1 Theme five: response to bullying behaviour

When workplace bullying incident occurs, victim can make decisions on how to respond to it. Usually the victim can respond to bullying behaviour by acting out certain behaviours (Poilpot-Rocaboy, 2006). Nevertheless, the responsibility does not only lie on the victim, but organisations and bystanders. All these role players may either respond passively or actively.

Most organisations which participants worked for did not take any initiative to respond to bullying behaviour. It is significant to note that most of the incidents were not reported meaning that the organisations had minimum knowledge on what was happening. Those who knew what was happening, mostly just "turned on a blind eye". For example, participant 5 said: *"the organisation did not make any respond. I tried to report to the senior manager many times but it seems like he already knew what was happening because when I reported to him he told me that he knows that people from my section are always complaining. But then, nothing is being done to eradicate such behaviour"*. Furthermore, participant 18 stated*: "nothing is being done. They chose not to do anything about it. Even if you can call the head office now telling them about what has been happening they won't do anything. They will make sure they protect our manager. They don't value the employees at all".*

In situations where the organisations responded to bullying behaviour, participants were of an opinion that the initiative by organisation did not really yield adequate results. participant 8 said: "*counselling was conducted for the victims. For him, we were informed that he will attend anger management classes. So we were supposed to give him time. Before we knew it, I was telling the administrator that "you annoy me". He went to an extaeng of saying "one day when I own this company none of this will happen*". Participant 12 mentioned: *"the senior manager called a meeting and we spoke about it and that is how it was handled.*

5.3.4.1.1 Passive response

The passive response to bullying behaviour refers to a situation where the victim, organisation and bystander basically 'do nothing' about the incidents occurred, and it is justified by a lack of reaction of the role players involved. Research participant talked about how victims, organisations and bystanders passively responded to unwanted negative behaviour. Thus, participant 1 said: *"I did not do anything. I tried to explain myself to her. To try and control the situation, every day when I walked to the office I would mind my own business and kept quiet trying to avoid my supervisor, she thought I had mood swings"*. The first participant also stated that she kept everything to herself, meaning that she did not even report or tell anyone about the bullying incidents because she knew that the internship was not going to last forever.

In reflecting on passive response to bullying behaviour, participant 3 talked about the reasons why he did not do anything. *"The problem is that the senior management knew because many people resigned before me and they did not do anything. Even those who are currently working there have opened grievance cases against the very same person. During my internship, if I recall very well, there was one person who resigned after opening a bullying case against the manager. Meaning that, senior management*

were well aware of such behaviour". Thus, the organisational response did not exist. Such behaviour was a norm. Participant 5 also said nothing was done. However, participant 5 said: "*I tried to report to the senior manager many times but it seems like he already knew what was happening because when I reported to him he told me that he knew that people from my section are always complaining. But then, nothing is being done to eradicate such behaviour. But I have realised that in this organisation they don't like people who defend themselves and if you do you will be in trouble*".

For participant 6, desperation of a job played a significant role, so nothing was done. Participant 6 also said: *"I have a sister who was working here and she told me about such incidents, when they occur I should be careful because they start at the top level management so when i report this i must be very careful, so that was the reason why I didn't do anything. This is an organisational culture".* Participant 9 did not do anything about what she was going through. She just took it as if it was just an old lady being over protective. In some instances, money served as great motivation for participants not to do anything. For example, participant 11 said: "*I did not do anything. I needed the money".* Participants 18 and 21 shared the same point of view.

One research participant (13) said that "*I did not do anything. This person was protected elsewhere, in higher offices. I endured the pain until she left*". In other words, she waited patiently until the perpetrator left. Fear of the unknown also played a significant role when it comes to taking an active action against bullying behaviuor. For example, participant 15 said: "*I did not do anything. Even if I were to try, they were not going to listen to me*". Furthermore, participant 16 mentioned: "*as a new employee, there was no way I would want to go head to head with him. Despite what he was putting me through, I still needed him as a referral to when I was seeking for employment elsewhere. Me going head to head with him by taking legal steps was not a good idea. I just left things on the hands of God"*. Thus, the perpetrator had too much power and control over the victim.

In other incidents where bystanders where involved they just turned a blind eye. For instance, participant 16 said: "*They would just observe and not do anything because they did not want to be vitimised as well. Which I would understand, if we are all desperate for employment we were all beggars, I can't say we were employees, we just wanted the slices of bread".* In addition, participant 17 stated*: "What I have realised is that they are scared of him. This other time I tried to raise something and those who have been there for years warned me. They told me to mind my steps if I don't want to lose my job".* Furthermore, participant 19 said: "*It is because I do not try to involve myself in other people's fights. I keep my distance. The thing is you will fight for someone who won't do the same when you start experiencing the same thing. What I have realised is that everyone is scared".* Therefore, fear was a controlling factor.

In one situation where the victim tried to take an action against bullying, things got worse. For example, participant 18 said: *"Mostly I kept quiet. Sometimes I got upset and I defended myself. I asked him why he was treating me that way. What is it that I had done to him? It became worse".* In other situations, the participant does not take any internal measure but an external action. For example, participant 20 said*: "I just kept quiet and looked at her. It got to a point whereby I started hating her. I did think that was what pushed me to see a psychologist".*

5.3.4.1.2 Active response

Active response to bullying behaviour refers to immediate response to bullying behaviour by victim, organisation and bystander. Thus, this is illustrated by present action to bullying behaviour by role players. For the purpose of this study, participants highlighted how active response was demonstrated. The second participant was a bystander. Participant 2 stated: "*I tried raising it during our general meetings, so that we*

could deliberate on it, but I failed because most people who were victimised did not say anything during the meeting. Very few talked about what they were going through. But I think that those who could not talk is because of the fact that their line manager was present and they may have been scared to talk about their problems". The second participant further concurred that the line manager responded by establishing a team to deal with such incidents. *But this did not yield any results since nothing was done about the reported incidents* (participant 2). In other words, the orgnisation's response was weak. *"Even the senior managers, reporting to them is useless because they are also perpetrators, so many people are being bullied but they can't say anything"* (participant 2).

Participant 4 claimed that the incident was reported to the manager, but manager seemed not to care. Participant 4 also said: "*we did raise such matters. For talking about it has resulted into three staff members not being appointed. We were told that since you got mouth to speak then we shall see what is going to happen to you. That is how the organisation responded".* The way other organisations respond to bullying behaviour does not provide any solution, but make situation even worse.

Defensive mechanism plays an important role on active response to bullying behaviour for the organisation to take measures. For example, participant 7 said: *"I was vocal about what we were going through. I remember at some point, my line manager and the director had a meeting almost every month and the agenda was "me", that I am disrespectful, that I go to the director's office to throw tantrums, I tell the director what to do.* Participant 7 further stated: *"I remember one scenario that I will never forget; I complained so much to an extent that I escalated may issues all the way to the senior management. The Senior management sent an email to both the line manager and the director, informing them that what they are doing is exploitation and it is against the law".* Nevertheless, in some instances, that is not the case. For example, participant 8 tried to be defensive but that did not yield positive results. Participant 8 said*: "he was called by the senior manager and he came back and apologised to us. The whole*

process was so informal. Nothing was signed though. But everyone who was involved at the launch of the grievance he used that against them. Nothing changed, things became worse. As for me, I wanted to resign because it is not nice to be told that you can be easily replaced.

Participants 10 and 12 defended themselves by being vocal. Participant 12 said: *"I did report it anonymously and the senior manager called a meeting and we spoke about it and that is how it was handled"*. With participant 14 reporting such incidents did not provide any solution. Relevant offices do not respond effectively. Participant 14 alluded: *"I tried to report it. I reported to the supervisor and nothing was done because she was friends with the people who I was working with. So she was afraid to stop them. I also reported it to the CEO and he said he will fix it and he did not do anything about it.*

5.3.4.2 Theme six: managing bullying behaviour.

Catley, et al. (2013) postulate that a number of studies have sought to investigate the antecedents of workplace bullying. This is done to come up with strategies and mechanism to manage workplace bullying. Nevertheless, "while many studies have described the extent of bullying behaviour, relatively few have focused on the management of bullying in organisations" (Catley, et al., 2013: 602). But, managing bullying behaviour starts at the ground level. In other words, victims' management strategies before the organisations can manage bullying behaviour.

5.3.4.2.1 Personal Management

The participants noted several actions which they took to manage bullying behaviour from a personal point of view without reporting the perpetrators. For example, talking to other people about the bullying they experienced. Participant 3 said: *"there were some*

people who I worked with, I used to talk to them about my problems who also understood my situation because keeping quiet does not help. So It is better to talk to people who are experiencing the some behaviour in there are bystander. Talking to them made things easier. As much as they were my colleagues, they became friends. We have made jokes and laugh about it. It is easy to make a joke about it rather than taking it personal".

Similarly, participant 16 stated: "*I managed it through talking with other colleagues. It was sort of a therapy when we share our experiences, like the AA meetings for people with alcohol addiction. For example, we would sit down with other colleagues and discuss "do you think this is fair? They would tell me previous incidents about my manager".* In addition, participant 17 also managed bullying behaviour by talking to a fellow staff member out of trust. Participant 20 was seeing a psychologist. Contrary, participant 4 reported: *"I just go home and talk to my husband and he calms me down. If I can talk to my fellow colleagues, I would know where this could end".*

Other research participants managed bullying behaviour differently. For instance, participant 5 alluded*: "I tried to be strong. I think it came to a point were by "everyone for himself". I just said to myself that I am waiting for my things to be in shape so that I can leave this place. I just sit back and live everything to God, God will deal with those people".* Participant 9 said: *"I just brushed it off and did not take it personal. Because other people (colleagues) would say "she is used to doing such things, don't mind her".* Furthermore, participant 18 stated*: "I just told myself that it was OK. While I was still looking for employment I will just be strong for the time being". Furthermore, participant 21 concurred: "I tried by all means to look at the bigger picture. In this case money. I had bills to pay so I was willing to do whatever they want me to do".* Participant 7 said: *"I managed it by trying to defend myself. Like I said I was too vocal".*

Thus, from the above findings, victims of bullying behaviour can manage bullying behaviour in several ways. One of such is to talk to trusted people who may be facing

the same situation or who may have dealt with such situations before. Fapohunda (2013) claims that "another strategy may be to confront the bully in a professional manner without threatening one's physical safety". Contrary*, participant 8 said: "I believe that the only way it can be managed is through violence. A person like that needed to be beaten. What is the point of telling him one thing over and over again"?*

5.3.4.2.2 Organisational management

According to Catley et al. (2013), several studies have described the extent of the workplace bullying; relatively few have focused on the management of bullying in organisations, particularly in a South African context*.* The participants detailed out how the organisations managed bullying behaviuor. Participant 3 stated that "*the problem is that the senior management knew because many people resigned before me and they did not do anything*". Thus, bullying behaviour was not taken as a serious phenomenon. Furthermore, participant 4 mentioned that *"We did raise such matters. Talking about it has resulted into three staff members not being appointed. We were told that since you got mouth to speak then we shall see what is going to happen to you. Nothing was done".*

In situations where bullying behaviour is reported, the management of bullying behaviour is not adequate. For instance, participant *5 said: "I tried to report to the senior manager many times but it seems like he already knew what was happening because when I reported to him he told me that he knows that people from my section are always complaining. But then, nothing is being done to eradicate such behaviour. But I have realized that in this organisation they don't like people who defend themselves and if you do, you will be in trouble".* Similarly, participant 14 stated: *"I report to the supervisor and nothing was done because she was friends with the people who I was working with. So she was afraid to stop them. I also reported it to the CEO and he said he will fix it and he did not do anything about it".*

Fear also appears as a standing force against the management of bullying behaviour since it is not reported. For example, participant 11 mentioned that *"senior management always ask about our wellbeing when they are around. But we hide our feelings, thoughts and what we are going through. Even now, there is a survey that we need to complete about our work and submit it to our manager so that she can take it to senior management. I am sure that she will go through the documents before submitting".* Similarly, participant 15 said: *"nothing was done about it. I remember the other 2 bosses were also afraid of the other one because he bullied them as well"*. Most research participant stated that workplace bullying is not managed. Thus, other particpnts (7 &18) accused the organisation of not caring about their employees.

5.3.4.2.3 Responsibility for managing bullying

The managing of bullying behaviour involves deferent stakeholders such as employees (victims & bystanders) and employer (including managers and perpetrators). But who should be responsible for managing workplace bullying? Asked who should be held responsible for bullying behaviour at work, participant 1 said *"I think everyone in the organisations should be responsible for managing bulling. Employees should report such incidents and employers should deal with them effectively"*. Participant 5 share the same view and further reported that *"employees should be free to report and employers should take full responsibility to take serious actions against the perpetrators".* Participant 2 and 3 also believe that both employees and employers should take responsibility. But participant 3 also maintained that *"employees have the responsibility of reporting this unwelcomed behaviour in order for the employer to deal with it"*. Similarly, participant 4 stated that *"the employers should be more responsible by forming a committee where we report such matters". Beside, participant 5 emphasised that "employees should be free to report and employers should take full responsibility to take serious actions against the perpetrators".* Participant 5 also mentioned that *"it can be managed if only the senior manager can be able to control the situation because we*

are reporting and nothing is happening. If at the higher management take such behaviour seriously, therefore I don't see such behaviour occurring".

Participant 7 said: *"this responsibility belongs to every role player. When we are vocal about such behaviours as employees, the organisations should take respective and significant decision against the perpetrators".* Participant 8 stated: *"I think both employers and employees should be responsible, because in many situations, employees are the ones who are victims. There need to be a balance. But the employer should insure that there is fairness in the workplace".*

Participant 12 believes that *"it can be managed through proper communication and respect. Furthermore, people should first understand what is bullying. And we need to acknowledge that people are different".* Participant 20 highlighted that employees *should form a group where they can be able to talk about their experiences. The employers should take into consideration employee's concerns whenever employees report such issues. Organisations should conduct workshops educating people about the effect of workplace bullying. They should come up with policies that can guard against bullying.*
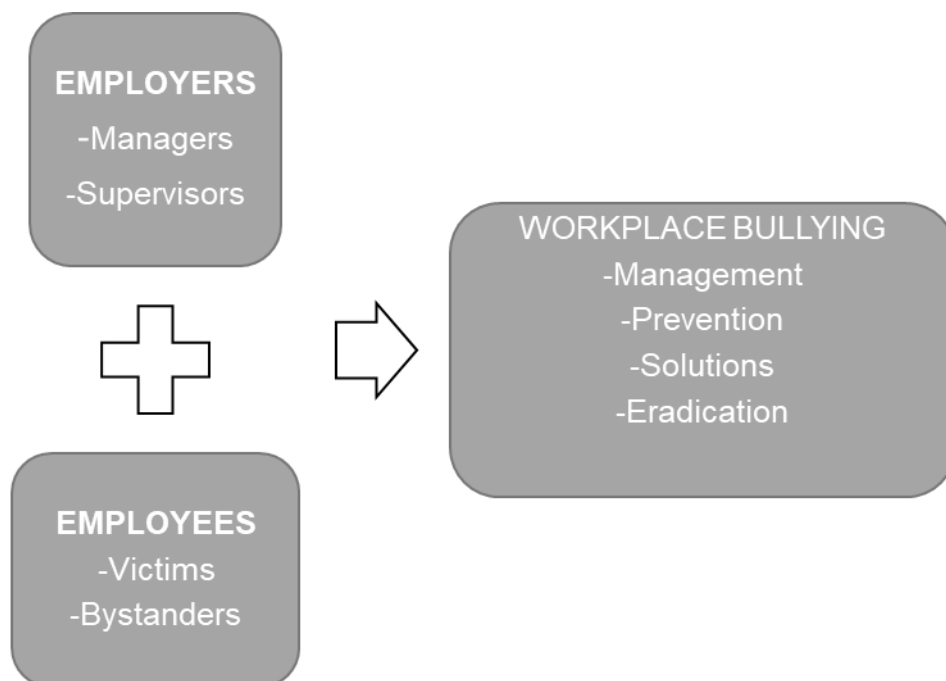
Figure 5.2: Employer versus employee model of managing workplace bullying

The figure above demonstrates how both organisations and employees can manage the existence of bullying behaviour. When organisations and employees collaborate in managing workplace bullying, it increases the probability of prevention, solutions and possibly, eradication. Thus, according to the research participants, management of workplace bulling should be handled and conducted by both organisations (managers and employees (victims).

The majority of research participants believe that such responsibility belongs to the employer alone. Participants 6, 16 and 21 are of an understanding that managers should be responsible for managing bullying behaviour through the use of anti-bullying policies. Participants 9 and 11 also support this motion. But participant 11 believes that that every month there should be external bodies like the department of labour to investigate bullying incidents privately because one is able to express himself/herself privately. Because of the power the managers have, participants 14, 15 and 17 believe that they should be responsible for managing bullying. Participants 18 and 19 are of an opinion that the management should be responsible for managing bullying through the use of HR office. Participant 19 further said: *"I think the HR personnel, with the advice of the top management. There should be a proper relationship between staff and top management"*.
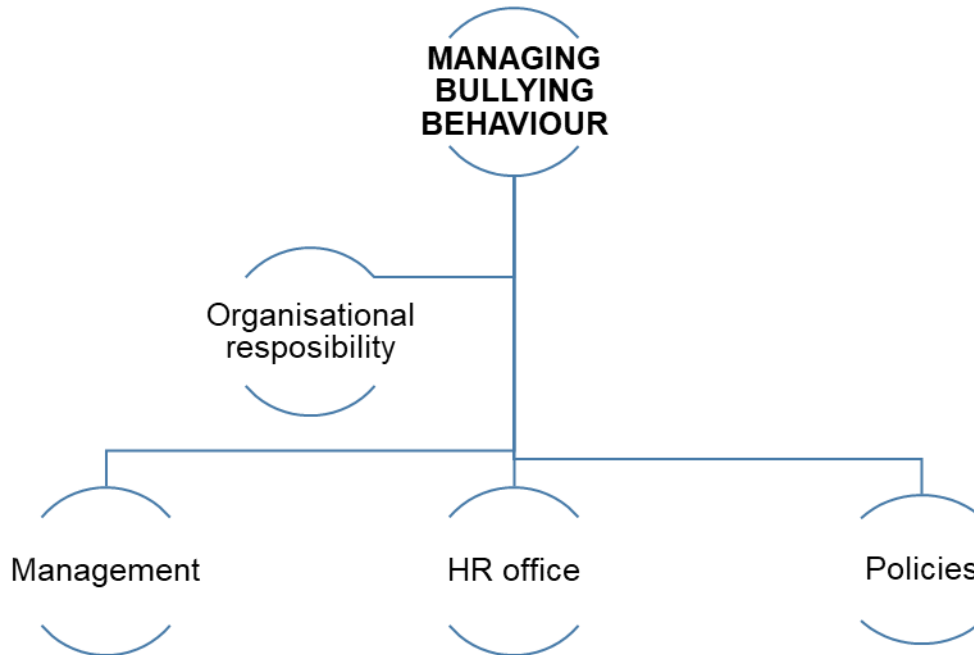
Figure 5.3: Employers' model of managing bullying

As shown in the above figure, majority of research participants stated that organisations should be responsible for managing bullying behaviour. Others believe that this responsibility starts from the management level with the assistance of human resource management office to formulate anti-bullying policies.

5.3.4.2.4 Managing bullying behaviour through prevention

Like any other negative behaoviour, workplace bullying should be prevented in the workplace. Majority of the research participants believe that bullying behaviour can be prevented in the workplace by taking certain measures. For instance, participant 5 said: *"it can be prevented if only the senior manager can be able to control the situation because we are reporting and nothing is happening. If the higher management take such behaviour serious therefore I don't see such behaviour occurring"*. Participant 12 mentioned that it can be prevented through proper communication and respect and people should first understand what is bullying. And we need to acknowledge that people are different.

Participant 7 stated: "*if we want to prevent bullying we should start with the higher management because as a senior management, if you can't address what is happening below you then there is no way that bullying can be prevented. Therefore, senior management should take initiatives to handle workplace bullying*". Participant 14 also agree with participant 7 and conclude that preventing bullying behaviour starts at the management level. Participant 11 believes that the management should involve Department of Labour as well as the CCMA when they want prevent bullying behaviour.

Other research participants believe that nothing can be done to prevent workplace bullying. Participant 4 said: *"I really doubt that it can be prevented because bullying in my observation is due to personal reasons for instance someone bullies you because they are in power and they want to show that they are in charge and control of everything that you do and not ask any questions. If you report them, you are more likely to lose your job. So it is their personal reasons which we do not know. So preventing bullying, I really do not know what could be done".* But participant 6 started: *"I think if this can be resolved from the top level management then it can be prevented but if it is still a problem there, nothing can be done".*

5.3.5 Objective five: strategies and model of managing workplace bullying from an South African perspective*.*

Vartia and Tehrani (2012) stated that there are two ways that organisations could use in reducing bullying in the workplace. Firstly, by raising awareness including developing and consulting on policies and procedures (Einarsen & Hoel, 2008; Vartia & Leka, 2011), raising awareness through the use of surveys, promoting positive behaviours, education for employees and training for managers as well as leaders (Hogh, Mikkelsen & Hansen, 2008). Secondly the way management handles the bullying in the workplace in which the employees are confident that they would be fair, balanced, investigated and resolved (Hoel, et al., 2011).

The study also proposes a formal model of managing workplace bullying which should serve as strategies or guidelines of managing bullying behavour in the South African world of work. In the world of work, bullying behaviour is becoming an important problem that should be managed wisely using formal processes. This will also boost employees' confidence to report workplace bullying incidents. This may form as organisational mechanism to manage workplace bullying effectively. Therefore, bullying behaviour will not be taken very lightly within boarders of the organisation. To manage workplace bullying, there should be a clear and formal procedure communicated to all respective role players. Therefore, the study proposes the following formal model of managing workplace bullying.
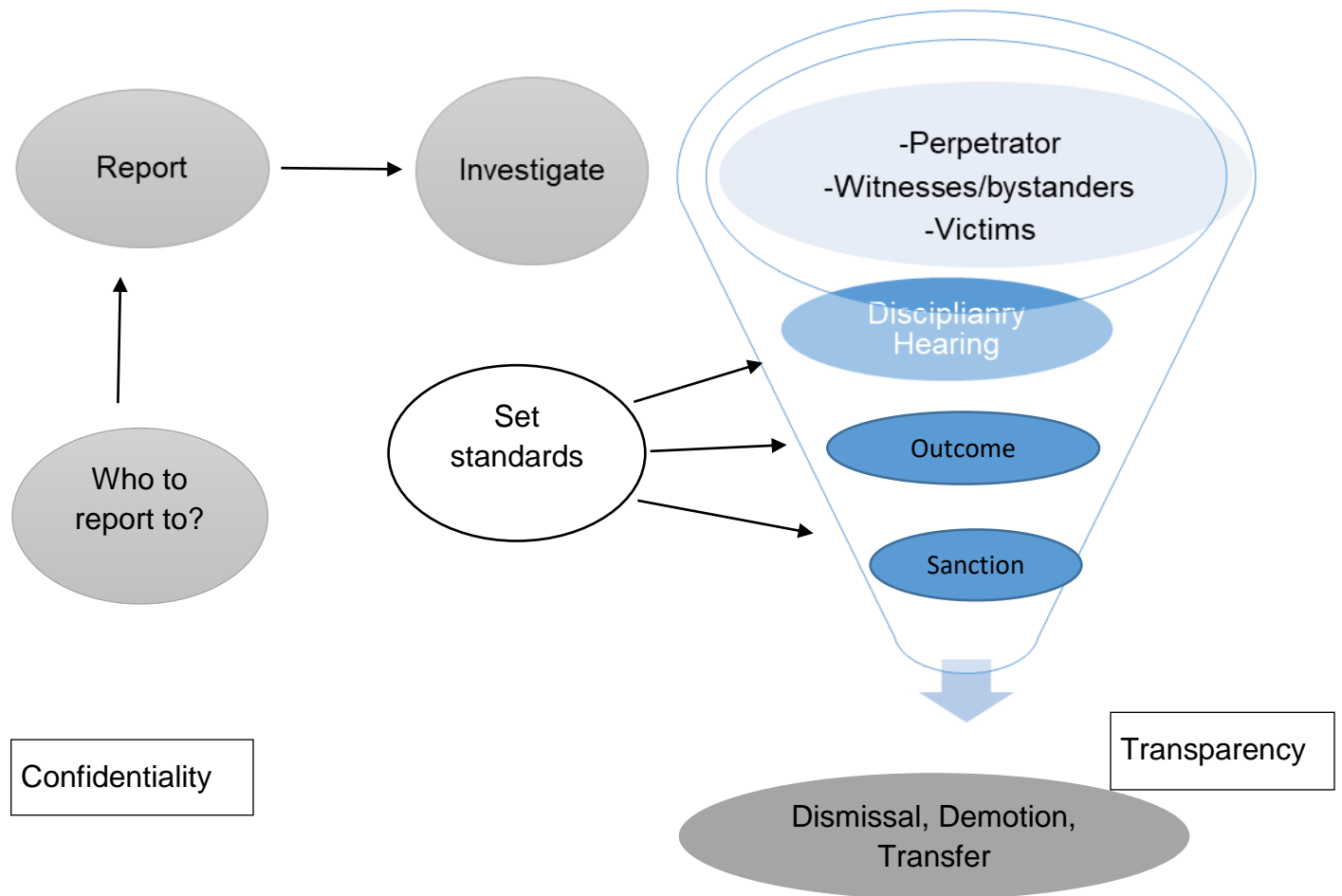
Figure 5.4: Formal model of managing bullying

The figure above demonstrates formal processes to manage workplace bullying while maintaining confidentiality and transparency. The first step of the proposed model of managing workplace bullying focuses on the relevant office which the victims can report bullying incidents before they could report. Relevant office to report bullying depends on victims and perpetrator's position. For instance, in a situation where a victim is bullied by co-workers, supervisor or managers should be a responsible person to report to. However, when the supervisor or manager is a perpetrator, executive manager should be a relevant office to report. When reported, investigations should take place. Investigations should clearly involve perpetrator(s), witnesses/bystanders and victims. Perpetrator should be notified in writing the date, time and place of the hearing make preparations. Both victim and perpetrator should have their own witnesses to support their cases. Disciplinary hearing should be measured against set standards that clearly state what constitute bullying behaviour. This is followed by the outcomes of the hearing. That should be justified by set standards. When a perpetrator is found guilty, sanctions should be applied (dismissal, demotion or transfer).

5.4 CHAPTER SUMMARY

In this chapter, the results were discussed in relation to the conceptual frame work. This study should assist workplace bullying role players (victims, bystanders, perpetrators and organisations) to be more mindful and knowledgeable in dealing and managing bullying behaviour for a zero-tolerance culture in workplace bullying. The next chapter will discuss the conclusions and recommendations of the study.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

The main aim of this chapter is to discuss conclusive thoughts from the research findings and implications. Furthermore, this chapter also presents the contributions of the study to the body of knowledge on workplace bullying both at practical and theoretical practices. It also reports on review of possible limitations, and practical recommendations as well as future research recommendations. In conclusion, it discusses self-reflection of the study.

6.2 OVERVIEW OF THE STUDY

This section will provide an overview of each chapter. Thus, the thesis consists of six significant chapters. Every chapter clearly described its role and objective in the thesis. The study began by introducing the phenomenon both from the western perspectives and African perspectives in chapter one. It provided a significant reason why workplace bullying should be studied from an indigenous perspective to provide solutions to indigenous people. Thus, a gap was exposed in literature on bullying behaviour.

Many previous studies over the years have studied workplace bullying using Western ideology and perspective in Africa (Ariza-Montes, Muniz, Montero-Simó & Araque-Padilla, 2013; Smit & Du Plessis, 2016; Motsei & Nkomo, 2016; Nel, 2019) than studying bullying from an African indigenous perspective. The idea of indigenous has pulled in significant enthusiasm as an endeavour to comprehend the intensity and stability of knowledge, particularly in the South African landscape. In South Africa,

indigenous knowledge received much recognition after the Apartheid regime (1994). Consequently, after 1994, "indigenous knowledge became a critical component of the restructuring of South African Science and Technology" (Akenji, 2009). According to Nel (2006), as cited in Maferetlhane (2012), the first National Workshop on indigenous knowledge in South Africa was held in 1998, under the auspices of the Portfolio Committee on Arts, Culture, Science and Technology. Furthermore, in 2003, the former President of South Africa (Thabo Mbeki) also highlighted the importance of indigenous knowledge in an article in the Mail and Guardian (Akenji, 2009).

Njiraine, Ocholla and Onyancha (2010) believe that indigenous knowledge has crucial functions and importance in the body of knowledge, therefore requires significant attention. They further concur that issues relating to the recognition, understanding, protection and appreciation of indigenous knowledge are therefore very essential or significant at national level. As a result, South African government established the indigenous knowledge system policy and a dedicated indigenous knowledge system office (Domfeh, 2007).

Chapter one also discussed the need to promulgate workplace bullying legislation like other negative behaviour such as harassment and discrimination. Chapter one also introduced research questions and objectives of this study. The first main objective was to identify shared themes from individual accounts of workplace bullying incidents. The second main objective was to describe the nature (causes & dynamics) of workplace bullying from indigenous, contextualised perspective. The third main objective was to examine outcomes and consequences of a workplace bullying incident for the victim, bystander, and the organisation. Lastly, to describe the management of the phenomenon from a local, contextualised South African perspective. Thus, chapter one provides an overview on the expectations of the study.

Chapter two reviewed relevant literature on workplace bullying studied in different industries, sectors and parts of the globe. It focused on the theoretical review of workplace bullying. Where different theories related to the study were discussed and conceptual framework proposed and introduced. Chapter two also focused on the nature of workplace bullying and how is defined and understood worldwide. Thus, workplace bullying as a phenomenon that has existed from the beginning of workforce was described as a phenomenon defined, understood and characterised differently by different people and scholars. Workplace bullying was also discussed as a phenomenon that is increasingly becoming a critical impediment for organisations worldwide as well as the employees as victims and bystanders, taking into account the severe consequences it has in the workplace to all role players (victims, bystanders and organisation) when ignored.

Chapter two emphasised that workplace bullying should be treated, handled and addressed differently from other negative behaviour such as harassment. Therefore, workplace bullying should have its own labour legislation particularly in South Africa. It discussed causes of workplace bullying and further acknowledges that causes may differ depending on the organisational setting and people. Characterised by contributing factors on bullying behaviour. Furthermore, chapter two highlighted workplace bullying responses done by victims, bystanders and organisations.

Chapter three dealt with qualitative research inquiry used in the study. Therefore, research design of the study is elaborated in detail in terms of how each process was conducted. Thus, chapter three provides a motivation on research design on the study particularly the use of epistemological assumption to understand South African indigenous perspectives of workplace bullying. Furthermore, it highlighted imperative reason on why the constructivist worldview formed basis of the study as well as why study workplace bullying qualitatively. In addition, the use of native language speaking (Xitsonga, Tshivenda and Sepedi) indigenous people was provided. Sampling of participants was stipulated alongside with the sampling criteria. Data collection

strategies through interviews were further provided in details. Collected data was transcribed, analysed and interpreted respectfully to form theme of the study.

Chapters 4 and 5 focused on results presentation, interpretation and discussion of the findings of the study. Chapter 4 presented participants' profile in terms of their ethnicity. In addition, it discussed workplace bullying experiences provided by the research participant, some were bystanders but majority were victims. It also presented actions taken by either victims or bystanders on bullying behaviour. Furthermore, story told by participants on their experience of bullying was presented.

Chapter 5 highlighted the results obtained through analysing transcribed interviews of the research participants, which six key themes were identified. Namely; accounts of bullying behaviour, contract of employment, demonstration of power, workplace bullying outcomes, response to bullying behaviour and managing bullying behaviour. It is also important to note that all these themes had sub-themes. Chapter 5 critically integrated and conceptualised the six main themes and their sub-themes in relation to the objectives of the study. Thus, the findings were discussed as a true reflection of transcribed interviews.

Lastly, Chapter 6 focuses on conclusive thoughts on the study as well as recommendations and the proposed strategies and model of managing workplace bullying from an African perspective.

6.3 CONCLUSIONS

The main purpose of the study was to address proposed research problem, namely, to understand and describe accounts of workplace bullying from an indigenous, contextualised South African perspective. In other words, workplace bullying was

studied from a South African indigenous perspective. Therefore, research objectives of the study were articulated as a) to identify shared themes from individual accounts of workplace bullying incidents; b) to describe the nature (causes & dynamics) of workplace bullying from indigenous, contextualised perspective; c) to examine outcomes and consequences of a workplace bullying incident for the victim, bystander, and the organisation; d) to describe the management of the phenomenon from a local, contextualised South African perspective; e) to develop strategies and model of managing workplace bullying from an South African perspective.

Therefore, conclusions were formulated concerning the research problem and the research questions of this study through the use of collected data through 21 interviews conducted in Limpopo.

Workplace bullying accounts were clearly explained as verbal actions than physical or non-verbal actions (e.g. body language). Therefore, forms of bullying behaviour such as disrespect, rumours or bad mouthing, name calling, threats, unfair treatment, insults, public humiliation and infringement of rights were identified. All these were generated from indigenous perspectives and understanding of workplace bullying. Most research participants seemed to have been victims because of their employment status. Thus, most of them were just starting their careers. They were forced to be humble and circum to given circumstances because of fear of the unknown and future employment conditions. Nevertheless, power was another contributing factor to bullying behaviour. Those with high authority were reported as being perpetrators who took advantage of those who did not have any authority.

In some situations, those who served their organisations for a long time used that as power over those who just started their career. Nonetheless, in some instances, because of the connection they have with people in high authority, they felt as if they could do as they want to victims because they have the protection from higher authority.

Thus, the power imbalance continues to be one of the contributing factors of bullying behaviour. Those without power experienced bullying more. Besides, literature agrees that bullying behaviour is an arena suffused by power differences (Hodson et al., 2006; de Wet, 2014; Bernstein & Trimm, 2016).

This study revealed that workplace bullying may have some significant consequences on victims and bystanders. Nevertheless, all consequences lead to organisational impact of bullying behaviour. According to Constantino, Domingez and Galan (2006), bullying does not negatively have impact on the individual employees only but as well as the organisation itself. Thus, majority of research participants resigned while others were planning to resign. Therefore, this will result in high turnover intention rate which has significant impact on the organisation. As revealed by the study, employee's well-being is also at stake to a point that others added up with high stress level and depression. Thus, this also holds an imperative impact on the organisational success.

As revealed by the study, workplace bullying accounts have the potential to harm performance. Research participants stated workplace bullying experiences have compromise they performance. Thus, this again goes back to the organisations, without good performance organisational success is under threat.

The study revealed that when workplace bullying incidents occurs, victims, bystanders and the organisation may respond differently. In most situations, the research participants (victims) did not do anything about what they were going through. Let alone report the perpetrators. Thus, the treatment continued to escalate out of control because of poor responses from the victims. Probable, if victims had responded differently the workplace bullying accounts would have been prevented or eradicated.

To further make sense of the study, age and gender also contributes to the existence of bullying behaviour. For example, keeping quiet when elders are talking to you is a sign of respect in the African context, or when a man is talking to a woman. And in this current study, participants were bullied by elders. Probably, the perpetrators did not perceive it as a negative practice because it is a common practice in African culture. Same applies with gender. Indigenous men believe that women and the young should be humble and submissive. Furthermore, doing as you are told by elders and men in Africa it is a sign of submission. The study also highlighted that most bystanders turned a blind eye when bullying incidents were occurring. This was characterised by fear. Thus, they did not want to be involved on what they believe did not concern them.

Nevertheless, such behaviour became a norm in most orgnisations. Furthermore, this study also revealed that many orgnisations in question did not make any responses. Those who did, was not adequate. Orgnisational lack of responses to bullying behaviour made it to escalate. In other words, organisations were promoting it instead of preventing it. Organisations cannot be entirely blamed, it is also important to note most research participants postulate that they did not report the incidents. Others claim that the organisations knew what was happening but chose to look away.

This current research results show that organisations where the research participants were employed did not have formal bullying management strategy including policies as well as intervention strategies. Moreover, employees are controlled by fear. They are afraid to report the perpetrators. Furthermore, organisations did not really make serious initiatives to manage bullying. For that reason, bullying incidents continues to escalate. Research participants believed their organisations do not care about them that is the reason why they don't take bullying behaviour seriously. Research participants also stated that there are no prevention strategies in place. Organisations are also the contributing factors to bullying behaviour.

The study also acknowledges that people and the world of work have evolved from generation to generation. In the African point of view when dealing with workplace bullying, it is important to take into consideration the diverse nature of Africans, particularly in South Africa.

6.4 IMPLICATIONS AND CONTRIBUTIONS OF THE STUDY

The main aim of the study was to understand and describe accounts of workplace bullying from an indigenous, contextualised South African perspective. Practically, the study also intended to assist organisations and institutions to instigate and formulate anti-bullying policies taking into consideration diverse nature of indigenous people. This study also intended to propose that government should promulgate a law that handles bullying behaviour instead of handling it through the channels of other negative behaviour such as harassment. The use of interviews as data collection strategy made the study to be more creditable because the participants were free to express themselves about their workplace bullying experiences. Thus, workplace bullying is best described by those who have experienced it. In other words, a person cannot describe the taste of Sushi if he/she has never had Sushi before.

The study makes further contributions to on accounts of workplace bullying research indigenously in the South African context and to the literature on workplace bullying. Furthermore, with regard to methodology, constructivist worldview formed basis of the study to understand and describe individual account of bullying behaviour. Therefore, the study extant the body of knowledge by providing a key contribution on understanding and describing workplace bullying accounts from indigenous perspectives.

6.4.1 Theoretical contribution

Indigenous knowledge is a concept that has been studied before for many years but its popularity has been to a minimum. Most recently, the concept of indigenous knowledge has become a well-known phenomenon in literature (Mutua & Swadener, 2004; Mertens, et al., 2013; Khupe, 2014). Thus, this thesis further contributed to the importance of indigenous knowledge. Furthermore, the themes discussed in this study described the understanding and accounts of workplace bullying by indigenous groups that they have experienced in their respective workplace. Nevertheless, themes identified in this thesis were explored in detail to understand how each respective theme contribute to the universal understanding of the phenomenon, for the possibility to propose workplace bullying theory from and South African indigenous perspective.

Most study in workplace bullying discussed and researched the phenomenon from a western perspective even in the African context, rather than from African indigenous point of view. Thus, the study revealed that even indigenous groups can experience bullying in the workplace. This study also revealed that workplace bullying is understood and described differently from an individual perspective. In other words, experiences of workplace bullying could mean different things to different individuals depending on the situation.

Furthermore, research participants identified individual accounts of workplace bullying charaterised by disrespect, rumours or bad mouthing, name calling, threats, unfair treatment, infringement of rights, work overload and domineering as forms of bullying behaviour that they were subjected to. Contract of employment was also identified charactirised by internship programmes as well as temporary appointment contracts. Nonetheless, the accounts of bullying behaviour are rooted in power. Those with higher authority and long service have power on those who just started their careers. Hodson,

Hodson, Roscigno and Lopez (2006) as well as Cunniff and Mostert (2012) maintain that power relations plays a significant role on the existence of workplace bullying, because powerless victims continue to be subjected to bullying bahavoiur. As a result, many victims' chose to leave the organisation the moment they get employment opportunities in different organisations. During the experiences of bullying behaviour victims' stress level will be high which may lead to deep depression. Victims end up being emotionally damaged. At the same time, job performance is compromised.

Fear controlled how victims react and respond to bullying behaviour because of how people are desperate for employment. Thus, money/wage/ salary become a motivation to endure workplace bullying. As a results, workplace bullying incidents are not reported and perpetrators walk away victors. Organisations fails to take respective measures because usually bullying incidents are not reported. However, in situations where organisations are aware, there are no serious anti-bullying strategies in place. If there are, they are extremely not practiced. Furthermore, silence is used at a good strategy to manage workplace bullying. But emotionally, victims are taking serious strain. Therefore, talking to people about bullying experiences supplements the serious effects of the phenomenon.

Managing and preventing workplace bullying should be handled by all relevant stakeholders in the employment relations such as employees, employers and the government. Each role player should be held accountable for taking serious measures on bullying behaviour. Because of the impact of workplace bullying documented and presented in literature, law against workplace bullying will strongly encourage employees to report such incidents and to make employers to create and instigate anti-bullying policies with serious consequences. There should be an insurance of preventative measures and communication methods in place.

Branch and Murray (2015:289) are of an opinion that bullying behaviour is "multi-dimensional with individual characteristics of targets, perpetrators and bystanders as well as the work environment itself all contributing, synergistically, to its occurrence and escalation". In the African context, young people are usually expected to following the instructions given by the elders, thus perpetrators may argue that it is in our culture to control what the young people must do, or even talk to them the way African elders should talk to African young person. Thus, this further emphasise the multi-dimensionality of bullying behaviour.

6.4.2 Practical contribution

This thesis has several important implications for practice. Firstly, they highlight an integrated transparent system to management workplace bullying in all organisations. Such system will protect possible victims and bystanders from mistreatment and unwelcomed behaviour. This system will act as a bridge between victims and organisation to encourage employees to be able to report the perpetrator and for the organisation to be able to take responsive measures. In situations where participants reported the bullying incidents management perpetuated bullying behaviour by not responding adequately when reported. It is important to note that, most perpetrators in this study were supervisors and managers. This implies that management promotes workplace bullying. Thus, bullying should be discouraged from management level. To do so, management and Human Resource offices should come up with strategies and process which set out what bullying bahaviour is and how it should be discouraged and handled.

Another result with implication for world of work is a need to understand workplace bullying from a South African indigenous perspective, taking into consideration the role of power in African believes and society particularly with regard to gender and age. How do we separate African believes and norm from workplace practices? Age and gender

should not be a weakness in the organisation because the main reason why organisation hires people is to be productive and proactive regardless of gender or age. Organisations should not be treated like our African household where men and elders have power and authority over the young and women.

Another finding with possible and practical implication is on having the phenomenon "workplace bullying" regulated by the constitution of the republic like other negative behaviour such as harassment which is regulated by Protection from Harassment Act No 17 of 2011 as well as section 6 of Employment Equity Act and discrimination which is regulated by Section 78 of the Basic Conditions of Employment Act No. 75 of 1997. Protection from Harassment Act provides clear guidelines on how to handle harassment. For that reason, harassment is perceived as a serious offense with serious consequences. Therefore, that is the reason perhaps workplace bullying is not taken seriously because South African legislative framework does not specifically address it, or even clearly state it. As stated earlier, the Bill of Rights of the Constitution of the Republic of South Africa state that everyone has the right to dignity. Therefore, workplace bullying perpetrators violate people's right in terms of Bill of Rights. Workshops and awareness campaign on workplace bullying should be promoted.

Thus, from the transcripts it is also clear that employees are generally intimidated to a considerable extent so that they do not report the unfair labour practices happening in the organisations. Therefore, the Department of Labour and other relevant stakeholders should ensure that toll-free numbers and other hotlines are put in place to ensure that employees anonymously report these practices. In addition, employees should be educated on workplace bullying – what it is and when to report it as well as the protocols to be followed in recording their evidence leading to the reporting of the incdents.

6.5 LIMITATIONS OF THE STUDY

In research, there is no study without limitation. Regardless of those limitations, studies contribute significantly to the body of knowledge. Like other studies, this research has its own limitations as well but the objectives of the study were achieved. This study only focused on the ingenious groups in Limpopo province. More different indigenous group and from different ethnic groups (e.g. IsiZulu, Xosa etc.) could have been added to participant in the study. Nevertheless, different ethnic groups are found in different provinces. Besides, given the nature of the study probable it would have been difficult to get to participants in other provinces. The study excluded perpetrators perspectives on accounts of workplace bullying which would have added more subjectivity on the findings. Nevertheless, the nature of the study made it difficult to get participants who agreed to say they were perpetrators.

Another limitation of this study stem from time constraint of the study. The research had a maximum of 12 months to collect data from the participants given the size of Limpopo province. More respondents would have been obtained. But, given the nature of the scope of the study, data presentation and analysis would have been challenging, probable reach data saturation earlier. Furthermore, another possible limitation of the study was the exclusion of organisational representatives (managers) to discuss and highlight strategies they have in place to handle workplace bullying including anti-bullying polices. Another limitation of the study stems from the fact that all participants had some formal education which means that they probably understood workplace bullying. The researcher believes participants with no education would have provided a different perspectives of workplace bullying accounts taking into consideration the scope of the study. Lastly, another limitation of the study stems from the fact that most participants were young with limited experience. Older participants would have been

helpful. But given the nature of workplace bullying, people who are more likely to experience bullying in the African context are relatively young.

6.6 RECOMMENDATIONS OF THE STUDY.

Based on the research implications and limitations highlighted in the study, the study has few proposition on the recommendations for practices and future research.

6.6.1 Practical recommendations

The results of the study clearly show the severity of workplace bullying on employee's (victims & bystanders) integrity, self-esteem, turn-over, career, emotional wellbeing, performance and commitment. Which automatically affect organisations because it leads to unexplained absenteeism, late coming, poor morale among employees and poor concentration at work. It revealed the level of how bullying behaviour can lead to a toxic working environment. Therefore, the study recommends that organisations should develop anti-bullying policies taking into consideration diversity nature of the workforce. The purpose of the anti-bullying policies should be clearly communicated to all respective stakeholders (employees, supervisors, managers and executive management). These anti-bullying policies should highlight severity of consequences (e.g. Demotion or dismissal) to those who are found guilty of such transgression. Thus, organisation could use the proposed conceptual framework presentation in chapter two and five to understand the antecedents of bullying behaviour through understanding workplace bullying incidents and how they can have severe consequences from a South African perspective. As a result, it will be easier to manage workplace bullying incidents. However, such anti-bullying should clearly define and describe what constitute "bullying" using examples. The anti-bullying policy created must emphasise a zero tolerance of bullying and other unwanted behaviour in the workplace. This will also help

organisations to respond adequately to bullying incidents and act promptly. Organisations should design and present training on workplace bullying for employees including the management regularly.

Awareness Campaigns on workplace bullying should be promoted. Workplace bullying awareness campaign must be held in the organisations whereby the employees are being taught about bullying, their types, their consequences and how to take steps in reporting it (Tehrani, 2012). Besides, Tehrani (2012) argue that interpersonal conflicts and bullying in the workplace must be identified, investigated and resolved where they occur. They further stated that everyone in the organisation must play their roles in resolving such matters and that many organisations lack the skills and knowledge to recognise and deal with bullying.

The study further recommends that after workplace bullying incident have been handled there should be a follow up to determine whether some behaviour is still experienced or not as well as to offer support to the victims.

The study also recommends that organisations should label address workplace bullying as occupational health and safety phenomenon. Furthermore, in the South African context the Occupational Health and Safety Act (OHASA) states that every employer is solely responsible for the health and safety for all employees in the workplace. Such recommendation will increase the seriousness of the impact of workplace bullying.

The study also recommends that workplace bullying should be handled as a stand-alone or separate phenomenon from other negative bullying behaviours such and harassment and discrimination. As such, there should be separate policies and procedures when dealing with bullying behaviour. Hadwin, Donnelly, French, Richards, Watts and Daley (2003) also support such opinion.

Finally, it is hoped that this study would be beneficial to all relevant parties involved in the workplace bullying incidents, ranging from victims of bullying behaviour, bystanders and management of deferent organisations as well as end users.

6.6.2 Future research recommendations

The study participants were from only three different groups. For future research purpose, more different ethnic groups could be involved to increase the voices of different indigenous groups. In future, it would be beneficial for future researchers to consider expanding the study into different provinces in South African and other African countries. Henceforth, it would further be beneficial for future researchers to consider the perpetrators perspectives in trying to generate their understanding on workplace bullying accounts. Additionally, there is a clear need for future research that include organisational representatives (managers and HR personnel) to discuss and highlight strategies they have in place to handle workplace bullying including anti-bullying polices. Older people who have work for many years and served different organisation could be helpful in discussing how workplace bullying have evolved over the years.

6.7 SELF-REFLECTION

I start this section by motivation behind the study as well as the context in which the study took place. The purpose of this is for the reader to be able to comprehend my choices of study and methodology. Furthermore, I concur with early research by Swadener (2004) who stated that research is not a neutral knowledge creation activity, but is influenced by sociocultural experiences and histories that continually shape our thinking. On that note, I have made a decision to share parts of my life and research journey because this has become common in literature (for example see Mertens, Cram

& Chilisa, 2013; Khupe, 2014). Nevertheless, Patton (2002) states that reporting professional and personal information that may have affected data collection, analysis and interpretation improves the credibility of the study in qualitative research.

I started my foundation phase (Grade 1 to Grade 2) in a rural area called Nhlengani Village (Malamulele) and completed my school years in Soweto, Chiawelo (Grade 3 to Grade 12). I spent most of my life in the urban area than at the rural area where influence on my culture was minimum. During my upbringing, I was not sufficiently exposed to South African traditional ways of living because of Western influences of urban life. Ever since I was born I did not have the privilege of an elderly person (grandparents) who would have taught me more about my culture and tradition. However, every opportunity that I got to visit my grandparents back at the villages, I tried by all means to understand traditional life and the indigenous ways of living life, but that was not enough. Most of the knowledge I had acquired during my visits to the rural area (village) was neither required nor useful at school, and school knowledge was also not really useful for practical life at the village. This clearly shows a lack of integration of western knowledge and indigenous knowledge.

As a young man driven by education, spent most of my years studying the western knowledge and perspectives which made me neglect my tradition. However, as years went by, I started wondering whether western knowledge was enough, whether as Africans are we too westernised because we are too influenced by ideas, practices, customs and characteristics of the west? Such ideas made me develop more interest in indigenous knowledge (traditional knowledge). It is significant to note that there is a difference between Western and indigenous practices in terms of the traditional cultural norms, values, beliefs, expectations and actions. Sadly, at school we were only taught the history of Jan van Riebeeck and colonialization of Africa not the history of African tribes and indigenous practices.

Senanayake (2006) who states that colonial education framework supplanted the regular day to day life aspects of indigenous knowledge and ways of learning with

Western ideas of theoretical knowledge and academic ways of learning. Thus, the core existence of indigenous knowledge was also threatened by the introduction of formal education.

Thus, South African's educational system is still designed with western philosophies, strategies and methodologies with limited involvement of indigenous philosophies, strategies and methodologies. To make matters even worse, currently in South Africa, indigenous practices and systems are still not taught at schools. Accordingly, one can say that most African problems are more likely to be approached from western perspective simply because it is too influential in our day to day activities. For example, like the phenomenon of "workplace bullying". Most African scholars who have studied the phenomenon have studied it from the western perspective and understanding (De Cuyper, Baillien & De Witte, 2009; Cunniff & Mostert, 2012; De Wet & Jacobs, 2013). Consequently, meaning and understanding of the phenomenon from the African perspective will still generate western epistemology because of the adaptation of western meaning and understanding of the phenomenon.

I was introduced to bullying behaviour when I moved from the rural area to start school in urban area. When I started school in Soweto, it was difficult for me to adapt to change in the environment because of the fact that I was bullied since I was "just" a village boy in an urban area. I was called by all sorts of names (stupid, retarded, piglet etc.) by some of my classmates. This came as a result that I was not fluent in English like them and I could not read properly. I experienced same treatment for about two years until I defended myself. The day that I stood up for myself was the day that bullying stopped.

Ever the year I managed to survive such incidents until I made it to the University. I was introduced to research practices or methodology on my second year of study by my former professor HJ Pietesen who also supervised my Masters Degree. My first interest was on quantitative research approach because it was very easy for me to understand and practice more than qualitative research. I found qualitative research to be more time

consuming and extensive. Therefore, my honours and Masters degrees were in quantitative.

While I was doing my Masters degree I was a part-time lecturer where I was given countless opportunity to attend deferent academic conferences by my former HoD (Professor O. Oni) under the mentorship of Dr H Ngirande. That is where I was familiarised thoroughly about qualitative research. As an academic I started reading more on qualitative research from the following authors: (Hsieh & Shannon, 2005; Creswell, 2013; Creswell, 2014), which strongly helped me to understand and fell in love with qualitative research approach. This further motivated me to do my PhD in workplace bullying using qualitative research paradigms.

I experienced bullying as a bystander. To be more precise victims were allocated duties but more often would be called to perform duties that were not part of their job description. In doing so, they were not being asked, but rather ordered to perform those tasks because of the fact that they were not permanently employed. They allowed such behaviour to occur and continue because they were desperate for employment. They had to humble themselves and do as told to stay employed. Over the years, I witnessed my colleagues and friends being bullied and found it extremely difficult to handle it. When I asked them about such incidents, they told me that they feel less appreciated and inferior because of the way they were being treated and managed at work. This further instigated my interest to study workplace bullying. Bullying incidents experienced in my life affected perception of workplace bullying.

Furthermore, in 2017 I first registered my PhD, I focused on workplace bullying from an indigenous African perspective with Professor C. Pietersen (who was due to retire) and Prof T Setati as my promoters. As an upcoming qualitative researcher, it was difficult for me to adapt from quantitative thinking to qualitative view. Nevertheless, with intensive studying of qualitative books and articles, I slowly transitioned and adapted. At proposal stage, I struggled to get my proposal approved by respective committees. That did not discourage me but encourage me to persevere. I was ready for a challenge to see my

study being approved at all relevant committees including optioning research ethics certificate.

During the course of the study, I realised sensitivity of the study particularly when I was collecting data. Some people were not keen to be participants because of how their workplace bullying incidents affected them. Some withdrew to participate during the interview. Some became emotional during the course of the interview. Somehow, these interviews made me feel like a psychologist by listening to how people felt about workplace bullying. Besides, literature suggest that Interviews are a challenging activity when talking about sensitive issues, particularly workplace bullying (Gerrish, Hunter, Murphy, Grealish, Casey, Keady, & Lambert, 2011). Therefore, it was not easy to get participants of the study. Nevertheless, I persevered and managed to get 21 participants. Most requested a copy of signed consent forms.

Each interview was recorded and later on transcribed. When I was conducting the interviews, I underestimated the effort and time needed to transcribed audio to words. It was very straining and time consuming to transcribe and I could not ask for assistance due to the confidentiality and ethical issues I had to adhere to. When I was analysing data, I became more connected to the study.

Most people do not report workplace bullying incidents out of fear because in many cases, supervisors, managers and executive management are reported to be perpetrators. Therefore, victims do not really know where to report. Usually, organisations are accused of knowing about workplace bullying incidents taking place but choose not to take measures.

6.8 CONCLUDING REMARKS

This chapter discussed conclusive thoughts from the research findings and implications with an overview of the study. Additionally, this chapter also presented contributions of

the study to the body of knowledge on workplace bullying both at practical and theoretical practices. It also reported on review of possible limitations, and practical recommendations and future research recommendations. In conclusion, it discussed self-reflection of the study.

REFERENCES

Adamo, D. T. (2015). Ancient Israelite and African proverbs as advice, reproach, warning, encouragement and explanation. *HTS Theological Studies*, *71*(3), 01-13. doi.org/10.4102/HTS.V71I3.2972

Adebayo, A. S., & Juliet, N. (2014). Workplace bullying: the experience of teachers in Kuwadzana cluster, Harare, Zimbabwe. *European Scientific Journal*, *10*(4), 306-319.

Aikenhead, G. S., & Ogawa, M. (2007). Indigenous knowledge and science revisited. *Cultural Studies of Science Education*, *2*(3), 539-620. doi.org/10.1007/s11422-007-9067-8

Akella, D. (2016). Workplace Bullying: Not a Manager's Right? *SAGE Open*, *6*(1), 6-10. doi.org/10.1177/2158244016629394

Akenji, M. J. (2009). *The incorporation of indigenous knowledge in land reform projects: the BASOTHO LETJHABILE and MAOLOSI trust agricultural projects* (Doctoral dissertation, University of the Free State).

Aleassa, H. M., & Megdadi, O. D. (2014). Workplace bullying and unethical behaviours: A mediating model. *International Journal of Business and Management*, *9*(3), 157. doi.org/10.5539/ijbm.v9n3p157

Ali, S., & Farooqi, Y. A. (2014). Effect of work overload on job satisfaction, effect of job satisfaction on employee performance and employee engagement (a case of public sector University of Gujranwala Division). *International Journal of Multidisciplinary Sciences and Engineering*, *5*(8), 23-30.

Alshenqeeti, H. (2014). Interviewing as a data collection method: A critical review. *English linguistics research*, *3*(1), 39-45.

Altman, B. A. (2010). Workplace bullying: application of Novak's (1998) Learning Theory and implications for training. *Employee Responsibilities and Rights Journal*, *22*(1), 21-32. doi.org/10.1007/s10672-009-9121-7

Amozurrutia, J. A., & Servós, C. M. (2011). Excel spreadsheet as a tool for social narrative analysis. *Quality & quantity*, *45*(4), 953-967. doi.org/ 10.1007/s11135-010-9406-9

An, Y., & Kang, J. (2016). Relationship between organisational culture and workplace bullying among Korean nurses. *Asian Nursing Research*, *10*(3), 234-239. doi.org/10.1016/j.anr.2016.06.004

Anderson, C. A., & Bushman, B. (2002). Human aggression. *Annual Review of* and management strategies. *Tourism Management*, *33*(2), 351-360.

Anderson, C., & Kirkpatrick, S. (2016). Narrative interviewing. *International Journal of Clinical Pharmacy*, *38*(3), 631-634. doi.org/10.1007/s11096-015-0222-

Anomneze, E. A., Ugwu, D. I., Enwereuzor, I. K., & Ugwu, L. I. (2016). Teachers' emotional labour and burnout: Does perceived organizational support matter. *Asian Social Science*, *12*(2), 9-22. doi.org/10.5539/ass.v12n2p9

Appelbaum, S. H., Semerjian, G., & Mohan, K. (2012). Workplace bullying: consequences, causes and controls (part one). *Industrial and Commercial Training.*

Aquino, K., & Bradfield, M. (2000). Perceived victimization in the workplace: The role of situational factors and victim characteristics. *Organization Science*, *11*(5), 525-537.

Aquino, K., & Thau, S. (2009). Workplace victimization: Aggression from the target's perspective. *Annual Review of Psychology, 60*, 717-741. doi,org/ 10.1146/ 60.110707.163703

Ariza-Montes, A., Muniz, N. M., Montero-Simó, M. J., & Araque-Padilla, R. A. (2013). Workplace bullying among healthcare workers. *International journal of environmental research and public health*, *10*(8), 3121-3139. doi.org/10.3390/ijerph10083121

Aspers, P., & Corte, U. (2019). What is qualitative in qualitative research. *Qualitative Sociology*, *42*(2), 139-160.

Australia, S. W. (2013). Guide for preventing and responding to workplace bullying. *Canberra, Australia: Commonwealth of Australia*.

Ayenibiowo, K. O., & Akinbode, G. A. (2011). Psychopathology of bullying and emotional abuse among school children. *IFE Psychologia: An International Journal*, *19*(2), 127-141.

Babiak, P., Hare, R. D., & McLaren, T. (2006). *Snakes in suits: When psychopaths go to work*. New York, NY: Regan Books.

Bailey, L. F. (2014). The origin and success of qualitative research. *International Journal of Market Research*, *56*(2), 167-184. doi.org/10.2501/IJMR-2014-013

Baillien, E., Neyens, I., De Witte, H., & De Cuyper, N. (2009). A qualitative study on the development of workplace bullying: Towards a three-way model. *Journal of Community & Applied Social Psychology*, *19*(1), 1-16. doi.org/10.1002/casp.977

Baldry, A. C. (2003). Bullying in schools and exposure to domestic violence. *Child abuse & neglect*, 27(7), 713-732. doi.org/10.1016/S0145-2134 (03)00114-5

Bao, Y., Zhu, F., Hu, Y., & Cui, N. (2016). The research of interpersonal conflict and solution strategies. *Psychology*, *7*(04), 541-549.

Barron, O. (2000). Why workplace bullying and violence are different: Protecting employees from both. *Security Journal*, 13(3), 63-72. https://doi.org/10. 1057/palgrave .sj.8340058

Bartlett, J. E., & Bartlett, M. E. (2011). Workplace bullying: An integrative literature review. *Advances in Developing Human Resources*, *13*(1), 69-84. doi.org/10.1177/1523422311410651

Bartlett, J. E., & Bartlett, M. E. (2011). Workplace bullying: An integrative literature review. *Advances in Developing Human Resources*, *13*(1), 69-84. doi.org/10.1177/1523422311410651

Bashir, A., Hanif, R., & Nadeem, M. (2014). Role of personal factors in perception of workplace bullying among telecommunication personnel. *Pakistan Journal of Commerce and Social Sciences (PJCSS)*, *8*(3), 817-829.

Baxter, L. A., & Babbie, E. (2004). Paradigms of knowing in communication research. *The basics of communication research. Belmont, CA: Wadsworth/Thompson Learning*.

Bentley, T. A., Catley, B., Cooper-Thomas, H., Gardner, D., O'Driscoll, M. P., Dale, A., & Trenberth, L. (2012). Perceptions of workplace bullying in the New Zealand travel industry: Prevalence and management strategies. *Tourism Management*, *33*(2), 351-360. doi.org/10.1016/j.tourman.2011.04.004

Bergeron, N., & Schneider, B. H. (2005). Explaining cross-national differences in peer-directed aggression: A quantitative synthesis. *Aggressive Behaviour: Official Journal of the International Society for Research on Aggression*, *31*(2), 116-137. https://doi.org/10.1002/ab.20049

Bernstein, C., & Trimm, L. (2016). The impact of workplace bullying on individual wellbeing: The moderating role of coping. *SA Journal of Human Resource Management*, *14*(1), 1-12.

Bilgel, N., Aytac, S., & Bayram, N. (2006). Bullying in Turkish white-collar workers. *Occupational medicine*, *56*(4), 226-231. doi.org/10.1093/occmed/kqj041

Björkqvist, K., Österman, K., & Hjelt-Bäck, M. (1994). Aggression among university employees. *Aggressive behavior*, *20*(3), 173-184.

Boer, H., & Tshilidzi Mashamba, M. (2007). Gender power imbalance and differential psychosocial correlates of intended condom use among male and female adolescents from Venda, South Africa. *British Journal of Health Psychology*, *12*(1), 51-63. doi.org/10.1348/135910706X102104

Boonzaaier, C. (2010). Rural people's perceptions of wildlife conservation—the case of the Masebe Nature Reserve in Limpopo Province, South Africa. *Anthropology SouthernAfrica,* 33(1-2),55-64. doi.org/10.1080/23323256.2010.11499993

Botha, A. (2011). *The experience and handling of workplace bullying* (Doctoral dissertation, North-West University).

Bowling, N. A., & Beehr, T. A. (2006). Workplace harassment from the victim's perspective: a theoretical model and meta-analysis. *Journal of Applied psychology*, *91*(5), 998. doi.org/10.1037/0021-9010.91.5.998

Braithwaite, V., Ahmed, E., & Braithwaite, J. (2008). Workplace bullying and victimization: The influence of organizational context, shame and pride. *International Journal of Organisational Behaviour, 13(2), 71-94.*

Branch, S. (2006). *Upwards bullying: An exploratory study of power, dependency and the work environment for Australian managers. Yayx nlanmamx ü Doktora Tezi. Griffith University, Department of Management.*

Branch, S., & Murray, J. (2015). Workplace bullying. *Organizational Dynamics*, *44*(4), 287-295.

Branch, S., Ramsay, S., & Barker, M. (2013). Workplace bullying, mobbing and genera l harassment: A review. *International Journal of Management Reviews*, *15*(3), 280-299. doi.org/10.1111/j.1468-2370.2012.00339.x

Branch, S., Shallcross, L., Barker, M., Ramsay, S., & Murray, J. P. (2021). Theoretical frameworks that have explained workplace bullying: Retracing contributions across the decades. *Concepts, Approaches and Methods*, 87-130. doi.org/10.1007%2F978-981-13-0134-6_4

Branch, S., Shallcross, L., Barker, M., Ramsay, S., & Murray, J. P. (2021). Theoretical frameworks that have explained workplace bullying: Retracing contributions across the decades. *Concepts, Approaches and Methods*, 87-130. doi.org/ 10.1007%2F978-981-13-0134-6_4

Breidlid, A. (2009). Culture, indigenous knowledge systems and sustainable development: A critical view of education in an African context. *International Journal of Educational Development*, *29*(2), 140-148.doi.org/10. 1016/j. ijedudev. 2008.09.009

Briggs, J. (2005). The use of indigenous knowledge in development: problems and challenges. *Progress in development studies*, *5*(2), 99-114. doi.org/10.1191/1464993405ps105oa

Brodsky, C. M. (1976). *The harassed worker*. DC Heath & Co.

Bryman, A., & Bell, E. (2001). The nature of qualitative research. *Social research methods*, 365-399.

Bukaliya, R., Region, M. E., & Marondera, Z. I. M. B. A. B. W. E. (2012). The potential benefits and challenges of internship programmes in an ODL institution: A case for the Zimbabwe Open University. *International Journal on new trends in education and their implications*, *3*(1), 118-133.

Bulutlar, F., & Öz, E. Ü. (2009). The effects of ethical climates on bullying behaviour in the workplace. *Journal of Business ethics, 86(3), 273-295.http: doi:10.1037/1072-5245.13.4.476*

Carbo, J., & Hughes, A. (2010). Workplace bullying: Developing a human rights definition from the   perspective and experiences of targets. *Working USA*, *13*(3), 387-403. doi.org/10.1111/j.1743-4580.2010.00297.x

Carlson, D. S., Ferguson, M., Perrewé, P. L., & Whitten, D. (2011). The fallout from abusive supervision: An examination of subordinates and their partners. *Personnel   Psychology*, *64*(4), 937-961. doi.org/10.1111/j.1744-   6570.2011. 01232.x

Catley, B., Bentley, T., Forsyth, D., Cooper-Thomas, H., Gardner, D., O'Driscoll, M., & Trenberth, L. (2013). Managing workplace bullying in New Zealand: Perspectives from occupational health and safety practitioners. *Journal of Management & Organization*, *19*(5), 598-612. doi.org/10.1017/jmo.2014.2

Chalhoub-Deville, M., & Deville, C. (2008). Nationally mandated testing for accountability: English language learners in the US. *The handbook of educational linguistics*, 510.

Chivaura, V.G. (2006). African indigenous worldviews and ancient wisdom: A conceptual   framework for development in Southern Africa. *Kunnie, J. and*

Goduka. IN (eds). Indigenous peoples' Wisdom and Power: Affirming our Knowledge through Narratives, Aldershot: Ashgate Publishing Limited, 213-224.

Christianson, M. M. (2015). *Bystander effect of workplace bullying, perceived organizational support, and work engagement*.

Cidy, M., & Raya, R. P. (2015). Workplace bullying: A review of the defining features, measurement methods and prevalence across continents. *IIM Kozhikode Society & Management Review*, *4*(1), 38-47. doi.org/ 10.1177 /22779 752155 87814

Cilliers, F. (2012). A systems psychodynamic description of organisational bullying experiences. *SA Journal of Industrial Psychology*, *38*(2), 44-55.

Coetzee, A. (2017). Workplace violence toward educators in private and public secondary schools in Pretoria Gauteng: a comparative investigation *(Doctoral dissertation, University of Pretoria)*.

Cohen, L. M., & Gelbrich, J. (1999). Section III—philosophical perspectives in education, part 2. *OSU–School of Education, http://oregonstate. edu/instruct/ed416/PP2. html*.

Cohen, L., Manion, L., Morrison, K., & Wyse, D. (2010). *A guide to teaching practice*. Routledge.

Constantino, G. T., Domingez, J. F. M., & Galan, J. A. G. (2006). Acoso laboral: Relaciones conla cultura organizacional y los resultados personales. Mobbing: itsrelationships with organizational culture and personel outcomes. *Psicothema*, *18*(4), 766-771.

Constitution of the Republic of South Africa, 1996

Corbin, J., & Strauss, A. (2008). Strategies for qualitative data analysis. *Basics of Qualitative Research. Techniques and procedures for developing grounded theory*, *3*. doi.org/10.4135/9781452230153.n4

Corbin, J., & Strauss, A. (2008). Strategies for qualitative data analysis. *Basics of Qualitative Research. Techniques and procedures for developing grounded theory*, *3*. doi.org/10.4135/9781452230153.n4

Craig, C. J. (2009). Learning about reflection through exploring narrative inquiry. *Reflective Practice*, *10*(1), 105-116. https://doi.org/10.1080/14623940802652920

Crawshaw, L. (2009). Workplace bullying? Mobbing? Harassment? Distraction by a thousand definitions. *Consulting Psychology Journal: Practice and Research*, 61(3), 263. https://doi.org/10.1037/a0016590

Creswell, J. W. (2007). Five qualitative approaches to inquiry. *Qualitative inquiry and research design: Choosing among five approaches*, 2, 53-80.

Creswell, J. W. (2009). *Mapping the field of mixed methods research.* Sage publications.

Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches.* Sage publications.

Creswell, J. W. (2014). *A concise introduction to mixed methods research.* SAGE publications.

Creswell, J. W. (2014). *Qualitative inquiry and research design: Choosing among five approaches.* Sage publications.

Crotty (2003). *The Foundations of Social Research: Meaning and Perspectives in the Research Process*,

Cunniff, L., & Mostert, K. (2012). Prevalence of workplace bullying of South African employees. *SA Journal of Human Resource Management*, 10(1), 15.

Cunningham, C., & Stanley, F. (2003). Indigenous by definition, experience, or world view.

Cusack, S. (2000). Workplace bullying: icebergs in sight, soundings needed. *The Lancet*, *356*(9248), 2118. doi.org/10.1016/S0140-6736(00)03489-9

Davenport, N. Z., Schwartz, R. D., & Elliott, G. P. (2002). Mobbing-USA Emotional abuse in the American workplace.

D'Cruz, P., Paull, M., Omari, M., & Guneri-Cangarli, B. (2016). Target experiences of workplace bullying: insights from Australia, India and Turkey. *Employee Relations*, *38*(5), 805-823. doi/10.1108/ER-06-2015-0116

De Cuyper, N., Baillien, E., & De Witte, H. (2009). Job insecurity, perceived employability and targets' and perpetrators' experiences of workplace bullying. *Work & Stress*, *23*(3), 206-224.

De Jager, H. (2000). Importance of legislation. *Auditing* SA, 2000(Winter 2000), 3-4.

De Vos, A. S., Delport, C. S. L., Fouche, C., & Strydom, H. (2011). *Research at grass roots: A primer for the social science and human professions*. Van Schaik Publishers.

De Vos, J., & Kirsten, G. J. C. (2015). The nature of workplace bullying experienced by teachers and the biopsychosocial health effects. *South African Journal of Education*, *35*(3), 40-52. doi: 10.15700/saje.v35n3a1138

De Wet, C. (2014). Educators' understanding of workplace bullying. *South African Journal of Education*, *34*(1). https: doi: 10.15700/201412120954

De Wet, C., & Jacobs, L. (2013). South African teachers' exposure to workplace bullying. The *Journal for Transdisciplinary Research in Southern Africa*, *9*(3), 19-27.

DeKeseredy, W. S., & Perry, B. (Eds.). (2006). *Advancing critical criminology: Theory and application*. Lexington Books.

Di Martino, V., Hoel, H., & Cooper, C. L. (2003). *Preventing violence and harassment in the workplace*. European Foundation for the improvement of living and working conditions.

Domfeh, K. A. (2007). Indigenous knowledge systems and the need for policy and institutional reforms. *Tribes and Tribals*, *1*, 41-52.

Douglas, S. C., & Martinko, M. J. (2001). Exploring the role of individual differences in the prediction of workplace aggression. *Journal of Applied Psychology*, *86*(4), 547. doi.org/10.1037/0021-9010.86.4.547

Dudwick, N., Kuehnast, K., Jones, V. N., & Woolcock, M. (2006). Analyzing social capital in context. *A guide to using qualitative methods and data*, 1-46.

Dunlop, C. I. (2016). Bullying experiences among First Nations youth: Identifying effects on mental health and potential protective factors.

Dzurec, L. C., Fitzgerald, S. M., Bromley, G. E., Meyers, T. W., & Karpinski, A. C. (2013). *Adequacy of sample workplace bullying policy: Results of a mixed-methods systematic review.*

Ehlers, L. (2004). *Labour Relations Practice in South Africa.* 2nd ed. Pretoria: EAMS Publishing.

Einarsen, S. (1999). The nature and causes of bullying at work. *International Journal of Manpower*. doi.org/10.1108/01437729910268588

Einarsen, S. (2000). Harassment and bullying at work: A review of the Scandinavian approach. *Aggression and violent behavior*, *5*(4), 379-401. doi.org/10.1016/S1359-1789(98)00043-3

Einarsen, S. (2005). The nature, causes and consequences of bullying at work: The Norwegian experience. *Perspectives interdisciplinaires sur le travail et la santé*, (7-3).

Einarsen, S., & Hoel, H. (2008). Bullying and mistreatment at work: How managers may prevent and manage such problems. *Employee well-being support: A workplace resource*, 161-173.

Einarsen, S., & Mikkelsen, E. G. (2003). Individual effects of exposureto bullying at work. In S. Einarsen, H. Hoel, D. Zapf & C. L. Cooper (Eds.), Bullying and emotional abuse in the workplace. *International perspectives in research and practice* (pp. 127-144). London: Taylor & Francis.

Einarsen, S., & Nielsen, M. B. (2015). Workplace bullying as an antecedent of mental problems: A five-year prospective and representative study. International *Archives of Occupational and Evironmental health*, *88*(2), 131-142. doi.org/10.1007/s00420-014-0944-7

Einarsen, S., & Raknes, B. I. (1997). Harassment in the workplace and the victimization of men. *Violence and victims*, *12*(3), 247-263. doi,10.1891/0886-6708.12.3.247

Einarsen, S., & Skogstad, A. (1996). Bullying at work: Epidemiological findings in public and private organizations. *European journal of work and organizational psychology*, *5*(2), 185-201. doi.org/10.1080/13594329608414854

Einarsen, S., Hoel, H., & Notelaers, G. (2009). Measuring exposure to bullying and of the Negative Acts Questionnaire-Revised. *Work & Stress, 23*(1), 24-44. doi.org/10.1080/02678370902815673

Einarsen, S., Hoel, H., Zapf, D., & Cooper, C. (Eds.). (2010). *Bullying and harassment in the workplace: Developments in theory, research, and practice*. CRC press.

Einarsen, S., Hoel, H., Zapf, D., & Cooper, C. L. (2005). Workplace Bullying: individual pathology or organisational culture. *Workplace Violence*, 229-247.

Einarsen, S., Hoel, H., Zapf, D., & Cooper, C. L. (2011). The concept of bullying and harassment at work: The European tradition. *Bullying and harassment in the workplace: Developments in theory, research, and practice*, *2*, 3-40.

Einarsen, S., Skogstad, A., Rørvik, E., Lande, Å. B., & Nielsen, M. B. (2018). Climate for conflict management, exposure to workplace bullying and work engagement: a moderated mediation analysis. *The International Journal of Human Resource Management*, *29*(3), 549-570. doi.org/10.1080/09585192.2016.1164216

Emeagwali, G., & Dei, G. J. S. (2014). *African indigenous knowledge and the disciplines*. Springer.

Escartín, J. (2016). Insights into workplace bullying: psychosocial drivers and effective interventions. *Psychology research and behaviour management*, *9*, 157. doi. 10.2147/PRBM.S91211

Escartín, J., Ceja, L., Navarro, J., & Zapf, D. (2013). Modeling workplace bullying behaviours using catastrophe theory. *Nonlinear dynamics, psychology, and life sciences*, *17*(4), 493-515.

Escartín, J., Salin, D., & Rodríguez-Carballeira, Á. (2013). El acoso laboral o mobbing: similitudes y diferencias de género en su severidad percibida. *Revista de psicología Social*, *28*(2), 211-224. doi.org/10.1174/021347413806196735

Escartin, J., Zapf, D., Arrieta, C., & Rodriguez-Carballeira, A. (2011*). Workers' perception   of workplace bullying: A cross-cultural study*, 20(2) 178-205.

Espelage, D. L., Low, S., & De La Rue, L. (2012). Relations between peer victimization subtypes, family violence, and psychological outcomes during early adolescence. *Psychology of Violence*, *2*(4), 313-321. doi.org/10.1037/a0027386

Fanti, K. A., & Henrich, C. C. (2015). Effects of self-esteem and narcissism on bullying and victimization during early adolescence. *The Journal of Early Adolescence*, *35*(1), 5-29. doi.org/10.1037/a0027386

Feijó, F. R., Gräf, D. D., Pearce, N., & Fassa, A. G. (2019). Risk factors for workplace bullying: A systematic review. *International journal of environmental research and public health*, *16*(11), 1945-1952. doi.org/10.3390/ijerph16111945

Felblinger, D. M. (2008). Incivility and bullying in the workplace and nurses' shame responses. *Journal of Obstetric, Gynecologic, & Neonatal Nursing, 37*(2), 234-242. doi.org/10.1111/j.1552-6909.2008.00227.x

Ferris, D. L., Rosen, C. R., Johnson, R. E., Brown, D. J., Risavy, S. D., & Heller, D. (2011). Approach or avoidance (or both?): Integrating core self-evaluations within an approach/avoidance framework. *Personnel Psychology*, *64*(1), 137-161. doi.org/10.1111/j.1744-6570.2010.01204.x

Ferris, D. L., Spence, J. R., Brown, D. J., & Heller, D. (2012). Interpersonal injustice and workplace deviance: The role of esteem threat. *Journal of Management*, *38*(6), 1788-1811. doi.org/10.1177/0149206310372259

Fink, A. S. (2000, December). The role of the researcher in the qualitative research process. A potential barrier to archiving qualitative data. In *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research,* 1(3). doi.org/10.

Finne, L. B., Knardahl, S., & Lau, B. (2011). Workplace bullying and mental distress—a prospective study of Norwegian employees. *Scandinavian journal of work, environment & health*, 276-287. doi: 10.2307/23064856

Fisher-Blando, J. L. (2008). *Workplace bullying: Aggressive behavior and its effect on job   satisfaction and productivity.* University of Phoenix.

Fitzpatrick, M. E., Cotter, E. W., Bernfeld, S. J., Carter, L. M., Kies, A., & Fouad, N. A. (2011). The importance of workplace bullying to vocational psychology: Implications for research and practice. *Journal of Career Development*, *38*(6), 479-499. doi.org/10.1177/0894845310390035

Fox, S., & Stallworth, L. E. (2010). The battered apple: An application of stressor-emotion-control/support theory to teachers' experience of violence and bullying. *Human Relations*, *63*(7), 927-954. doi.org/10.1177/0018726709349518

Frank-Alston, M. M. (2000). *The influence of community service/volunteer work on perceptions of job satisfaction, job motivation, and organizational commitment on employees in a manufacturing plant*. The Pennsylvania State University.

Gaffney, D. A., DeMarco, R. F., Hofmeyer, A., Vessey, J. A., & Budin, W. C. (2012). Making things right: Nurses' experiences with workplace bullying—A grounded theory. *Nursing research and practice, 2012*. https://doi.org/10.1155/2012/243210

Gelfand, M. J., Erez, M., & Aycan, Z. (2007). Cross-cultural organizational behaviour. *Annu. Rev. Psychol.*, *58*, 479-514. doi.org/10.1146/annurev.psych.58.110405.085559

Gerrish, K., Hunter, A., Murphy, K., Grealish, A., Casey, D., Keady, J. & Lambert, V. (2011). Issues in research. *Qualitative research*, *6*, (11), 1-19.

Giorgi, G., Arenas, A., & Leon-Perez, J. M. (2011). An operative measure of workplace bullying: the negative acts questionnaire across Italian companies. *Industrial health*, 1110130096-1110130096.

Girardi, P., Monaco, E., Prestigiacomo, C., Talamo, A., Ruberto, A., & Tatarelli, R. (2007). Personality and psychopathological profiles in individuals exposed to mobbing. *Violence and victims*, *22*(2), 172-188. doi: 10.1891/088667007780477320

Glendinning, P. M. (2001). Workplace bullying: Curing the cancer of the American workplace. *Public Personnel Management, 30*(3), 269-286. doi.org/10.1177/009102600103000301

Goodsell, E. E. (2007). *Constitution, custom, and creed: Balancing human rights concerns with cultural and religious freedom in today's South Africa*. BYU J. Pub. L., 21, 109.

Grobler, P.A., Wärnich, S., Carrell, M.R., Elbert, N.F., & Hatfield, R.D. (2002). *Human resource management in South Africa.* 2nd ed. London: Thomson Learning.

Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? An experiment with data saturation and variability. *Field methods*, *18*(1), 59-82. doi.org/10.1177/1525822X05279903

Guetterman, T. (2015). Descriptions of sampling practices within five approaches to qualitative research in education and the health sciences, 16(2)

Gugssa, M. A., & Kabeta, G. G. (2021). Instructors' workplace learning activities and inhibitors in Ethiopian higher learning institutions: Bahir Dar University in focus. *Social Sciences & Humanities Open*, *3*(1), 100106. doi.org/10.1016/j.ssaho.2021.100106

Hadwin, J. A., Donnelly, N., French, C. C., Richards, A., Watts, A., & Daley, D. (2003). The influence of children's self-report trait anxiety and depression on visual search for emotional faces. *Journal of Child Psychology and Psychiatry*, *44*(3), 432-444. doi.org/10.1111/1469-7610.00133

Haines III, V. Y., Marchand, A., & Harvey, S. (2006). Crossover of workplace aggression experiences in dual-earner couples. *Journal of Occupational Health Psychology*, *11*(4), 305. doi.org/10.1037/1076-8998.11.4.305

Haines, R. J., Poland, B. D., & Johnson, J. L. (2009). Becoming a 'real'smoker: cultural capital in young women's accounts of smoking and other substance use. *Sociology of health & illness*, *31*(1), 66-80. doi.org/10.1111/j.1467-9566.2008.01119.x

Hallberg, L. R., & Strandmark, M. K. (2006). Health consequences of workplace bullying: experiences from the perspective of employees in the public service sector. *International Journal of Qualitative Studies on Health and Well-being*, *1*(2), 109-119. doi.org/10.1080/17482620600555664

Hanlon, B., & Larget, B. (2011). Samples and populations. *Department of Statistics University of Wisconsin-Madison*, *8*(1), 1-21.

Hannabuss, S. (1998). Bullying at work. *Library Management*, *19*(5), 304-310. doi.org/10.1108/01435129810218483

Haq, M. R., Zia-ud-Din, M., & Rajvi, S. (2018). The Impact of Workplace Bullying on Employee Cynicism with Mediating Role of Psychological Contract. *International Journal of Academic Research in Business and Social Sciences*, *8*(8), 124-134. doi.org/10.6007/IJARBSS/v8-i8/4445

Harris, K. J., Kacmar, K. M., & Zivnuska, S. (2007). An investigation of abusive supervision as a predictor of performance and the meaning of work as a moderator of the relationship. *The leadership quarterly*, *18*(3), 252-263. https://doi.org/10.1016/j.leaqua.2007.03.007

Harris, K. J., Kacmar, K. M., Zivnuska, S., & Shaw, J. D. (2007). The impact of political skill on impression management effectiveness. *Journal of Applied psychology*, *92*(1), 278–285. doi.org/10.1037/0021-9010.92.1.278

Hart, T., & Vorster, I. (2006). *Indigenous knowledge on the South African landscape: potentials for agricultural development* (No. 1). HSRC Press.

Harvey, M., Treadway, D., Heames, J. T., & Duke, A. (2009). Bullying in the 21st century   global organization: An ethical perspective. *Journal of Business Ethics*, *85*(1), 27-40. doi.org/10.1007/s10551-008-9746-8.

Harvey, P., Stoner, J., Hochwarter, W., & Kacmar, C. (2007). Coping with abusive supervision: The neutralizing effects of ingratiation and positive affect on negative   employee outcomes. *The Leadership Quarterly*, *18*(3), 264-280. doi.org/10.1016/j.leaqua.2007.03.008

Hashemnezhad, H. (2015). Qualitative content analysis research: A review article. *Journal of ELT and applied linguistics (JELTAL)*, *3*(1), 54-62.

Hauge, L. J., Skogstad, A., & Einarsen, S. (2009). Individual and situational predictors of   workplace bullying: Why do perpetrators engage in the bullying of others?. *Work & Stress*, *23*(4), 349-358. doi.org/10.1080/02678370903395568

Hauge, L. J., Skogstad, A., & Einarsen, S. (2010). The relative impact of workplace bullying as a social stressor at work. *Scandinavian journal of psychology*, *51*(5), 426-433. doi.org/10.1111/j.1467-9450.2010.00813.x

Heinemann, P. (1972). *Mobbning: Gruppvåld Bland Barn Och Vuxna (Mobbing – Group Violence by Children and Adults)*. Stockholm, Sweden: Natur and Kultur.

Hershcovis, M. S., & Barling, J. (2010). Towards a multi-foci approach to workplace aggression: A meta-analytic review of outcomes from different perpetrators. *Journal of Organizational Behaviour*, *31*(1), 24-44. https://doi.org/10.1002/job.621

Hershcovis, M. S., & Rafferty, A. E. (2012). Predicting abusive supervision. *Contemporary occupational health psychology: Global perspectives on research and practice*, *2*, 92-108.

Hershcovis, M. S., & Reich, T. C. (2013). Integrating workplace aggression research: Relational, contextual, and method considerations. *Journal of Organizational Behaviour*, *34*(1), 26-42.

Hershcovis, M. S., Reich, T. C., & Niven, K. (2015). *Workplace bullying: causes, consequences, and intervention strategies.* SIOP White Paper Series. Society for Industrial and Organizational Psychology, UK, London.

Hershcovis, M. S., Reich, T. C., Parker, S. K., & Bozeman, J. (2012). The relationship between workplace aggression and target deviant behaviour: The moderating roles of power and task interdependence. *Work & Stress*, *26*(1), 1-20. doi.org/10.1080/02678373.2012.660770.

Hewson, M. G., & Ogunniyi, M. B. (2011). Argumentation-teaching as a method to introduce indigenous knowledge into science classrooms: Opportunities and challenges. *Cultural studies of Science education*, *6*(3), 679-692. doi.org/10.1007/s11422- 010-9303-5

Hodson, R., Roscigno, V. J., & Lopez, S. H. (2006). Chaos and the abuse of power: Workplace bullying in organizational and interactional context. *Work and occupations*, *33*(4), 382-416. doi.org/10.1177/0730888406292885

Hodson, R., Roscigno, V. J., & Lopez, S. H. (2006). Chaos and the abuse of power: Workplace bullying in organizational and interactional context. *Work and occupations*, *33*(4), 382-416. doi.org/10.1177/0730888406292885

Hoel, H., & Cooper, C. L. (2000). *Destructive conflict and bullying at work*. Manchester: Manchester School of Management, UMIST.

Hoel, H., & Cooper, C.L. (2001). *Origins of workplace bullying. Theoretical frameworks for explaining workplace bullying. In Building a culture of respect.* Manageing bullying at work edited by N. Tehrani, London: Taylor & Francis.

Hoel, H., & Einarsen, S. (2020). Investigating complaints of bullying and harassment. *Bullying and Harassment in the Workplace: Theory, Research and Practice*.

Hoel, H., Cooper, C. L., & Faragher, B. (2001). The experience of bullying in Great Britain: The impact of organisational status. *European Journal of Work and Organisational Psychology*, 10, 443-465. doi.org/10.1080/ 13594320 14 000 780

Hoel, H., Glasø, L., Hetland, J., Cooper, C. L., & Einarsen, S. (2010). Leadership styles as predictors of self-reported and observed workplace bullying. *British Journal of Management*, *21*(2), 453-468. doi.org/10.1111/j.1467

Hoel, H., Zapf, D., & Cooper, C. L. (2002). Workplace bullying and stress. In *Historical and current perspectives on stress and health*. Emerald Group Publishing Limited.

Hofstede, G. (2001). *Culture's consequences: Comparing values, behaviors, institutions and organizations across nations*. Sage publications.

Hogh, A., Mikkelsen, E. G., & Hansen, A. M. (2011). Individual consequences of workplace bullying/mobbing. *Bullying and harassment in the workplace: Developments in theory, research, and practice*, *107*, 128.

Hopfer, S., & Clippard, J. R. (2011). College women's HPV vaccine decision narratives. *Qualitative Health Research*, *21*(2), 262-277. doi.Org /10. 1177 /10497 32310 3 83868

House, R. J., Hanges, P. J., Javidan, M., Dorfman, P. W., & Gupta, V. (Eds.). (2004). *Culture, leadership, and organizations: The GLOBE study of 62 societies*. Sage publications.

Houshmand, M., O'Reilly, J., Robinson, S., & Wolff, A. (2012). Escaping bullying: The simultaneous impact of individual and unit-level bullying on turnover intentions. *Human Relations*, *65*(7), 901-918. doi.org/10.1177 /00187267 1244 5100

Hsieh, H. F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative health research*, *15*(9), 1277-1288. doi. org/101177/ 1049732 30527 6687

Hubert, A. B., Furda, J., & Steensma, H. (2001). Mobbing: systematic harassment in organizations. *Gedrage Organisatie*, *14*(6), 378-396.

Hutchinson, M., & Hurley, J. (2013). Exploring leadership capability and emotional intelligence as moderators of workplace bullying. *Journal of nursing management*, *21*(3), 553-562. https://doi.org/10.1111/j.1365-2834.2012.01372.x

Hutchinson, M., Vickers, M., Jackson, D., & Wilkes, L. (2006). Workplace bullying in nursing: towards a more critical organisational perspective. *Nursing inquiry, 13(2), 118-126. doi.org/10.1111/j.1440-1800.2006.00314.x*

Hutchinson, M., Wilkes, L., Jackson, D., & Vickers, M. H. (2010). Integrating individual, work group and organizational factors: Testing a multidimensional model of bullying in the nursing workplace. *Journal of Nursing management*, *18*(2), 173-181.Ilongo, F. N. (2013). *Workplace bullying as psychological violence in institutions of   higher learning.* PhD diss., University of the Free State.

Irene, D. (2014). The ontological and epistemological foundations of qualitative and quantitative approaches to research with particular reference to content and discourse analysis of textbooks. *International Journal of Economics, Commerce and Management, 2(10), 1-17.* doi=10.1.1.682.6306

Jabar, M. A., Sidi, F., Selamat, M. H., Ghani, A. A. A., & Ibrahim, H. (2009). An Investigation into Methods and Concepts of Qualitative Research in Information System Research. *Computer and information Science*, *2*(4), 47-54.

Jacobson, K. J., Hood, J. N., & Van Buren III, H. J. (2014). Workplace bullying across cultures: A research agenda. *International Journal of Cross Cultural Management*, *14*(1), 47-65. doi.org/10.1177/1470595813494192

Jennifer, D., Cowie, H., & Ananiadou, K. (2003). Perceptions and experience of workplace bullying in five different working populations. *Aggressive Behaviour:*

Official Journal of the International Society for Research on Aggression, 29(6), 489-496. doi.org/10.1002/ab.10055

Jóhannsdóttir, H. L., & Ólafsson, R. F. (2004). Coping with bullying in the workplace: The effect of gender, age and type of bullying. *British Journal of Guidance & Counselling, 32*(3), 319-333. doi.org/10.1080/03069880410001723549

Johari, R. J., Ridzoan, N. S., & Zarefar, A. (2019). The Influence of Work Overload, Time Pressure and Social Influence Pressure on Auditors' Job Performance. *International Journal of Financial Research*, 10(3), 88-106.

Jovchelovitch, S., & Bauer, M. W. (2002). Entrevista narrativa. *Pesquisa qualitativa com texto, imagem e som: um manual prático, 4*, 90-113.

Jung, J., & Kim, Y. (2012). Causes of newspaper firm employee burnout in Korea and its impact on organizational commitment and turnover intention. *The International Journal of Human Resource Management, 23*(1), 3636–3651. doi.org/10.1080/09585192.2012.654806

Kalamdien, D. J. (2013). *The nature and prevalence of workplace bullying in the Western Cape: A South African study* (Doctoral dissertation, Stellenbosch: Stellenbosch University).

Kalliath, T., Kalliath, P., Tambur, M., & Vadi, M. (2012). Workplace bullying and organizational culture in a post-transitional country. *International Journal of Manpower.* doi/10.1108/01437721211268302

Karatuna, I. (2015). Targets' coping with workplace bullying: a qualitative study. *Qualitative Research in Organizations and Management: An International Journal, 10*(1), 21-37. doi.org/10.1108/QROM-09-2013-1176

Kaukiainen, A., Salmivalli, C., Björkqvist, K., Österman, K., Lahtinen, A., Kostamo, A., & Lagerspetz, K. (2001). Overt and covert aggression in work settings in relation to the subjective well-being of employees. *Aggressive Behaviour,* 27(5), 360-371. doi.org/10.1002/ab.1021

Keashly, L., & Neuman, J. H. (2010). Faculty experiences with bullying in higher education: Causes, consequences, and management. *Administrative Theory & Praxis*, *32*(1), 48-70. https://doi.org/10.2753/ATP1084-1806320103

Kelly, D. (2005). Review of workplace bullying: strengthening approaches to a complex phenomenon. *Journal of Occupational Health and Safety, Australia and New Zealand*, *21*(6), 551-564.

Khalib, A. L., & Ngan, H. U. (2006). Workplace bullying: Time to understand its roots. *Jurnal Kesihatan Masyarakat (Malaysia)*, *12*(1), 1-10.

Khan, A., & Khan, R. (2012). Understanding and managing workplace bullying. *Industrialand Commercial Training*, *44*(2), 85-89. doi. org/10. 1108/00 1978512 11202 911.

Khupe, C. (2014). *Indigenous knowledge and school science: Possibilities for integration* (Doctoral dissertation, University of the Witwatersrand, Faculty of Science, School of Science Education).

Kim, E., & Glomb, T. M. (2010). Get smarty pants: cognitive ability, personality, and victimization. *Journal of Applied Psychology*,*95*(5),889. doi. org/10. 1037/a 0019985.

Kirkpatrick, H., & Byrne, C. (2009). A narrative inquiry: Moving on from homelessness for individuals with a major mental illness. *Journal of psychiatric and mental health nursing*, *16*(1), 68-75. doi.org/10.1111/j.1365-2850.2008.01331.x

Kitt, J. (2004). Workplace bullying: An overview. *The Mandate Trade Union News*, *12*, 6-13.

Kivimäki, M., Elovainio, M., & Vahtera, J. (2000). Workplace bullying and sickness absence in hospital staff. *Occupational and Environmental Medicine*, *57*(10), 656-660. http://dx.doi.org/10.1136/oem.57.10.656.

Kivimäkia, M., & Virtanen, M. (2003). Workplace bullying and the risk of cardiovascular disease and depression. *Occupational and Environmental Medicine*, *60*(10), 779-783..doi.org/10.1136/oem.60.10.779.

Kivunja, C., & Kuyini, A. B. (2017). Understanding and applying research paradigms in educational contexts. *International Journal of Higher Education*, *6*(5), 26-41.

Krueger, R. A., & Casey, M. A. (2009). Chapter 2: Planning the focus group study. *FOCUS GROUPS A Practical Guide for Applied Research*, *2455*, 17-33.

Kubiszewski, V., Fontaine, R., Potard, C., & Gimenes, G. (2014). Bullying, sleep/wake patterns and subjective sleep disorders: findings from a cross-sectional survey. *Chronobiology international*, *31*(4), 542-553. Do.org/ 10.310 9/074 20528. 2013. 877475.

LaVan, H., & Martin, W. M. (2008). Bullying in the US workplace: Normative and process-oriented ethical approaches. *Journal of Business Ethics*, *83*(2), 147-165.

Leach, L. S., Poyser, C., & Butterworth, P. (2017). Workplace bullying and the association with suicidal ideation/thoughts and behaviour: a systematic review. *Occupational and environmental medicine*, *74*(1), 72-79. doi.org/10.1136/oemed-2016-103726.

Lee, D. (2002). Gendered workplace bullying in the restructured UK civil service. *Personnel review*.

Lee, N., & Lings, I. (2008). *Doing business research: a guide to theory and practice*. Sage.

Leiter, M. P., Laschinger, H. K. S., Day, A., & Oore, D. G. (2011). The impact of civility interventions on employee social behavior, distress, and attitudes. *Journal of Applied Psychology*, *96*(6), 1258. doi.org/10.1037/a0024442

Leng, C. Z., & Yazdanifard, R. (2014). The relationship between cultural diversity and workplace bullying in multinational enterprises. *Global Journal of Management And Business Research*.

Levitas, R., Pantazis, C., Fahmy, E., Gordon, D., Lloyd-Reichling, E., & Patsios, D. (2007). The multi-dimensional analysis of social exclusion.

Levitt, H. M., Motulsky, S. L., Wertz, F. J., Morrow, S. L., & Ponterotto, J. G. (2017). Recommendations for designing and reviewing qualitative research in psychology: Promoting methodological integrity. *Qualitative psychology*, *4*(1), 2-22. doi.org/10.1037/qup0000082.

Lewis, D., & Gunn, R. O. D. (2007). Workplace bullying in the public sector: Understanding the racial dimension. *Public administration*, *85*(3), 641-665. doi.org/10.1111/j.1467-9299.2007.00665.x.

Lewis, M. A. (2006). Nurse bullying: organizational considerations in the maintenance and perpetration of health care bullying cultures. *Journal of nursing management*, *14*(1), 52-58. doi.org/10.1111/j.1365-2934.2005.00535.x.

Lewis, S. E., & Orford, J. (2005). Women's experiences of workplace bullying: Changes in social relationships. *Journal of Community & Applied Social Psychology*, *15*(1), 29-47. doi.org/10.1002/casp.807.

Leymann, H. (1996). The content and development of mobbing at work. *European Journal of Work and Organizational Psychology*, *5*(2), 165-184. doi.org/10.1080/13594329608414853.

Li, C. H. (2016). Confirmatory factor analysis with ordinal data: Comparing robust maximum likelihood and diagonally weighted least squares. *Behaviour research methods*, *48*(3), 936-949.

Liefooghe, A. P., & Olafsson, R. (1999). "Scientists" and "amateurs": mapping the bullying domain. *International Journal of Manpower,* *20*(1), 39-49. doi.org/10.1108/01437729910268623.

Loh, J., Restubog, S. L. D., & Zagenczyk, T. J. (2010). Consequences of workplace bullying on employee identification and satisfaction among Australians and Singaporeans. *Journal of Cross-Cultural Psychology*, *41*(2), 236-252. doi.org/10.1177/0022022109354641.

Loh, J., Restubog, S. L. D., & Zagenczyk, T. J. (2010). Consequences of workplace bullying on employee identification and satisfaction among Australians and

Singaporeans. *Journal of Cross-Cultural Psychology*, *41*(2), 236-252. doi.org/10.1177/0022022109354641

Lopez, V., & Whitehead, D. (2013). Sampling data and data collection in qualitative research. *Nursing and Midwifery Research: Methods and critical appraisal for evidence-based practice*, 124-140.

Lovell, B. L., & Lee, R. T. (2011). Impact of workplace bullying on emotional and physical well-being: A longitudinal collective case study. *Journal of Aggression, Maltreatment & Trauma*, *20*(3), 3443 57. doi. org/ 10. 108010926771 .2011.554338.

Lutgen-Sandvik, P., & Sypher, B. D. (Eds.). (2010). *Destructive organizational communication: Processes, consequences, and constructive ways of organizing*. Routledge.

Lutgen-Sandvik, P., Tracy, S. J., & Alberts, J. K. (2007). Burned by bullying in the American workplace: Prevalence, perception, degree and impact. *Journal of Management Studies*, *44*(6), 837-862. doi.org/10.1111/j.1467-6486.2007.00715.x

Luzio-Lockett, A. (1995). Enhancing relationships within organizations an examination of a proactive approach to "bullying at work". *Employee Councelling Today*, *7(1) 12-22*. doi/10.1108/13665629510081520

Maferetlhane, O. I. (2012). The role of indigenous knowledge in disaster risk reduction: A critical analysis [Mini Dissertation]. *Master of Development and Management at the North-West University, Potchefstroom Campus*.

Magee, C., Gordon, R., Robinson, L., Caputi, P., & Oades, L. (2017). Workplace bullying and absenteeism: The mediating roles of poor health and work engagement. *Human Resource Management Journal*, *27*(3), 319-334. doi.org/10.1111/1748-8583.12156.

Magerøy, N., Lau, B., Riise, T., & Moen, B. E. (2009). Association of psychosocial factors and bullying at individual and department levels among naval

military personnel. *Journal of Psychosomatic Research*, *66*(4), 343-351. doi.org/10.1016/j.jpsychores.2008.10.009.

Marais-Steinman, S. (2003). 18 Challenging workplace bullying in a developing country. *Bullying and Emotional Abuse in the Workplace*, 1-312.

Martin, W., & LaVan, H. (2010). Workplace bullying: A review of litigated cases. *Employee Responsibilities and Rights Journal*, *22*(3), 175-194.

Martins, D. C. (2008). Experiences of homeless people in the health care delivery system: a descriptive phenomenological study. *Public health nursing*, *25*(5), 420-430. doi.org/10.1111/j.1525-1446.2008.00726.x.

Masenya, M. J. (1996). *Proverbs 31: 10-31 in a South African context: A Bosadi (womanhood) perspective* (Doctoral dissertation).

Matthiesen, S. B., & Einarsen, S. (2004). Psychiatric distress and symptoms of PTSD among victims of bullying at work. *British journal of guidance & counselling*, *32*(3), 335-356. doi.org/10.1080/03069880410001723558.

Maunder, R. E., & Crafter, S. (2018). School bullying from a sociocultural perspective. *Aggression and Violent Behaviour*, *38*, 13-20.   doi.org/11016/j.avb.2017.10.010.

Mayhew, C., McCarthy, P., Chappell, D., Quinlan, M., Barker, M., & Sheehan, M. (2004). Measuring the extent of impact from occupational violence and bullying on traumatised workers. *Employee Responsibilities and Rights Journal*, *16*(3), 117- 134. https://doi.org/10.1023/B:ERRJ.0000038648.08568.46.

Mertens, D. M., Cram, F., & Chilisa, B. (Eds.). (2013). *Indigenous pathways into social research: Voices of a new generation*. Left Coast Press.

Meyer, D. Z., & Avery, L. M. (2009). Excel as a qualitative data analysis tool. *Field methods*, *21*(1), 91-112. doi.org/10.1177/1525822X08323985

Migliaccio, T., & Raskauskas, J. (2015). *Bullying as a social experience: Social factors, prevention and intervention*. Ashgate Publishing, Ltd.

Migliaccio, T., Raskauskas, J., & Schmidtlein, M. (2017). Mapping the landscapes of bullying. *Learning Environments Research*, *20*(3), 365-382. doi.org/10.1007/s10984-017-9229-x.

Mikkelsen, E. G., & Einarsen, S. (2001). Bullying in Danish work-life: Prevalence and health correlates. *European Journal of Work and Organizational Psychology*, *10*(4), 393-413. doi.org/10.1007/s10984-017-9229-x.

Mingers, J. (2003). A classification of the philosophical assumptions of management science methods. *Journal of the Operational Research Society*, *54*(6), 559-570. https://doi.org/10.1057/palgrave.jors.2601436.

Misawa, M., & Rowland, M. L. (2015). Academic bullying and incivility in adult. *Higher Continuing,and Professional Education, 26*(1).doi. org/10.1177/ 10451595 14558415.

Moayed, F. A., Daraiseh, N., Shell, R., & Salem, S. (2006). Workplace bullying: a systematic review of risk factors and outcomes. *Theoretical Issues in Ergonomics Science, 7*(3), 311-327. doi.org/10.1080/14639220500090604.

Mohajan, H. K. (2018). Qualitative research methodology in social sciences and related subjects. *Journal of Economic Development, Environment and People*, *7*(1), 23-48.

Mokgolo, M. M. (2017). *Workplace bullying: a human resource practitioner perspective* (Doctoral dissertation).

Møller, V., & Sotshongaye, A. (1999). "They don't listen": contemporary respect relations between Zulu grandmothers and granddaughters/-sons. *Southern African Journal of Gerontology*, *8*, 18-27. doi.org/10.21504/sajg.v8i2.168.

Moos, A., Struwig, J., & Roberts, B. (2010). Local is lekker: Indigenous knowledge should be encouraged. *HSRC Review, 8(4), 10-11.*

Moreno-Jiménez, B., Rodríguez-Muñoz, A., Salin, D., & Morante, M. E. (2008). Workplace bullying in southern Europe: Prevalence, forms and risk groups in a

Spanish sample. *International Journal of Organisational Behaviour*, *13*(2), 95-109.

Motsei, C. M., & Madalane, L. D. (2015). *Intensive care unit nurses challenges on the implementation of ventilator associated Pneumonia bundle at an Academic Hospital in Gauteng Province* (Doctoral dissertation, Sefako Makgatho Health Sciences University).

Motsei, N. D. L. (2015). *Perceptions of bullying and organisational antecedents in the South African workplace* (Doctoral dissertation, University of Pretoria).

Motsei, N., & Nkomo, S. M. (2016). Antecedents of bullying in the South African workplace: Societal context matters. *Africa Journal of Management*, *2*(1), 50-72. doi.org/10.1080/23322373.2015.1126500.

Muylaert, C. J., Sarubbi Jr, V., Gallo, P. R., Neto, M. L. R., & Reis, A. O. A. (2014). Narrative interviews: an important resource in qualitative research. *Revista da Escola de Enfermagem da USP*, *48*(SPE2), 184-189.doi.org/10.1590/S0080-623420140000800027.

Myers, M. D. (2019). *Qualitative research in business and management*. Sage Publications Limited.

Naidu, R., Stanwick, J., & Frazer, K. (2013). Glossary of VET. *Adelaide, South Australia, Australia: National Centre for Vocational Educational Research. Retrieved January*, *28*, 2013.

Namie, G. (2007). The challenge of workplace bullying. *Employment Relations Today*, *34*(2), 43-51.

Namie, G. (2007). U.S Workplace Bullying Survey : Workplace Violence Institute and Zogby International.

Namie, G. (2007). *US Workplace Bullying Survey, Workplace Bullying and Trauma Institute,* Bellingham, WA.

Namie, G., & Namie, R. (2000). Workplace bullying: The silent epidemic. *Employee Rights Quarterly*, *1*(2), 1-12.

Namie, G., & Namie, R. (2003). *The bully at work: What you can do to stop the hurt and reclaim your dignity on the job*. Naperville, IL: Sourcebooks.

Needham, A. W. (2003). *Workplace bullying: A Costly Business Secret*. Auckland, New Zealand: Penguin books.

Nel, E. C. (2019). The impact of workplace bullying on flourishing: The moderating role of emotional intelligence. *SA Journal of Industrial Psychology*, *45*(1), 1-9. doi.org/10.4102/sajip.v45i0.1603.

Nel, P. (2006). Indigenous knowledge systems, local community and community in the making. *Indilinga African Journal of Indigenous Knowledge Systems*, *5*(2), 99-107.

Niedhammer, I., David, S., Degioanni, S., Drummond, A., Philip, P., & 143 Occupational Physicians. (2009). Workplace bullying and sleep disturbances: findings from a large scale cross-sectional survey in the French working population. *Sleep*, *32*(9), 1211-1219. doi.org/10.1093/sleep/32.9.1211.

Nielsen, M. B., Magerøy, N., Gjerstad, J., & Einarsen, S. (2014). Workplace bullying and subsequent health problems. *Tidsskrift for Den norske legeforening*.

Njiraine, D., Ocholla, D. N., & Onyancha, O. B. (2010). Indigenous knowledge research in Kenya and South Africa: an informetric study. *Indilinga African Journal of Indigenous Knowledge Systems*, *9*(2), 194-210.

Notelaers, G., De Witte, H., & Einarsen, S. (2010). A job characteristics approach to explain workplace bullying. *European Journal of Work and Organizational Psychology*, *19*(4), 487-504. doi.org/10.1080/13594320903007620.

Ntuli, P. P. (2002). Indigenous knowledge systems and the African renaissance. *Indigenous knowledge and the integration of knowledge systems: Towards a philosophy of articulation*, 53-66.

Obioha, E. E., & T'soeunyane, P. S. G. (2012). The roles of the elderly in Sotho family system and society of Lesotho, Southern Africa. *The Anthropologist, 14*(3), 251-260. doi.org/10.1080/09720073.2012.11891246

O'Connell, M., & Kung, M. C. (2007). The Cost of Employee Turnover. *Industrial Management*, *49*(1), 14-19.

Ogunniyi, M. (2011). Science and indigenous knowledge in the melting pot: Prospects and challenges. In *Third International Conference on the Integration of Science and   Indigenous Knowledge Systems*.

Olender-Russo, L. (2009). Creating a culture of regard: An antidote for workplace bullying. *Creative nursing*, *15*(2), 75-81. *On New Trends in Education and Their Implications*, *3*(1), 118-133. doi: 10.1891/1078-4535.15.2.75.

Olweus, D. (1978). *Aggression in the schools: Bullies and whipping boys*. Hemisphere.

Ortega, A., Christensen, K. B., Hogh, A., Rugulies, R., & Borg, V. (2011). One-year prospective study on the effect of workplace bullying on long-term sickness absence.*Journal of Nursing Mmanagement*, *19*(6), 752-759. doi.org/10.1111/j.1365-2834.2010.01179.x

Ortega, A., Høgh, A., Pejtersen, J. H., & Olsen, O. (2009). Prevalence of workplace bullying and risk groups: a representative population study. *International Archives of Occupational and Environmental Health*, *82*(3), 417-426. doi.org/10.1007/s00420-008-0339-8

Ose, S. O. (2016). Using Excel and Word to structure qualitative data. *Journal of Applied Social Science*, *10*(2), 147-162. doi.org/10.1177/1936724416664948

Osman A. (2009). *Indigenous Knowledge in Africa: Challenges and Opportunities.*

Osman A. (2009). *Indigenous Knowledge in Africa: Challenges and Opportunities.*

Owoyemi, O. A. (2011). Exploring workplace bullying in a para-military organisation (PMO) in the UK: A qualitative study. *International Business Research, 4(2),* 116.-124

Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and Policy in Mental Health and Mental Health Services Research*, *42*(5), 533-544. doi.org/10.1007/s10488-013-0528-y

Parkins, I. S., Fishbein, H. D., & Ritchey, P. N. (2006). The influence of personality on workplace bullying and discrimination. *Journal of Applied Social Psychology*, *36*(10), 2554-2577. doi.org/10.1111/j.0021-9029.2006.00117.x

Patton, M. Q. (2002). Two decades of developments in qualitative inquiry: A personal, experiential perspective. *Qualitative Social Work*, *1*(3), 261-283. doi.org/10.1177/1473325002001003636

Patton, M. Q. (2014). *Qualitative research & Evaluation Methods: Integrating Theory and Practice*. Sage publications.

Pearson, C. M., Andersson, L. M., & Porath, C. L. (2005). *Workplace incivility.* 177–200 https://doi.org/10.1037/10893-008

Penney, L. M., & Spector, P. E. (2002). Narcissism and counterproductive work behaviour: Do bigger egos mean bigger problems? *International Journal of Selection and Assessment*, *10*(1-2), 126-134.

Perkins, D. D. (Chair). (1993). Empowerment theory, research and policy. Symposium conducted at the biennial conference on Community Research and Action, Willamsburg, VA. (Participants: J. G. Kelly, K. I. Maton, T. Moore, D. D. Perkins, J. Rappaport, M. A. Zimmerman)

Peterson, M. F., & Smith, P. B. (1997). Does national culture or ambient temperature explain cross-national differences in role stress? No sweat! *Academy of Management Journal*, *40*(4), 930-946. doi.org/10.5465/256953

Pfeiffer, J. W. (1998). Conditions that hinder effective communication. *The Pfeiffer Library, 6*(2), 400-456.

Pietersen, C. (2007). Interpersonal bullying behaviours in the workplace. *SA Journal of Industrial Psychology/SA Tydskrif vir Bedryfsielkunde*, *33*(1), 59-66.

Pilch, I., & Turska, E. (2015). Relationships between Machiavellianism, organizational culture, and workplace bullying: Emotional abuse from the target's and the perpetrator's perspective. *Journal of Business Ethics*, *128*(1), 83-93. doi.org/10.1007/s10551-014-2081-3

Pinnock, H., Kendall, M., Murray, S. A., Worth, A., Levack, P., Porter, M & Sheikh, A. (2011). Living and dying with severe chronic obstructive pulmonary disease: multi-perspective longitudinal qualitative study. *Bmj*, *342*, d142.

Poilpot-Rocaboy, G. (2006). Bullying in the Workplace: A Proposed Model for Understanding the Psychological Harassment Process, *Research and Practice in Human Resource Management*, *14*(2), 1-17.

Potter, R. E., Dollard, M. F., & Tuckey, M. R. (2016). Bullying & harassment in Australian workplaces: Results from the Australian workplace barometer project 2014/2015. *Canberra, Australia: Safe Work Australia*.

Power, J. L., Brotheridge, C. M., Blenkinsopp, J., Bowes-Sperry, L., Bozionelos, N., Buzády, Z., . & Madero, S. M. (2013). Acceptability of workplace bullying: A comparative study on six continents. *Journal of Business Research*, *66*(3), 374-380. doi.org/10.1016/j.jbusres.2011.08.018

Prentice, S. (2005). *From playground to boardroom-Bullies are like a cancer.* Retrieved April 14, 2006, from http://www.adultbully.com/

Query, T., & Hanley, G. (2010). Recognizing and managing risks associated with workplace bullying. *CPCU ejournal*, *63*(7), 1-8.

Rahim, M. A. (2010). *Managing conflict in organizations*. Transaction publishers.

Rahman, M. S. (2017). The Advantages and Disadvantages of Using Qualitative and Quantitative Approaches and Methods in Language" Testing and Assessment" Research: A Literature Review. *Journal of Education and Learning*, *6*(1), 102-112.

Randall, P. (2002). *Bullying in adulthood: Assessing the bullies and their victims*. Routledge.

Randall, P. (2003). *Adult bullying: Perpetrators and victims*. Routledge.

Randle, J. (2003). Bullying in the nursing profession. *Journal of Advanced Nursing*, *43*(4), 395-401. doi.org/10.1046/j.1365-2648.2003.02728.x

Rayner, C. & Keashly, L. (2005). *Bullying at Work: Perspectives from Britain and North America*. In S. Fox & P. E. Spector (Eds), Counterproductive Work Behaviours: Investigations of Actors and Targets. Washington, DC: American Psychological Association.

Rayner, C., & Cooper, C. (1997). Workplace bullying: myth or reality-can we afford to ignore it?. *Leadership & Organization Development Journal*. doi.org/10.1108/01437739710182313

Rayner, C., Hoel, H. & Cooper, C. L. (2002). Workplace Bullying: What We Know, Who is to Blame, and What Can We Do? London: Taylor & Francis. *Relations*. review. *Advances in Developing Human Resources*, *13*(1), 69-84.

Rich, N. (2012). Introduction: why link Indigenous ways of knowing with the teaching of environmental studies and sciences? *Journal of Environmental Studies and Sciences*, *2*(4), 308-316. doi.org/10.1007/s13412-012-0098-4

Richardson, R., Joiner, S., & Hall, R. (2016). The status of workplace bullying in federal court cases. *Academy of Business Research Journal*, *1*, 117.

Rigby, K., & Smith, P. K. (2011). Is school bullying really on the rise? *Social Psychology of Education*, *14*(4), 441-455. doi.org/10.1007/s11218-011- 9158-y

Rigby, K., & Thomas, E. B. (2010). *How schools counter bullying: Policies and procedures in selected Australian schools*. Aust Council for Ed Research.

Riggle, R. J., Edmondson, D. R., & Hansen, J. D. (2009). A meta-analysis of the relationship between perceived organizational support and job outcomes: 20

years of research. *Journal of Business Research*, *62*(10), 1027-1030. doi.org/10.1016/j.jbusres.2008.05.003

Ritchie, J., Lewis, J., Nicholls, C. M., & Ormston, R. (Eds.). (2013). *Qualitative Research practice: A guide for social science students and researchers*. Sage.

Roberts, W. (2000). The bully as victim: Understanding bully behaviours to increase the effectiveness of interventions in the bully-victim dyad. *Professional School Counseling, 4(2),* 148-154.

Roscigno, V. J., Lopez, S. H., & Hodson, R. (2009). Supervisory bullying, status inequalities and organizational context. *Social forces*, *87*(3), 1561-1589. doi.org/10.1353/sof.0.0178

Roscigno, V. J., Lopez, S. H., & Hodson, R. (2009). Supervisory bullying, status inequalities and organizational context. *Social forces*, *87*(3), 1561-1589.

Salin, D. (2003). Ways of explaining workplace bullying: A review of enabling, motivating and precipitating structures and processes in the work environment. *Human Relations*, *56*(10), 1213-1232. doi.org/10.1177/00187267035610003

Salin, D., Cowan, R. L., Adewumi, O., Apospori, E., Bochantin, J., D'Cruz, P., & Işik, I. (2018). Prevention of and interventions in workplace bullying: A global study of human resource professionals' reflections on preferred action. *The International Journal of Human Resource Management*, 1-23. doi.org/10.1080/09585192.2018.1460857

Salin, D., Cowan, R., Adewumi, O., Apospori, E., Bochantin, J., D'Cruz, P.., & Išik, I. (2019). Workplace bullying across the globe: A cross-cultural comparison. *Personnel Review*, 4*8(1) 204-219.* doi.org/10.110/PR-03-2017-0092

Salmivalli, C. (2010). Bullying and the peer group: A review. *Aggression and Violent Behaviour, 15*(2), 112-120. doi.org/10.1016/j.avb.2009.08.007

Samnani, A. K. (2013). The early stages of workplace bullying and how it becomes prolonged: The role of culture in predicting target responses. *Journal of Business Ethics*, *113*(1), 119-132. doi.org/10.1007/s10551-012-1286-6

Samnani, A. K., & Singh, P. (2014). Performance-enhancing compensation practices and employee productivity: The role of workplace bullying. *Human Resource Management Review*, *24*(1), 5-16. doi.org/10.1016/j.hrmr.2013.08.013

Saunders, M., Lewis, P., & Thornhill, A. (2012). *Research Methods for Business Students* (6. utg.). Harlow: *Pearson*.

Schat, A. C., & Frone, M. R. (2011). Exposure to psychological aggression at work and job performance: The mediating role of job attitudes and personal health. *Work & Stress*, *25*(1), 23-40. doi.org/10.1080/02678373.2011.563133

Schurink, W.J. (2004). Lecture Nine: Qualitative Evaluation Research. *University of Johannesburg, 27-28 February 2004.* Waterkloof Glen, Pretoria.

Seigne, E., Coyne, I., Randall, P., & Parker, J. (2007). Personality traits of bullies as a contributory factor in workplace bullying: An exploratory study. *International Journal of Organization Theory and Behaviour*, *10*(1), 118. doi:10.1108/ijotb-10-01-2007-B006

Senanayake, S. G. J. N. (2006). Indigenous knowledge as a key to sustainable development. *Journal of Agricultural Sciences–Sri Lanka*, *2*(1), 87-94.

Sheehan, M., McCabe, T. J., & Garavan, T. N. (2020). Workplace bullying and employee outcomes: a moderated mediated model. *The International Journal of Human Resource Management*, *31*(11), 1379-1416. doi.org/10.1080/09585192.2017.1406390

Simon, M., Müller, B. H., & Hasselhorn, H. M. (2010). Leaving the organization or the profession–a multilevel analysis of nurses' intentions. *Journal of advanced nursing*, *66*(3), 616-626. doi.org/10.1111/j.1365-2648.2009.05204.x

Simons, S. (2008). Workplace bullying experienced by Massachusetts registered nurses and the relationship to intention to leave the organisation. *Advances in Nursing Science, 31*(2), E48-E59. doi: 10.1097/01.ANS.0000319571.37373.d7

Simons, S. R., & Mawn, B. (2010). Bullying in the workplace—A qualitative study of newly licensed registered nurses. *AAOHN journal, 58(7),* 305-311.

Sims, R. L., & Sun, P. (2012). Witnessing workplace bullying and the Chinese manufacturing employee. *Journal of Managerial Psychology*, *27*(1), 9-26. doi.org/10.1108/02683941211193839

Smit, D. M. (2014). *Bullying in the workplace: Towards a uniform approach in South African labour law* (Doctoral dissertation, University of the Free State).

Smit, D. M. (2015). Cyberbullying in South African and American schools: A legal comparative study. *South African Journal of Education*, *35*(2), 1076-1076. 10.15700/saje.v35n2a1076

Smit, D. M. D., & Du Plessis, J. V. (2016). Why Should We Care: Bullying in the American and South African Workplace. *Int'l J. Comp. Lab. L. & Indus. Rel.*, *32*, 161.

Smith, B. H., & Low, S. (2013). The role of social-emotional learning in bullying prevention efforts. *Theory Into Practice*, *52*(4), 280-287.doi.org/10.1080/00405841.2013.829731

Smith, B., & Sparkes, A. C. (2008). Changing bodies, changing narratives and the consequences of tellability: A case study of becoming disabled through sport. *Sociology of Health & Illness, 30*(2), 217-236. doi.org/10.1111/j.1467-9566.2007.01033.x

Snape, D., & Spencer, L. (2003). Qualitative research practice: A guide for social science students and researchers. *Edited by Jane Ritchie & Jane Lewis*.

Sparkes, A. C., & Smith, B. (2008). Narrative constructionist inquiry. *Handbook of constructionist research*, *1999*, 295-314.

Spratlen, L. P. (1995). Interpersonal conflict which includes mistreatment in a university workplace. *Violence and victims*, *10*(4), 285-297. 10.1891/0886-6708.10.4.285

Sprigg, C. A., Martin, A., Niven, K., & Armitage, C. J. (2010). Unacceptable behaviour, health and wellbeing at work. *A cross-lagged longitudinal study*, *10*.

Stoupe, D. A. (2010). *You're a bully!* (Doctoral dissertation, University of Bristol).

Sutton, J., & Austin, Z. (2015). Qualitative research: Data collection, analysis, and management. *The Canadian Journal of Hospital Pharmacy*, *68*(3), 226 –231.

Sutton, J., & Austin, Z. (2015). Qualitative research: Data collection, analysis, and management. *The Canadian journal of hospital pharmacy*, *68*(3), 226.

Swadener, K. M. B. B. (2004). *Decolonizing research in cross-cultural contexts: Critical personal narratives*. SUNY press.

Swadener, K. M. B. B. (2004). *Decolonizing research in cross-cultural contexts: Critical personal narratives*. SUNY press.

Tehrani, N. (2012). First published 2012 by Routledge 27 Church Road, Hove, East Sussex BN3 2FA Simultaneously published in the USA and Canada by Routledge   711 Third Avenue, New York NY 10017.

Tennis, J. (2008). Epistemology, theory, and methodology in knowledge organization: toward a classification, metatheory, and research framework. *Knowledge Organization*, *35*(2/3), 102-112.

Tepper, B. J. (2007). Abusive supervision in work organisations: Review, Synthesis, and Research Agenda. *Journal of Management*, *33*(3), 261-289. doi.org/10.1177/0149206307300812

Terre Blanche, M., & Durrheim, K. (1999). Social constructionist methods. *Research in practice: Applied Methods for the Social Sciences*, 147-172. the OBE classroom (pp. 235–247). Johannesburg: Macmillan.

Thomas, G. (2011). A typology for the case study in social science following a review of definition, discourse, and structure. *Qualitative Inquiry*, *17*(6), 511-521. doi.org/10.1177/1077800411409884

Totterdell, P., Hershcovis, M. S., Niven, K., Reich, T. C., & Stride, C. (2012). Can employees be emotionally drained by witnessing unpleasant interactions between   coworkers? A diary study of induced emotion regulation. *Work & Stress*, *26*(2), 112-129. doi.org/10.1080/02678373.2012.681153

Tracy, S. J., Lutgen-Sandvik, P., & Alberts, J. K. (2006). Nightmares, demons, and slaves: Exploring   the   painful   metaphors   of   workplace   bullying. *Management   communication   quarterly*,   *20*(2),   148-185. doi.org/10.1177/0893318906291980.

Tuwe, K. (2015). The African Oral Tradition Paradigm of Storytelling as a Methodological   Framework: Employment   Experiences   for   African communities in New Zealand. *African Studies Association of Australasia and the Pacific (AFSAAP.*

Upton, L. (2010). *The impact of workplace bullying on individual and organisational well-being in a South African context and the role of coping as a moderator in the bullying-well-being relationship* (Doctoral dissertation).

Valentine, S., Fleischman, G., & Godkin, L. (2015). Rogues in the ranks of selling organizations: Using corporate ethics to manage workplace bullying and job satisfaction. *Journal of Personal Selling & Sales Management*, *35*(2), 143-163. doi.org/10.1080/08853134.2015.1010542.

Van de Vliert, E., Einarsen, S., & Nielsen, M. B. (2013). Are national levels of employee harassment cultural covariations of climato-economic conditions? *Work & Stress*, *27*(1), 106-122. doi.org/10.1080/02678373.2013.760901.

Van Jaarsveld, M. (2003). The Validty of a Restraint of Trade Clause in an Employment Contract. *S. Afr. Mercantile LJ*, *15*, 326.

Van Staden, M. (2019). A constitutional investigation of the state of majoritarianism in South African industrial relations.

van Staden, M. (2019). The Liberal Tradition in South Africa, 1910–2019. *Econ Journal Watch*, *16*(2), 258.

Vartia, M., & Leka, S. (2011). Interventions for the prevention and management of bullying at work. *Bullying and harassment in the workplace: Developments in Theory, Research, and Practice*, *2*, 359-379.

Vartia, M., & Tehrani, N. (2012). Addressing bullying in the workplace. *Workplace bullying: Symptoms and Solutions. Routledge, Hove, UK*, 213-229.

Vartia, M.A. (2003). *Workplace Bullying - A Study on the Work Environment, Wellbeing and Health*. Unpublished PhD thesis. University of Helsinki, Helsingfors.

Vartia, M.A., & Leka, S. (2011). Interventions for the prevention and management of bullying at work. In S. Einarsen, H. Hoel, D. Zapf & C.L. Cooper (Eds.), *Bullying and Harassment in the Workplace: Developments in Theory, Research and Practice,* (2nd ed., pp. 359-379). Boca Raton. Florida: CRC Press.

Vartia-Väänänen, M. (2003). Workplace Bullying: A study on the work environment, Well- Being and Health.

Vettori, S. (2012). The role of human dignity in the assessment of fair compensation for unfair dismissals. *Potchefstroom Electronic Law Journal/Potchefstroomse Elektroniese Regsblad*, *15*(4), 102-123. doi: 10.4314/pelj.v15i4.3

Victoria, W. (2012). *Your guide to Workplace Bullying–Prevention and Response. Melbourne,* Australia: WorkSafe Victoria.

Vie, T. L., Glasø, L., & Einarsen, S. (2011). Health outcomes and self-labeling as a victim of workplace bullying. *Journal of Psychosomatic Research*, *70*(1), 37-43. doi.org/10.1016/j.jpsychores.2010.06.007.

Vie, T. L., Glasø, L., & Einarsen, S. (2012). How does it feel? Workplace bullying, emotions and musculoskeletal complaints. *Scandinavian Journal of Psychology*, *53*(2), 165-173. doi.org/10.1111/j.1467-9450.2011.00932.x.

Visagie, J. C., Havenga, W., Linde, H., & Botha, A. (2012). The prevalence of workplace bullying   in a South African mining company. *South African Journal of Labour Relations*, 36(2), 62-75.

Wang, J., Iannotti, R. J., & Nansel, T. R. (2009). School bullying among adolescents in the United States: Physical, verbal, relational, and cyber. *Journal of Adolescent health*, *45*(4), 368-375. doi.org/10.1016/j.jadohealth.2009.03.021.

Wellington, J. (2000). *Educational Research–Contemporary Issues and Practical approaches.* London. *England: Continuum.*

Westman, M. (2006). Crossover of stress and strain in the work-family context. *Work-life balance: A psychological perspective*, 163-184.

Wong, K. M., Musa, G., & Wong, E. S. K. (2011). A review of philosophical assumptions in management research. *African Journal of Business Management*, *5*(29), 11546-11550.

Woudstra, M. H., van Rensburg, E. J., Visser, M., & Jordaan, J. (2018). Learner-to-teacher bullying as a potential factor influencing teachers' mental health. *South African Journal of Education*, *38*(1). doi: 10.15700/saje.v38n1a1358.

Yamada, D. C. (2000). The Phenomenon of Workplace Bullying and the Need for Status-Blind Hostile Work Environment Protection, 88 Geo. *LJ*, *475*, 532.

Yeow, J. A., Chin, T. S., Ng, P. K., & Yong, W. Y. (2010). The Causes of Workplace Bully in SMEs. In *Global Conference on SME and Enterpreunership* (pp. 1-8).

Yıldırım, D. (2009). Bullying among nurses and its effects. *International nursing review*, *56*(4), 504-511. doi.org/10.1111/j.1466-7657.2009.00745.x.

Zapf, D. (1999). Organisational, work group related and personal causes of mobbing/bullying at work. *International Journal of Manpower, 20*(1), 70-85. doi.org/10.1108/01437729910268669.

Zapf, D., & Gross, C. (2001). Conflict escalation and coping with workplace bullying: A replication and extension. *European Journal of Work and Organizational Psychology*, 10, 497–522.

Zellars, K. L., Tepper, B. J., & Duffy, M. K. (2002). Abusive supervision and subordinates' organizational citizenship behaviour. *Journal of Applied Psychology*, *87*(6), 1068. doi.org/10.1037/0021-9010.87.6.1068.

Zinyeka, G. (2014). *The epistemological basis of indigenous knowledge systems in science education* (Doctoral dissertation, University of Pretoria).

Zoghbi-Manrique-de-Lara, P., & Suárez-Acosta, M. A. (2014). Employees' reactions to peers' unfair treatment by supervisors: The role of ethical leadership. *Journal of Business Ethics, 122*(4), 537-549. doi.org/10.1007/s10551-013-1778-z

University of Limpopo
Turfloop Campus
Private Bag X1106, Sovenga, 0727, South Africa

I, ………………………………………………………………………..(participant)
hereby voluntarily consent to participate in the following project titled, "*AN INDIGENOUS SOUTH AFRICAN PERSPECTIVE ON WORKPLACE BULLYING*". I realise that:

1. The purpose of the study is to understand and describe accounts of workplace bullying from an indigenous, contextualised South African perspective.

2. The researcher is a Doctoral student in the Department of Business Management at the University of Limpopo.

3. The researcher will make an effort to safeguard and adhere to the confidentiality of the information provided by respondents and their anonymity is guaranteed.

4. I may withdraw from the study at any time.

5. I am aware that it is anticipated that my participation in the study will enhance understanding of the relationship among the variables of interest in my workplace.

6. I am aware that the interview is audio recorded
6. If I have any questions or problems regarding the study I can contact the researcher at email fumani.mabasa21@gmail.com

7. My signature below indicates that I have given my informed consent to participate in the above mentioned study.

Signature of respondent: _____ Date: _____

Signature of researcher: _____ Date: _____

APPENDIX B: INTERVIEW GUIDE

1. In your language, is there a word which refers to "bullying"? Describe what the word means.
2. Have you ever seen someone being ……..?
3. Does bullying exist in your culture?
4. What are the examples of bullying behaviour in your culture? (knowledge and/or experience of examples of bullying in the three African communities themselves may be used)
5. Tell me a story of workplace bullying event that took place in your work environment? Tell me everything you can remember about the workplace bullying event.
6. Who were involved (role players)?
7. What did the bystanders/ watchers do? How did each of the role players behave/act?
8. What did you do?
9. What did the victim do?

   Questions to probe for more information is needed:
10. What lead up to the incident?
11. What happened?
12. How long was the event?
13. How often was the bullying incident?
14. How did it affect bully/perpetrator, bystander and the victim?
15. How did bully/perpetrator, bystander and the victim manage this incident?
16. Do you think the organisation managed the bullying incident effectively? Why? What are your opinions?
17. Who should be responsible for managing workplace bullying? How?
18. Do you think females are being bullied then males?
19. Why do you regard the incident as bullying?
20. Why do you think that the person got bullied?
21. How did the organisation respond to this event?
22. What about the victim and bystanders? How did they respond?

230

23. How did it affect each of the role players? You said this…tell me more about it.

24. What was the outcome of the event?

25. What are were the consequences of this event for the victim, perpetrator(s), bystander(s) and organisation?

26. Do you think that the bullying could have been prevented? How? By whom?

27. How was it managed by the victim, perpetrator(s), bystander(s) and organisation?

APPENDIX C: Microsoft Excel analysis

Q1: 1. In your language, is there a word which refers to "bullying"? Describe what the word means.

EXTRACTS	THEMES	NUMBER	PERCENTAGE
1. go tswenya ke motho o mongwe			
2. I don't know, but I am trying to remember. I cant think of a specific word.			
3. go hlokofatswa ke motho o mongwe			
4. Ku hluphiwa,			
5. Go tshwenya			
6. hutambundziwa ga munwe muthu			
7. hutambundziwa			
8. go rumulana			
9. Go hlokofatswa			
10. Go tlaiswa	go tswenya	3	14.29%
11. hutambundziwa			
12.Go-tswenya			
13. Iku hluphiwa. I don't know how to put it, but I can give a description. Hi loko munhu a xinisiwa hi vanhu a tirhweni ngopfungopfu hi lava vanga kulukumba ka yena, lava a ripotaku ka vona hi matirheloya yena. Lava va nwi byelaku kuri u fenele a tirhisa swi yin.	go hlokofatswa	2	9.52%
14. go rumulana			

Q5: What did you do?

EXTRACTS	THEMES	NUMBER	PERCENTAGE
1. I did not do anything. I tried to explain myself to her. To try and control the situation, I everyday when I walked to the office I would mind my own business and kept quat trying to avoid my supervisor, she thought I had moodswings.			
2. i tried rising it during our genereal meetings, so that we could diliberate on it, but it could not because most people who were victimized did not say anything during the meeting. Very few talked about what they were going through. But I think tht those who couldnot talk is because of the fact that their line maneger was present and they may have been scared to talk about their problems. But what affected me was that other started to be emotional during the meeting. One even went to an extent of sayig that she understand that we are dilbarting on the issue but her as a mother she need the job. Nevertheless, the line manager establish a team which was going to deal with such incidences. But this did not yield any results since notghing was done about the reported incidences.			

232

Ok, one incident that took place was about allocation of duties to staff members by the line manager. People will be allocated duties but more often they will be called to perform futies that wer not allocated to them. In doing so, they are not being asked, but they are commanded or odered to perform those tasks. And more often are those staff members are not permanently employed. They wer appointed on part-time and temporaly base. They allow such behaviour to occur because they were disperate for employment. They had to humble themselves because the needed their contracts to be renewed when expired. Furthermore, those employed on a part-time bases are expected to work long hours even though their contract stipulated few hours (e.g 6 hours per week) mind you, they are not paid for those extra hours. Therefore, they do not work according to the contract but the payment is according to the contract. Sometimes during the time of the contarct, the line manager can chage the terms of the contract withought even consulting the HR department. Changes comes verbally not in writing. For example, the line manager can tell that their hours will be reduced and not even provide valid reasons. And also the fact that these employees are not consulted they are just informed about the situation. They are not even given notice on the reduction of working hours stipulated in their contract. When it come to the renewel of the contract, they are informal told that their contracts will be renewed by they take time to be renewed. While they are still waiting for their contarct to be renewed they are

A	B	C	D	E	F

Question 1 | Question 2 | **Question 3** | Question 4 | Question 5 | Question 6 | Question 7

Q8: How long did it last?

EXTRACTS	THEMES	NUMBER	PERCENTAGE
1. For the duration of my internship (12 month)			
2. It is still happening	long duration	twenty one	100%
3. So this happened throughout the duration of your internship?Yes, for a period of 12 months			
5. Since I came to the office in 2015 until to date. The current situation is about take it or leave if you don't want to work you can go home because wedon need you that much. I was pregnant and had to for a maternity leave, I was given one month withot pay. When I returned the following month, I was told that I was not appointed on any post. So I worked without pay for two consecutive months. When I tried to talk to the line manager about it she claimed that I was not a fault. Mine is even mmuch better because there are other staff memebers who have been working for over 4 month without pay and they are expected to perform. It is frustrating because we have to eat and pay rent. It is really depressing because our job is very demndeing and having to work without pay it is really disturbing. And such things can lead to emotional frastrations. And when			

Question 8 | Question 9 | Question 10 | Question 11 | Question 12 | Question 13 | Questic ...

APPENDIX D: TREC certificate

University of Limpopo
Department of Research Administration and Development
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 3935, Fax: (015) 268 2306, Email: anastasia.ngobe@ul.ac.za

TURFLOOP RESEARCH ETHICS COMMITTEE

ETHICS CLEARANCE CERTIFICATE

MEETING: 06 March 2019

PROJECT NUMBER: TREC/24/2019: PG

PROJECT:

Title:	An indigenous South African Perspective on Workplace bullying.
Researcher:	FD Mabasa
Supervisor:	Prof C Pietersen
Co-Supervisor/s:	N/A
School:	Economics and Management
Degree:	PhD (Human Resource Management)

PROF P MASOKO
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics
Council, Registration Number: **REC-0310111-031**

Note:
i)   This Ethics Clearance Certificate will be valid for one (1) year, as from the abovementioned
     date. Application for annual renewal (or annual review) need to be received by TREC one
     month before lapse of this period.
ii) Should any departure be contemplated from the research procedure as approved, the
     researcher(s) must re-submit the protocol to the committee, together with the Application for
     Amendment form.
iii) PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

Finding solutions for Africa

APPENDIX E: LETTER OF LANGUAGE AND GRAMMER EDITING

University of Limpopo
T.W Molotja (PhD)
School of Education
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 2391/0736266621 Email:wilfred.molotja@ul.ac.za

TO WHOM IT MAY CONCERN

This letter serves to confirm that I, **Dr T.W Molotja** of the Department of Language Education (English Language Teaching), School of Education, University of Limpopo, have proofread and edited the research report for **MABASA F.D,** entitled: **AN INDIGENOUS SOUTH AFRICAN PERSPECTIVE ON WORKPLACE BULLYING**

The report is edited focusing on the following:
- Coherent writing.
- Eliminating spelling errors.
- Fluency in reading.
- Academic writing.

I therefore recommend for its submission.

Yours Sincerely   Date: 30 NOVEMBER 2020

Finding solutions for Africa