Narrow Role Orientation, Workplace Bullying, and Job Dissatisfaction: Evidence from Pakistan Public Sector HEIs

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Abstract: This study aimed to investigate the causes and implications of narrow role orientation among employees. The methodology involved collecting data from 600 employees using a random sampling technique and a 5-point Likert scale questionnaire in English and Urdu. The findings revealed that low income, unequal salaries, critical working conditions, job insecurity, and workplace bullying were significant causes of job dissatisfaction and narrow role orientation. Frequent bullying was found to be more severe and stressful than occasional bullying, leading to an unpleasant work environment and harmful distress among employees. The study's originality and value lie in shedding light on the impact of workplace bullying on employees' role orientation, which has implications for organizational effectiveness. The recommendation is for organizations to address the causes of narrow role orientation and take measures to prevent workplace bullying, creating a positive work environment that promotes employee satisfaction and productivity.

Keywords: Role orientation, workplace bullying, job dissatisfaction
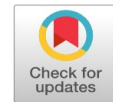
INTRODUCTION

Workplace bullying is a pervasive issue that has gained increasing intention in the field of organizational psychology and management. Understanding the aspects that contribute to workplace bullying and its consequences is crucial for organizations to develop effective strategies for prevention and interventions.

Employees with narrow role orientation (NRO) will see tasks related to their job as "it's not my job" rather than "it's my job" (Campbell, 2000). By doing so, they will not hold possession and responsibility toward their job with limited concentration to the given job description if they are limited to their job, it's the narrow role orientation. Employees with narrow role orientation will have a limited scope of tasks that they perceive as their duty. And also, the employee does not take ownership of workplace problems (Shukla & Singh, 2014). Another view about NRO infers a change towards a narrow mentality, that's not my job (Unsworth & Parker, 2003).

Workplace bullying is a significant issue affecting employees' well-being and organizational functioning in various sectors, including higher education institutions (HEIs). Research has shown that workplace bullying can have detrimental effects on individuals (Suggala et al., 2021). Bullying at workplace can be well-defined as repeated and prolonged exposure to unreasonable and negative behavior from other employees. Bullying can also happen in a direct or indirect way. Indirect bullying is subtler and includes disregarding, nattering, and undermining behaviors whereas direct bullying comprehends apparent, unconcealed behavior such as terrorization, disparagements, and degradation (Trépanier et al., 2022). Workplace bullying creates continual and insistent destructive activities pointed at one or more persons which result in the formation of an unfriendly working situation. Bullying at the workplace encompasses an aspiration to hurt, tactless action, misbalancing of power, tedious attacking, and nous of being plagued by the victim (Cowie et al., 2008).

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Job dissatisfaction is the emotional state of a worker fetched almost by the undesired situations at work. Job dissatisfaction ensues due to numerous causes, including lack of control, workload, unfairness, insufficient reward, and value conflict. It is mostly said that job dissatisfaction is the loss of meaning in one's world. Due to elongated frustration and stress the employees' sense that their emotional and physical stabilities are exhausted. This exhaustion which is known as work withdrawal behavior will lead to high employee turnover, low productivity, and poor employee morale in an organization (Yean et al., 2022).

This research looks into a part of how people see their jobs and how it might affect how they feel when they are bullied at work. It hasn't been studied much in Pakistan's public universities. This study looks at how workplace bullying is related to other things to understand it better, narrow role orientations, and job dissatisfaction. In doing so, this study uses the Role Theory (RT). According to George Herbert Mead, who was a social philosopher, individuals develop coping strategies known as roles through their interactions with other people. He emphasized the importance of role-taking, or understanding the perspectives of others, to effectively engage in social interactions (Blackwell Encycl. Manag., 2007). By using RT to achieve three objectives. First, this study tests the effect of WB on job dissatisfaction. Second, the study looks into how workplace bullying might make employees more focused on a narrow set of roles. Finally, this study suggests that job dissatisfaction level acts as a mediator to increase narrow role orientation. and cynicism among employees by employing a moderated mediation model. The current study not only builds on the previous research but also provides new insights that businesses can use to potentially lessen the negative effects of workplace bullying and job dissatisfaction.

We propose the following research questions in response to all of the aforementioned ideas: (1) To what extent does workplace bullying relate to job dissatisfaction among employees in public sector HEIs? (2) Does narrow role orientation mediate the relationship between WB and job dissatisfaction in public sector HEIs? (3) How WB in the workplace might increase employees' narrow role orientation?

LITERATURE REVIEW

Workplace Bullying and Job Dissatisfaction

Bullying at the workplace denotes a major HR dispute set that undesirably upsets the career outcomes, well-being, and efficiency of victims, accused, and those witnesses of bullying. The victim employee of workplace bullying has dissatisfaction with their jobs and turned to narrow role orientation (Jain & Ranjan, 2020) greater career disturbance, narrow role orientation due to poorer job satisfaction, feel uninterest their jobs (Nielsen & Einarsen, 2012; Matthiesen et al., 2014) and have higher turnover intentions (Nielsen & Einarsen, 2012).

Bullying at the workplace can be hurtful not only for the person who is facing it but also to those who observe it, though the special effects will fluctuate liable on individual features as well as the condition and may contain one or more such as anxiety, ache, sleep disturbance or panic attacks, physical illness, like headaches, muscular tension, fatigue, reduced work performance, digestive problems, decision-ability, concentration, loss of self-confidence and self-esteem, deteriorating relationships with colleagues, feelings of isolation, friends, and family, sadness, and opinions of suicide, etc. (Roche et al., 2014; Jam et al., 2011).

HR experts who plan ways to stop bullying at work have very difficult tasks to complete. Bullying at work can be really hard to deal with, and it can cause workers to quit, take sick days, or feel unhappy (Fox & Cowan, 2015).

Work withdrawal contains more short-term means of escaping from noxious work conditions or negative feelings against the job such as fatigue, the sense of escape and reluctance, leaving work early or arriving late, frequently absenting from work, committing frequent errors while working, or avoiding to spent time on task (Sheppard et al., 1992 Karcioğlu & Akbas, 2010, p. 146). When people don't like their jobs, they are more likely to be mean, quiet, upset, and moody. Workplace bullying makes people unhappy at work. It can make them feel like they don't have any power and as a result, they may not feel like they have an important job (Ergün, 2003 p, 44-47).

Employee turnover is the eventual outcome due to job dissatisfaction on the part of the employees (Judge et al., 2002). It can also happen if vigilant approaches to improving the employees are not applied. This can be generally recognized as low salaries gained by the employees in the organization in their offer to catch high salaries organizations. This may let the employee feel that he is being maltreated at the workplace and therefore ends to be part of the organization. In some cases, the administration flops to identify the determinations of the employees and downplays their accomplishments. This will also boost employee turnover as most employees are inspired by

intrinsic dynamics in the direction to attain (Lazzari et al., 2022; Jam et al., 2017).

Few researchers have instituted that bullying in the workplace is associated with absenteeism (Nielsen & Einarsen, 2012), this is a big reason why people can't get work done. Workplace bullying can make it difficult for someone to go to work and can cause physical and mental health problems. It not only causes absenteeism, physical health, and mental health problems but also causes lower job satisfaction or dissatisfaction and conversion of flexible-oriented jobs to narrow role orientation. Status-blind harassment is further normally recognized as bullying in the workplace as said by (Hsieh et al., 2019). Drawing from the previous research, we put forward a hypothesis that:

H1: Workplace bullying is positively associated with job dissatisfaction.

Workplace Bullying and Narrow Role Orientation

Bullying at the workplace denotes a major HR dispute set that undesirably upsets the career outcomes, well-being, and efficiency of victims, accused, and those witnesses of bullying. The victim employee of workplace bullying has dissatisfaction with their jobs and turned to narrow role orientation (Nielsen & Einarsen, 2012; Kivimaki et al., 2003; Johannessen al., 2013) greater career disturbance, narrow role orientation due to poorer job satisfaction, feel uninterest their jobs (Nielsen & Einarsen, 2012; Matthiesen et al., 2014) and intend to leave more frequently (Nielsen & Einarsen, 2012).

Most of the studies with a few immunities have inspected bullying in the workplace and its aftermath within a psychological and social psychosomatic framework. Some (Hoel & Beale, 2006; Beale & Hoel, 2010; Hutchinson & Jackson, 2015; Lewis & Rayner, 2003; McIntyre. 2005; Ironside & Seifert, 2003; Sjotveit, 1992, 1994; Roscigno et al., 2009) have endeavored to explore the concept of bullying in the workplace from the perspective of organizational associations and HRM.

Now and then, employees met with harm at work, such as variances of opinion with superiors, irritations because of the behavior of co-workers, and frustrations about tasks or assignments. The employees' way of dealing with such types of challenging actions that harvest adverse moods may have a vital influence on their link with the organization and ultimately the effectiveness of the organization Resultantly, employees develop a behavior of avoiding the problem by staying away from work or work withdrawal (Sheppard et al., 1992).

Employees with flexible role orientation will see tasks related to their job as it's my job rather than it's not my job. By doing so, they will hold possession and responsibility toward their job without being limited to the given job description if they are limited to their job it leads to narrow role orientation. Employees with flexible role orientation will have a broader scope of tasks which perceive as their duty (Erwandi et al., 2021).

Employees who are flexible in their roles take proactive action at work. They understand that it is their responsibility to anticipate and prevent problems instead of just reacting to them. (Parker, 2007; 407). A shift away from a narrow mindset of that's not my job is implied by another point of view regarding flexible role orientation (Unsworth & Parker, 2003).

Flexible role orientation also means taking charge of behavior in the workplace (Morrison & Phelps, 1999). The feeling of ownership of workplace problems is the demand for flexible role orientation (Shukla & Singh, 2014). Job self-efficacy, role breadth self-efficacy, participative decision-making (PDM), and job autonomy significantly show their positive effect on flexible role orientation through psychological ownership. Usually, the researchers look at the brighter side of the picture. Therefore, most of the time studied the factors that enhance workplace participation and innovation. In other words, their studies are mostly progressive in nature which ignores the other dimension of non-participation of employees.

Employees can have narrow or broad role orientations depending on how they perceive various tasks as their scope of responsibility. Parker et al. (1997) stated that instead of focusing on restricted traditional or narrow role orientation, employees not only need to develop strategic orientation but also need to carry broader and proactive concepts to their roles.

Many types of research have been conducted (Campbell, 2000; Parker, 2007, p. 407; Parker et al., 1997; Unsworth & Parker, 2003; Shukla & Singh, 2014; Morrison & Phelps, 1999; Howell & Boies, 2004; Dyer & Shafer, 2003) which are supportive for flexible role orientation, however; most of the studies either ignored or give very less attention to identify the reasons behind narrow role orientation. Few studies are restricted just to the definition.

The fact is that many organizations have a group of employees who are not only followers of narrow role orientation but also preach to others to gain the majority. There is a chance that no job autonomy, lack of PDM (Participative Decision Making), irresponsible leadership, out-of-term promotion, job stress, financial punishment, and workplace bullying may cause narrow role orientation. Drawing from the previous research, we put forward a hypothesis that:

H2: Workplace bullying is positively associated with narrow role orientation.

Job Dissatisfaction as a Mediator

Constructive/destructive and active/passive models (LePine & Van Dyne, 2001) neglect and exit behaviors comprehend the variables of performance such as absenteeism, turnover, and productivity. The model clarifies the behavioral forms of job dissatisfaction in employees and it can be helpful to predict the result of their activities. The destructive element accounts for the motive because some employees will exit the organization whilst some will result in neglect or work withdrawal, theft, absenteeism, etc. This model also includes loyalty and voice which are constructive behaviors that permit the employee to abide by unkind states or to resuscitate suitable working conditions (Hamre et al., 2022).

Job dissatisfaction which is driven by hygiene factors according to the theory of Herzberg matters a lot in the world of business. It matters to managers, organizations, workers, and mainly to employees. The definition of job dissatisfaction is unpleasant, and most employees are accustomed, perhaps they are biologically derived, to retort to situations that are unkind in nature by tracing the ways to shrink the level of dissatisfaction (Rosse & Saturday, 2004) This motivation is natural towards adaptation and unavoidable in workplaces like other environments But for worse or better, due to adaptive mechanisms of employees a particular attention has been gathered among organizational researchers to dug out the operative ways those upset relevant outcomes of an organization, the job performance is also highly affected due to these changes in organization and all these leads to such work withdrawal conducts as turnover (Rosse & Saturday, 2004).

One of the distinguished types of behavior that has been witnessed among employees in organizations of formal level is that moving and changing from one organization to another means resigning from their jobs. Most administrators link employees' shifting from one job to another with enhanced surroundings of facilities. However, thinks that employees quit because of toxic cultures or poor management practices (Bauer & Erdogan, 2010; Branham, 2005).

There are certain causes behind this phenomenon. Most of the employees are confronted with low incomes, unequal salaries, critical working conditions, job insecurity, little or no incentives, workplace bullying, etc. (van Raalte et al., 2023). Problems at work can make employees unhappy and want to find a new job with better conditions. Even if people don't quit their job to find a better one, they can start feeling unhappy because of bad working conditions. This can cause them to be less productive and their work quality might suffer. Drawing from the previous research, we put forward a hypothesis that:

H3: Job dissatisfaction directly influences narrow role orientation.

Roles in the organization/firm are across-the-board, and thus feel possession of the objectives and problems or snags beyond their immediate set of responsibilities if they owned a flexible role orientation (Campbell, 2000). Other researchers have put similar opinions for broader retorts to job dissatisfaction. Beehr and Gupta (1978) proposed a two-folded categorization of behavioral or psychological work withdrawal behavior. As it is enriched the types of endeavors to draw useful changes (Rosse, 1983; Rosse & Miller, 1984) and also stated by (Steers et al., 1982) cognitive readjustment and retaliatory behavior. Locke and Henne (1985) advocated dissimilarity between psychological alternatives (e.g., changing one's perspective on the job or one's values, using defense mechanisms to change how one responds to dissatisfaction and what one can do about it) and people may change how hard they work, complain, or stop coming to work when they're unhappy with their job. According to Farrell's model, people have four ways they can respond to a situation: they can leave, speak up, stay loyal, or ignore the problem. This is a popular way of categorizing responses. Hirschman's (Hirschman, 1970) theory of how organizations and societies meet with decline. Others have proposed the addition of a class of Retaliatory behaviors to this set, to add to research presenting a linkage between aggressive or violent behaviors in the workplace and job dissatisfaction (Rosse, 1983; Glomb, 1999, Zain, 2022).

Hirschman's model suggests that when reacting to workplace bullying, an employee shows three types of reactions, voice or exit, or neglect. In this esteem, voice and exit are balancing halves in Hirschman's model. Voice is defined as the decision to raise one's concerns about problems within an organization and exit is the decision to leave an organization. While neglect is defined as the decision to ignore the work and just pass the time e.g., look busy doing nothing.

H4: The relationship between workplace bullying and narrow role orientation is mediated by job dissatisfaction.

METHODS

The hypotheses of the study were tested by using a sample of grade 01 to grade 04 employees from public sector universities in Southern Punjab, Pakistan. The employees of lower grades are directly contacted to collect data because it is observed that the problem of workplace bullying is very common at this level therefore, to collect the data, a random sampling technique was used.

The current study's variables and items are adapted from previous research. However, the research questionnaire consists of two main sections. The first part is intended to get the respondents' demographic data and the second part contains five Likert-type scale items. All steps required to collect the data ethically were taken during the research, and the respondents of the study were taken into confidence for the privacy of their responses. The responses were collected in person on the premises of the organizations through a booklet questionnaire after complete guidance about the research and questions because most of the respondents were illiterate. For the easiness of the respondent, the questionnaire was both in English and Urdu the Native language for a true understanding of the questions and the goodness of their responses. To translate the questionnaire, the back-to-back translation method was adopted.

In total 600 employees were contacted as a result of the sampling process out of which 510 questionnaires were received back, the returned and useable questionnaires were 493 and excluded questionnaires were 17, and the number of questionnaires not received from respondents was 90. As a result, only 493 questionnaires were utilized for the subsequent analysis, resulting in a valid response rate of 54 % and a total response of 58%.

DATA ANALYSIS AND RESULTS

Measurement Model's Assessment

The multivariate analysis is performed for finding the missing values and also removing the outliers by screening the collected data to move further in the assessment of the measurement model. A rule of thumb used to handle the missing values is that a mean value is placed for the missing values to place the replacement as there were only a few missing values and its substitution does not affect the entire data. However, both the univariate and the multivariate outliers were instituted in the collected data set, the collected data set for the variables of the current study has been collected by using the 5-point Likert scale and it is seemed that all the values were within the limit. After all these verifications the refine data is put forward for further analysis.

Moreover, for the confirmation of the theory, the PLS-SEM technique has been used, and also this technique recommends the existence of the relationship. However, in the model evaluation, the measurement model has to be taken to confirm the validity as well as the reliability of the model. By PLS-SEM, the measurement model's assessment has been evaluated suitably by the use of Smart-PLS 4.0 Ringle et al. (2014). The Measurement model can be concluded via reliability, discriminant validity, and convergent validity of the measurement of constructs was observed and examined in depth.

Before checking if things were related, the researchers looked at how well each thing was measured to make sure there weren't any problems. According to Hair et al. (2014), there does not seem to be any text provided after. Can you please provide the full text for me to simplify. If every question in a survey has a score higher than 0.5, then we can say that the survey is accurate. The chart in Figure 1 shows that all the numbers for the things we're studying are bigger than the minimum number we were looking for. Table 5 shows how good the measurements are for each thing we're studying. Every measurement is better than what we consider to be good.

In addition, George and Mallery (2003) established the rule of determining the alpha value; $\alpha > 0.9$- Excellent, $\alpha < 0.8$- Good, $\alpha < 0.7$- Acceptable. However, as shown in Table 5 the current study's findings indicate that every variable has a Cronbach's alpha value than 0.8. Thus, this demonstrates that all study is consistent.
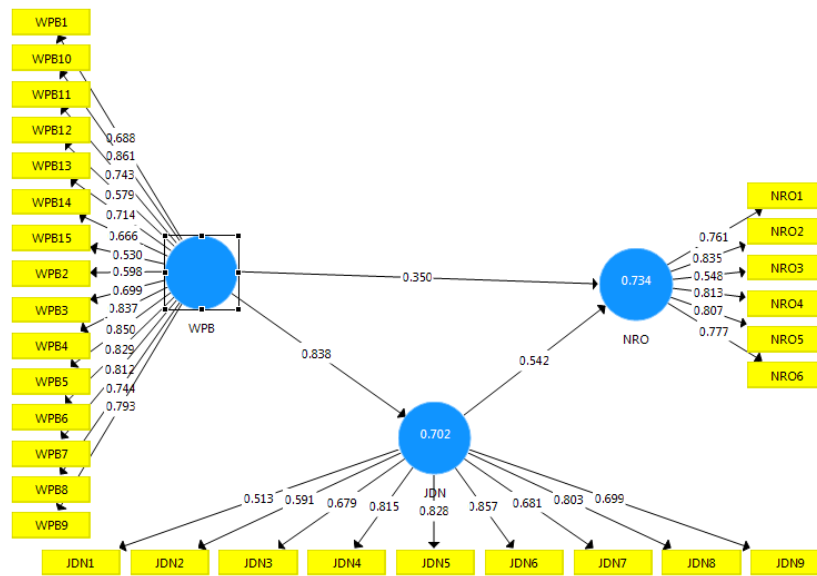
Figure 1: Measurement Model

Table 1: Findings of the Measurement Model

Constructs	Items	Loadings	Cronbach's Alpha	Composite Reliability	AVE
Narrow Role Orientation (NRO)	NRO1	0.761	0.852	0.892	0.582
	NRO2	0.835			
	NRO3	0.548			
	NRO4	0.813			
	NRO5	0.807			
	NRO6	0.777			
Work Place Bullying (WPB)	WPB1	0.688	0.937	0.946	0.542
	WPB2	0.598			
	WPB3	0.699			
	WPB4	0.837			
	WPB5	0.850			
	WPB6	0.829			
	WPB7	0.812			
	WPB8	0.744			
	WPB9	0.793			
	WPB10	0.861			
	WPB11	0.743			
	WPB12	0.579			
	WPB13	0.714			
	WPB14	0.666			
	WPB15	0.531			
Job Dissatisfaction Neglect (JDN)	JDN1	0.513	0.884	0.908	0.528
	JDN2	0.591			
	JDN3	0.679			
	JDN4	0.815			
	JDN5	0.828			
	JDN6	0.857			
	JDN7	0.861			
	JDN8	0.803			
	JDN9	0.699			

This text is talking about how we can check if a model makes sense by looking at how different factors (latent variables) are related to each other. We do this by checking their correlation. The text also mentions that we can compare the values of these factors to something called the "square root of AVE's". The table shows that the connections between the different things being studied are lower than the bolded numbers in the table.

Table 2: Discriminant validity

	JDN	NRO	WPB
JDN	0.838		
NRO	0.835	0.804	
WPB	0.727	0.763	0.737

Structural Model Assessment

After checking the accuracy of the measuring tool, the next step is to evaluate the structure of the model using Smart-PLS 3. 0Some tests have been done to check the structure of the model. They looked at factors like how important each part of the model is and how accurate the model is in predicting results.

Hypothesis Testing and Direct Effect: The inner-model analysis that the structure model provided in Smart-PLS provided direct association between the variables under discussion, such as path coefficients and *t*-values. Henseler et al. (2009) assert that the standardized beta coefficient and regression analysis's path coefficients are comparable. To determine the constructs' significance level, the coefficients of regression and *t*-values are looked at no matter where the beta values are. However, according to Hair et al. (2014)), which clarifies that the bootstrapping method was used (with 5000 sampling iterations for 96 cases/observations) to discover the beta-values of the regression coefficient and the *t*-values that must be greater than 1.64 to be considered significant. to put the derived results to use in deciding how to proceed with the proposed hypothesis.

Using a structural model, the current study aims to test the proposed hypothesized relationships among the variables and weigh on model evaluation by analyzing direct relationships. However, all three of the hypotheses tested in this study—under straight relations—were found to be valid. Figure 2 also shows how each predictor affects the dependent variable directly.
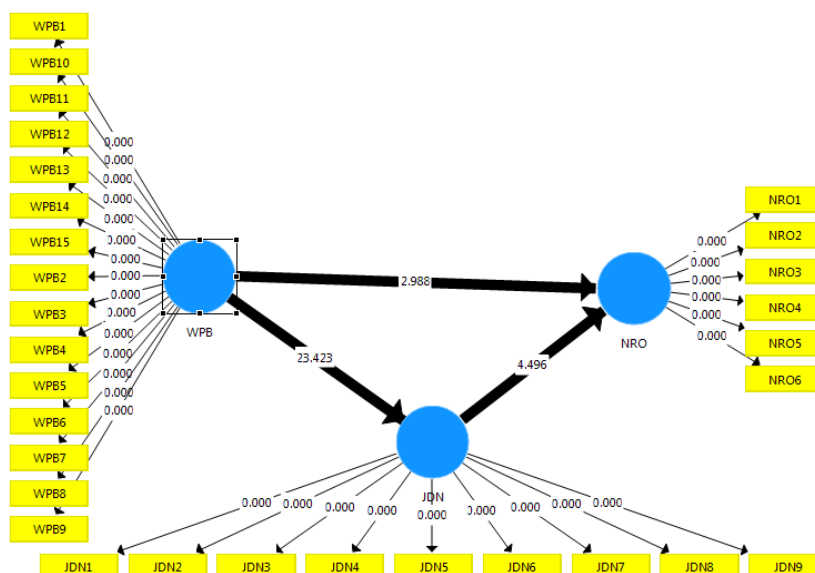

Figure 2: *p*-values

The Structural Model Direct Relationships: If a hypothesis is true, it must have a number called *t*-value that is bigger than 1. 64, as shown in Table 3; hypotheses that have *t*-values that are lower than 1.64 will be rejected otherwise. Furthermore, The results of all independent variables on the Narrow Role orientation (NRO), which is the dependent variable, are shown in Table 3, which describes Table 2 in its entirety. The Smart-PLS output's

R-square value reveals that combining all of the constructs tends to convince the variations in the dependent variable by 70%.

Table 3: Summary of Direct Hypothesis Testing

Sr.No	Hypothesis	Beta	SD	*t* Statistics	*p* Values	Decision	Effect Size	Q^2	R^2
1	JDN→ NRO	0.542	0.116	4.659	0.000	Supported		0.363	0.702
2	WPB→JDN	0.838	0.040	20.701	0.000	Supported		0.418	0.734
3	WPB→NRO	0.350	0.110	3.171	0.002	Supported			

Mediation Model: To examine the indirect effect of each variable in the current study, the Resampling mediation technique (bootstrapping) has been used. Similarly, bootstrapping, which is a non-parametric re-sampling method, is found to be more responsive in the majority of studies because it is thought to be the most promising method for testing and analyzing the effect of mediation (Hayes, 2009; Zhao et al., 2010). Additionally, Hair et al. (2014) that the PLS-SEM bootstrapping technique for mediation analysis is regarded as the one that is best suited for quantitative studies due to the fact that it can also be used with relatively small samples. However, in accordance with Hair et al. (2014), to analyze mediation effects, one must follow Preacher and Hayes (2008) mediation procedure and bootstrap the distribution of sampling of in-direct effects, which applies to both simple and multiple models. Consequently, the use of Job dissatisfaction neglect (JDN) as a mediating variable in this study has been examined using Smart-PLS 4.0 (Ringle et al., 2014) by employing the bootstrapping strategy and 5000 resampling to ascertain the *t*-value.

In the study, researchers looked at how different things are related. They found that workplace bullying is linked to people feeling unhappy with their job, not doing their work properly, and only focusing on one part of their job. Table 04 tells us about the connection between how happy someone is with their job and what their job does.

Table 04.

Table 4: Mediation Results

Hypothesis	Beta ()	SD	*t* Statistics	*p* Values	2.50%	97.50%	Result
WPB → JDN → NRO	0.442	0.097	4.687	0.000	0.236	0.605	Partial Mediation

Lastly, Table **??** explains that Job dissatisfaction neglect (JDN) shows mediation with a *t*-value of 4.687 which is significant.

Predictive Relevance of the Model

In addition, the blindfolding procedure provided in Smart PLS 4.0 was utilized in the present study to test the predictive relevance of the model. As a result, a blindfolded test of the model's predictive power was considered. The denotation Q2 also refers to predictive relevance, as explained by Hair et al. (2014), the Q2-value is determined by blindfolding in order to evaluate the model's values and parameter estimates. Cross-validated redundancy has been extracted from the variable-score results obtained from the blindfolding output. This cross-validated redundancy explains the overall quality of the model and examines the model's capacity to predict the relevance of the dependent variable. As a result, the cross-validated redundancy of the variable is detailed in Table **??**. In addition, Table 05 reveals that, in the fourth column, Q^2, the model's predictive relevance is confirmed with values of 0.336 for job dissatisfaction neglect (JDN) and 0.475 for narrow role orientation (NRO).

Table 5: Predictive Relevance

Total	SSO	SSE	1-SSE/SSO
JDN	125.057	83.082	0.336
NRO	82.769	43.487	0.475

DISCUSSION, IMPLICATIONS, AND CONCLUSION

The study's objective was to investigate the relationship between job dissatisfaction in higher education institutions, narrow role orientation, and workplace bullying. In addition, we attempted to determine whether job

dissatisfaction serves as a mediator between narrow role orientation and workplace bullying. The results showed a positive correlation between workplace bullying and job dissatisfaction regarding the relationship between the two. This result indicates that individuals who experience workplace bullying are more likely to report lower level of job satisfaction. For the effect of workplace bullying on narrow role orientation, the finding provides empirical evidence for direct impact on narrow role orientation (H2). The result implies when individuals experience workplace bullying, their primary concern often becomes self-preservation they may feel the need to narrow their focus and concentrate solely on their immediate tasks. The impact of job dissatisfaction directly influences narrow role orientation (H3). The result reveals when individuals are dissatisfied with their job, they may adopt a narrower role orientation due to reduced engagement, lack of initiative and reduced collaboration. For mediation analysis, the findings of the study shed light on the relationship between workplace bullying, narrow role orientation, and job dissatisfaction with o focus on exploring the mediating role of job dissatisfaction. Our analysis revealed significant association between workplace bullying and both role orientation and job dissatisfaction. Furthermore, the mediation analysis that job dissatisfaction partially mediated the relationship between workplace bullying and narrow role orientation (H4). Specifically, we found that workplace bullying was positively associated with job dissatisfaction (= 0.442, $p < 0.05$).

Theoretical Implications

The findings of this study have several theoretical implications for the field of organizational management. Some of the key theoretical implications. Firstly, the study adds to our understanding of how workplace bullying is influenced by narrow role orientation. The study emphasizes the significance of individual-level factors in comprehending the dynamics of workplace bullying by examining the mediating role of narrow role orientation in the relationship between job dissatisfaction and workplace bullying (Sheehan et al., 2020). By emphasizing the role of employees' job scope and orientation in their vulnerability to workplace bullying, this extends existing theoretical frameworks. Secondly, the study investigates job dissatisfaction as a mediator between narrow role orientation and workplace bullying. This provides empirical evidence to support the mediating role of job dissatisfaction as a result of workplace bullying and emphasizes its significance. The results add to the theoretical understanding of how bullying in the workplace affects employees' attitudes toward their jobs and overall satisfaction (Zhou et al., 2020). Thirdly, the study focuses specifically on Pakistan's public higher education institutions (HEIs). Focusing on the prevalence, nature, and consequences of bullying in an unusual organizational setting, contributes to the growing body of research on the topic. The study contributes to a more nuanced comprehension of how workplace bullying manifests and its implications in specific organizational contexts by taking into consideration the contextual factors that may influence it, such as the nature of the public sector and the characteristics of HEIs. Fourthly, bullying in the workplace, job dissatisfaction, and role theory are all incorporated into the study. By inspecting the interchange between these factors, the review gives a thorough structure to understanding the intricate connections between working environment harassment, thin job direction, and occupation disappointment. A deeper theoretical understanding of the dynamics and underlying processes of workplace bullying and its effect on employee well-being is facilitated by this integration of multiple perspectives (Branch et al., 2021). Finally, the study focuses on the possible moderating factors that could affect the connection between job dissatisfaction, narrow role orientation, and workplace bullying. The study sheds light on the boundary conditions that may shape the effects of workplace bullying and narrow role orientation on job dissatisfaction by identifying and examining these moderating factors, such as organizational culture or leadership styles. Because of this, we can gain a more nuanced comprehension of the unforeseen circumstances and contextual factors that may affect the relationship between these variables (Valentine et al., 2023)

Managerial Implications

This study's findings have several managerial implications for businesses, particularly Pakistan's public higher education institutions (HEIs). To effectively combat workplace bullying and increase job satisfaction, managerial decisions, and actions can be influenced by these implications. The following are some significant managerial implications. Firstly, Anti-bullying rules at work should be easy to understand. They should explain what is bullying, how to tell someone, and what will happen to the bully. To make sure bullying doesn't happen at work, everyone should be told about the rules and they should be followed all the time (Mento et al., 2020). Secondly, the

managers should create a calm, organized culture where being polite, listening and talking openly with others is important. To stop bullying at work, you need to lead, work together and let people tell you if they are being bullied without punishment. We need to have a safe and helpful workplace so people won't get bullied and will be happier in their jobs.. (Saleem et al., 2023). Thirdly, Companies should be responsible for paying for training programs that teach their employees about bullying at work, how it can hurt people, and ways to prevent and stop it. Training can help employees recognize when someone is being bullied at work and learn how to report it. This can encourage a safe and supportive work environment. Everyone who works at a company, like bosses and workers, should be taught by their boss how to handle bullying at work. Fourthly, employees who experience workplace bullying should have access to their employers' confidential reporting channels and support systems. Employees should be made aware of and encouraged to use these resources by managers. Victims of workplace bullying can cope with the emotional and psychological effects by providing access to counseling services, employee assistance programs, or a designated person who can handle bullying reports and provide support (Mujtaba & Senathip, 2020). Lastly, the level of employee satisfaction, the organizational climate, and the efficacy of initiatives to combat bullying should all be regularly monitored and evaluated by managers. Surveys, focus groups, or feedback mechanisms can be used to measure changes in employee perceptions, assess the prevalence of workplace bullying, and identify areas for improvement. Managers can address emerging issues proactively and make data-driven decisions to create a positive work environment through regular monitoring (Alkhodary, 2023).

CONCLUSION

The current study has considered job dissatisfaction as an important context that mediates the WB-NRO relationship and has developed a novel framework based on the narrow role orientation of HEI employees. By suggesting that job dissatisfaction and workplace bullying are predictors of narrow role orientations, this study, in particular, fills a research gap. According to the empirical findings, job dissatisfaction encourages a narrow role orientation and that workplace bullying is a significant antecedent factor in the onset of job dissatisfaction.

Limitations and Future Research Directions

This study's limitations should be taken into consideration when interpreting its findings, which also make room for additional research in this area. A better understanding of the connection between workplace bullying and job dissatisfaction should be the goal of future research. The current review considers the intercession of occupation disappointment in connecting working environment harassing to limit job direction; However, the information regarding workplace bullying and job dissatisfaction was gathered at a single time. A longitudinal model should be used in future studies to investigate this relationship in greater depth. The more nuanced aspects of the relationships between specific narrow role orientations and the contextual elements required to reduce job dissatisfaction require additional research. To truly comprehend the levers and mechanisms linking workplace bullying to job dissatisfaction, a more in-depth analysis of various models of employee trading, job rotation, motivation, and salary increases is required. In addition, the HEIs served as the basis for the study's relatively large sample size, which nevertheless provided the necessary power to test our hypotheses. The model's generalizability could also be improved in future research using larger samples from a broader range of industries.

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