The Structural Model of Bullying, Burnout, Job Satisfaction, Coping Strategies and Organizational Commitment among teachers in Saudi Arabia and Egypt

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Abstract

The current research aimed at developing a structural model to verify the relationships and influences between the bullying, burnout, job satisfaction (JS), coping strategy (CS) and organizational commitment (OC) among a sample of teachers in Saudi Arabia and Egypt. the research relied on the correlative descriptive curriculum using the structural equation modeling method, the study was conducted on a sample of (455) male and female teachers, and the researchers used several tools, which are (bullying scale - burnout scale - job satisfaction scale - coping strategies scale - organizational commitment scale), and the results stated that bullying has a statistical significant positive effect on burnout, bullying has no statistical significant effect on coping strategies, bullying has a statistical significant negative effect on both job satisfaction and organizational commitment (OC), moreover, burnout has a significant negative effect on organizational commitment while both coping strategies and job satisfaction have statistical significant positive effect on organizational commitment as for coping strategies and for job satisfaction, the mediation analysis yielded a significant negative indirect relationship between bullying and organizational commitment through burnout, job satisfaction also mediated the relationship from bullying to organizational commitment (OC) with a significant negative effect, finally, the indirect relationship between bullying and organizational commitment (OC) through coping strategies is insignificant.

***Keywords*: Bullying - Burnout - Job satisfaction - Coping Strategies - organizational commitment.**

النموذج البنائي للتنمر وكلاً من الاحتراق النفسي واستراتيجيات مواجهة الضغوط والرضا والإلتزام التنظيمي لدى المعلمين فى السعودية ومصر

ملخص:

هدف البحث الحالي إلى وضع نموذج بنائى للتحقق من العلاقات بين التنمر والاحتراق النفسي واستراتيجية مواجهة الضغوط والرضا الوظيفي والالتزام التنظيمي بين عينة من المعلمين في كلاً من المملكة العربية السعودية ومصر. واعتمد البحث على المنهج الوصفي الارتباطي باستخدام طريقة نمذجة المعادلة البنائية، حيث أجريت الدراسة على عينة قوامها (٤٥٥) معلماً ومعلمة، واستخدم الباحثتان عدة أدوات وهي مقياس التنمر إعداد "Einarsen et al" (2009)، مقياس الإحتراق النفسي "Maslach, et al" (١٩٩٦)، مقياس الرضا الوظيفي Macdonald & MacIntyre" (١٩٩٧)، مقياس استراتيجيات مواجهة الضغوط " Folkman et al (١٩٨٦)، مقياس الالتزام التنظيمي "Awad" (٢٠١٢)، وقد توصلت النتائج إلى أن التنمر له تأثير إيجابي على الاحتراق النفسي، كما أن ليس له أي تأثير ذو دلالة إحصائية على استراتيجيات مواجهة الضغوط، وللتنمر تأثير سلبي كبير على الرضا الوظيفي والالتزام التنظيمي أيضاً، علاوة على ذلك فإن الإحتراق النفسي له تأثير سلبي كبير على الالتزام التنظيمي بينما لكل من استراتيجيات مواجهة الضغوط والرضا الوظيفي تأثير إيجابي على الالتزام التنظيمي بالنسبة لاستراتيجيات مواجهة الضغوط والرضا الوظيفي، كما أسفر تحليل الوساطة عن علاقة سلبية غير مباشرة كبيرة بين التنمر والالتزام التنظيمي من خلال الإحتراق النفسي، ويتوسط الرضا الوظيفي أيضًا في العلاقة من التنمر والالتزام التنظيمي مع تأثير سلبي كبير، والعلاقة غير مباشرة بين التنمر والالتزام التنظيمي من خلال استراتيجيات مواجهة الضغوط.

الكلمات المفتاحية: التنمر – الإحتراق النفسي – الرضا الوظيفي – استراتيجيات مواجهة الضغوط– الالتزام التنظيمي.

INTRODUCTION

Recently, a lot of researches have focused on teachers' attitudes about different aspects of their jobs such as the type of work they do, their co-workers, supervisors or subordinates and their salaries. It also showed their experiences in dealing with students and how to control stress and psychological factors. Certainly, education is the main interest of any society, and teachers should be given a certain form of praise and recognition as a mean helping satisfying their needs (Norazmi et al., 2020). Job dissatisfaction can be a major cause for worry, as the sense of accomplishment and success in work is directly related to productivity and well-being. Personality and job satisfaction is the main factor that leads to achieving goals and then feeling enthusiasm and satisfaction at work. (Koustelios, 2001) study examined the level of job satisfaction among teachers and between personal characteristics and the study predicted the relationship between them. The results of the study of (Skaalvik, & Skaalvik, 2015; Benmansour, 1998) showed that more than half of teachers reported high levels of stress, and that stress and job satisfaction were negatively correlated, as the study of (Griffith et al., 1999) examined strategies in coping associated with work stress among teachers, where it shown that high work pressure was associated with low social support, and on the other hand, the importance of employing teachers' cognitive and behavioral efforts to overcome challenges that are usually called coping strategies (Pietarinen et al., 2013), as they serve as resources for managing challenges and maintaining job satisfaction (Sharplin et al., 2011).

The World Health Organization has referred to a form of psychological violence at work, which is known as bullying, and is defined in the workplace as any situation in which an employee continuously and over a period of time realizes that he is being abused while finding it difficult to defend himself (Nielsen et al., 2016), it is a marked trend that affects work life, and is described as harassing behavior experienced by employees at any stage of their career (Hurley et al., 2016), (Bernotaite, & Malinauskiene, 2017) study showed there is a relationship between bullying in the workplace among teachers in the secondary education institutions and psychological burnout and its relationship to psychological functional characteristics, as the results showed that (25%) suffer from psychological distress, and (25.6%)

suffer from high levels of emotional exhaustion (10.6%) and high depersonalization and low personal achievement (33.7%). This means that nearly half of the respondents (47.4%) reported job stress, and (59.6%) suffer from low social support at work. In addition, some studies, such as (Duffy et al., 2011), showed a strong correlation between organizational commitment, job satisfaction and institutional commitment, in addition to the weak relationship between these variables and the desire to withdraw from work. In (Riehl & Sipple, 1996) study the effect of all variables related to the organizational climate of the school, which includes administrative support for teachers, support for teaching, protection from external pressures, teachers' awareness of their control over school and student matters, independence, and regularity within the school (reduced aggression, and the lack of school absence) is statistically significant, explaining 22% of the variance in the organizational commitment variable. A study of primary school teachers in Ireland also found that events elicit positive emotional responses from teachers are essential to the development of belonging (Kitching et al., 2009). (Jo, 2014) study indicated that there was no direct correlation between the teacher-student relationship and the teachers' affiliation, while it found an indirect link between the teacher-student relationship and organizational commitment through positive emotions. On the contrary, both (Henkin & Holliman, 2009; Collie et al., 2011) found a direct correlation between the teacher-student relationship and the teacher's affiliation. (Collie, 2010) found that teachers who realized better relationships with students experienced less stress, high job satisfaction, and good feelings of effectiveness.

the study Problem

The research problem can be defined in the following main question:

What is the Structural model form that explains the causal correlative relationships between bullying, psychological burnout, job satisfaction, coping strategies and organizational commitment (OC) among teachers in Egypt and Saudi Arabia?

The following sub-questions are branched out of the main question:

1. Is there a direct effect between bullying and the psychological burnout, coping strategies (CS), job satisfaction (JS) and organizational commitment (OC) among teachers in both Saudi Arabia and Egypt؟

2. Is there a direct effect between psychological burnout and organizational commitment (OC) among teachers in both Saudi Arabia and Egypt؟

3. Is there a direct effect between the coping strategies (CS) and the organizational commitment (OC) of teachers in both Saudi Arabia and Egypt؟

4. Is there a direct effect between job satisfaction (JS) and organizational commitment (OC) for teachers in both Saudi Arabia and Egypt?

5. Is there an indirect effect between bullying (as an independent variable), burnout (as an intermediate variable) and organizational commitment (OC) (as a dependent variable) among teachers in both Saudi Arabia and Egypt؟

6. Is there an indirect effect between bullying (as an independent variable) and coping strategies (CS) (as an intermediate variable) and organizational commitment (OC) (as a dependent variable) among teachers in both Saudi Arabia and Egypt؟

7. Is there an indirect effect between bullying (as an independent variable), job satisfaction (as an intermediate variable) and organizational commitment (OC) (as a dependent variable) among teachers in both Saudi Arabia and Egypt؟

the study Objectives

- Examining the Structural model form that explains the direct and indirect causal relationships between bullying and each of psychological burnout, job satisfaction, coping strategies and organizational commitment among teachers in Saudi Arabia and Egypt.

- Identifying the direct effect between bullying and the psychological burnout، coping strategies، job satisfaction and organizational commitment among teachers.

- Identifying the direct effect between burnout and coping strategies، job satisfaction and teachers' organizational commitment.

- Identifying the indirect effect between bullying (as an independent variable), burnout, coping strategies, job satisfaction (as intermediate variables) and organizational commitment (as a dependent variable) among teachers.

the study Importance

The importance of the research is as follows:

- Stating the relationship between the student and the teacher in Saudi Arabia and Egypt, and developing a hopeful vision for that relationship, especially after the increase in many negative phenomena and their implications.
- Benefiting from the results of the research in revealing the level of organizational commitment of teachers in Saudi Arabia and Egypt, and then preparing guidance and training programs that contribute to the advancement of the education system in general and the teacher in particular.
- Directing the attention of decision makers and those in charge of the educational process to the reasons that lead to aversion to the teaching profession and trying to control it and develop appropriate plans to solve it.
- Using structural model to test the relationship of variables to each other and their path, and then benefiting from it in creating appropriate educational environments.
- Detecting the intermediate variables that contribute predicting organizational commitment.

Terminology of the study

Bullying: unwanted aggressive behavior by an individual or group of individuals against others with the aim of physical or psychological harm, and usually contains an imbalance of power between the bully and the victim, and is repeated over time (Kallman et al., 2021).

Burnout: Chronic stress at work has physical, psychological and occupational consequences (Salvagioni et al., 2017). It is determined procedurally by the degree to which the individual obtains on the burnout scale. Prepared by (Maslach et al., 1996)

Job satisfaction: refers to the attitudes and feelings that people feel about their work (Armstrong, 2006), and expresses the extent to which the worker is satisfied with the rewards he gets from his job, especially in terms of self-motivation (Statt, 2004).

Coping strategies: are the thoughts and behaviors used to manage the internal and external demands of a stressful situation (Stephenson & DeLongis, 2020), It is determined procedurally by the degree to which the individual obtains a list of strategies to confront stress (Folkman et al., 1986).

Organizational commitment: is defined as the dedication of individuals to their career, job or work (Katz et al., 2019).

The limitations of the study

They are represented in the research variables, including bullying, psychological burnout, job satisfaction, psychological coping stress strategies, and organizational commitment. They are also represented in the tools and measures used in data collection and statistical processing methods, and the research sample of male and female teachers in Saudi Arabia and Egypt in the academic year 2021/2022.

Theoretical Framework and previous Studies

Bullying

Bullying is a form of violence that harms others (Quiroz et al., 2006). (Sullivan et al., 2004) believe that bullying behavior reflects in its content a series of harmful negative actions by one or more people against another less powerful person over a long period of time. (Storey et al., 2008) see it as a form of emotional or physical abuse that has three specific characteristics: intentional, meaning the bully's intent is to hurt someone, repetitive, often targeting the same victim over and over again, and unbalanced force in which the bully selects the victims who seem weak. (Namie & Lutgen-Sandvik, 2010) see bullying as destructive and repetitive behaviors of abuse that prevent work being done. Bullying involves verbal abuse, threats, intimidation, humiliation, unjustified criticism, and a lack of confidence. (Chadwick & Travaglia, 2017) consider that bullying is a negative behavior such as intimidation, threats, harm, and repeated abuse directed to an individual or group of individuals, which affects their health and safety at work and their ability to perform the work required of them efficiently. (Ariza-Montes et al, 2017) sees it as constant and repeated intimidation, emotional and psychological abuse and mistreatment, and it has many effects such as

imbalance, inability to confront, absenteeism and lack of commitment, and in the long run affects their performance The effectiveness of the completion of the required work.

(Sullivan et al., 2004) believes that bullying is divided into three main forms: physical, which includes being hit, kicked, or any form of physical assault, and verbal and nonverbal bullying, where verbal bullying includes abusive phone calls, extortion of money, or general intimidation. Or sexually suggestive and abusive language or spreading false and malicious rumors, and nonverbal bullying may be direct or indirect. Books are destroyed, property destroyed or stolen. (Storey et al., 2008) indicated that bullying occurs in many different forms and with different levels of severity of harm, and it is divided into three forms: physical bullying such as twitching, pushing, hitting, kicking, and verbal bullying such as harassment, insults, insult, and threats of harm, Indirect bullying is ignoring, excluding, spreading rumours, lying, and getting others to hurt someone. (Abu Al-Diyar, 2012) divided bullying behavior into seven forms: physical bullying, verbal bullying, social control, sexual, emotional, racial, and cyber bullying. (Kallman et al., 2021) believes that bullying takes four forms: verbal, physical, social, and electronic. Verbal bullying includes harassment, insults, ridicule, inappropriate sexual comments or threats, and physical bullying includes hitting, tripping, or kicking. spitting, taking and damaging the property of others, social bullying is a secret form of bullying that involves harming a person's reputation, intentionally excluding them from a group, spreading rumors or embarrassing them in public, and cyber bullying is the use of the Internet, mobile phones, or any other electronic technology to send or post or share negative, false or harmful content about another person.

(Hoel & Cooper, 2000) indicated that research conducted in the United Kingdom found that the teaching profession was one of the professions most exposed to the risks of bullying, as 5.15% of teachers stated that they were subjected to bullying, and 4.35% said that they had been bullied over the past five years. The study (Friedman, 1995) found that students' behaviors are the main source of teacher burnout, and these behaviors include lack of respect and appreciation for the teacher, poor attention, low motivation, and chaotic behavior. It also found (Sava, 2002) that the control of students in the classroom and the negative interaction between the teacher and the students are among the strongest

sources of burnout for the teacher. It also indicated (Hastings & Bham, 2003) that the teacher's style in confronting the students' behavior is a source of the teacher's psychological combustion. (Carroll & Louzier, 2014) study showed that bullying negatively affects job satisfaction, and there are some negative effects of bullying, the most important of which are social isolation, and that social support reduces the effects of bullying on job satisfaction and acts as a barrier through appreciation and self-esteem.

Burnout

burnout is a syndrome in which the individual feels emotional exhaustion and is unable to give, and this appears in his reactions to others, and a feeling of dissatisfaction with himself and achievements at work (Maslach & Jackson, 1981). Motivation resulting from prolonged exposure to stress (Maslach & Leiter, 2016). Psychological burnout may create negative thoughts towards work, loss of attention towards co-workers, and thus the individual feels tired and unable to achieve anything. (Al-Adwan, & Al-Khayat, 2017), and it also has a negative impact on performance and behavior (Mohammed, 2020). The study of (Burke & Greenglass, 1995) examined the psychological burnout among teachers and its effect on satisfaction and emotional and physical well-being variables among a sample of (362) teachers. The study (Ali et al, 2019) also showed a direct link between bullying in the workplace and job burnout (JB). (Maslach, 1982) clarified three dimensions of combustion (emotional exhaustion, depersonalization, and personal accomplishment).

In recent years, psychological burnout has become a common way to describe personal suffering from work pressures (Maslach & Leiter, 2006), and many studies have confirmed the negative consequences of bullying, especially in the workplace, on exposure to psychological burnout, such as the study of (Giorgi et al., 2016), and bullying helps On the emergence of higher levels of psychological stress, a more stressful relationship with colleagues, and lower organizational commitment and satisfaction (Einarsen et al., 2009).

Job Satisfaction

Job satisfaction reflects a positive feeling about the task accomplished, which is a psychological feeling of confidence, satisfaction and enthusiasm in every job the individual performs. Several studies have shown the effect of job satisfaction on work motivation, and

the level of motivation has an effect on productivity (Aziri, 2011), Job satisfaction is a set of feelings and sentimental beliefs that people have about their current job, and its levels can range from extreme satisfaction to severe dissatisfaction (George et al, 2005), and job satisfaction is a feeling that appears as a result of the perception that the job provides physical and psychological needs,(Aziri, 2008). The job satisfaction is also associated with labor market behavior such as productivity, quitting and absenteeism (Gazioglu & Tansel, 2006), it considers a condition in which an employee has an emotional awareness of his or her situation and reacts to feelings of pleasure or pain (Sypniewska, 2014). Bullying at work is associated with a lower level of job satisfaction (Giorgi et al., 2015), and job satisfaction has (8) dimensions, namely; Teamwork (TW), Leadership (LD), Reward and Recognition (RR), Empowerment and Participation (EP), Training and Individual Development (TD), Working Hours (WH), Communication (C), working condition (WC) (Ahmad et al., 2020).

(Ali, & Anwar, 2021) examined employee motivation and its impact on job satisfaction, showed that the main factors that affect job satisfaction are career opportunities, job influence, teamwork, and job challenges. If workers feel respect and satisfaction at work, this may have a good reflection (Smith et al., 2021), as the study of (Amin et al, 2021) focused on teachers' job satisfaction, especially in the field of special education specifically, where it showed that job satisfaction increases their ability to continue at work and make them feel confident and appreciated, and the study of (Wright & Cropanzano, 2000) examined the relative contribution of job satisfaction and psychological well-being as predictors of employee performance. It is clear from the above that job satisfaction is the feeling of contentment to satisfy needs, desires and expectations in work, the content of the job, the work environment and with trust, loyalty and belonging to the work, and these feelings may be negative or positive.

Coping Strategies

Confrontation means a responded behavior to aversive or undesirable situations, and it includes a set of strategies such as (escape, remove, search, wait) to cope with aversive situations (Wechsler, 1995), and it also refers to the process of taking effective steps to try removing or circumvent pressure or mitigating its effects (Carver et al., 1989)

Confrontation has two main functions, one of which focuses on the problem (problem-focused); it reflect cognitive and behavioral efforts to control or resolve stressful situations; and the other reflect cognitive and behavioral efforts to avoid thinking about stress or to manage the emotional discomfort caused by stress. Cognitive and behavior efforts made to avoid thinking about the stressful situation or to manage the emotional discomfort caused by stress (Moos, 1993; Rijavec & Brdar, 1997).

The study of (Curry & Russ, 1985) showed that there was a relationship between age and type of coping strategy used, and the study (Klapproth et al., 2020) indicated that teachers' experiences and their ability to use confrontation strategies during distance teaching in light of The COVID-19 pandemic was applied to (380) teachers, (50%) of them spend more than four hours a day in teaching, and the results showed that teachers were exposed to significantly more stress and the importance of using coping strategies to relieve stress, as the study of (Abel, 2002) explored the relationship between sense of humor, stress, and coping strategies, among (258) university students, where a relationship was found between humor and coping strategies of both types.

There are two ways that people deal with stress; The first, perhaps more obvious, possibility is that there are stable coping "styles" or "dispositions" that people bring with them to the stressful situations that they encounter. According to this view, people do not approach each coping context anew, but rather bring to bear a preferred set of coping strategies that remains relatively fixed across time and circumstances (Carver et al.,1989)

Organizational commitment

(OC) is the attraction of individuals and their actual attachment to the goals and values of the institution, regardless of personal and material gains (Buchanan, 1974). It is defined as an individual's readiness, willingness to become a teacher and a recognized member of the work environment (Werbińska, 2016). It is similar to the behavior of citizenship towards work, which is evident in the individual's commitment to achieving the goals of the institution, even if it requires him to work outside the official working hours (Robbins, 2013). It is defined as the individual's commitment to the values and principles he practices, so that it appears through his concern for his institution, his

excellence in performance, his immersion in work and his dedication to it, and spreading the spirit of cooperation with others to achieve the goals of the institution (Awad, 2012). (Meyer et al., 1993), suggested a three-dimensional model of organizational commitment that is emotional, continuous, and normative. He also proposed (Carson & Bedeian, 1994) a three-dimensional model is identity, planning, and flexibility. (Blau, 2003) indicated that there are four dimensions of (OC): emotional, normative, cumulative obligations, and specific alternatives. While (Awad, 2012) believes that the dimensions of (OC) are represented in three dimensions: work conviction, teamwork, and professional ethics.

(Vandenberg & Lance, 1992) study also indicated that there is a strong statistical significant relationship between (OC) and (JS). Several studies have confirmed an important association between organizational commitment and job satisfaction and reduced intentions to quit work (Aryee & Tan., 1992; Aryee et al., 1994; Kim et al., 2016; Wang et al., 2016). While (Coogle et al., 2011) study indicated that there is a reciprocal effect between organizational commitment and job satisfaction, and in the study (Bogler & Somech, 2004) it was found that the variables of beliefs about self-efficacy, respect, and professional development together explained 41% of the variance in the variable of (OC) for middle and secondary school teachers. Also, (Hakanen et al., 2006) study found an effect of teaching resources (job control, information availability, support for officials, creative climate, and social climate) on the work integration variable (strength, activity, interest and sincerity), which in turn was predictive of the degree of Professional affiliation of teachers. Teachers express their (OC) when they work in a supportive environment with high levels of collegiality, independence, and strong leadership (Ladd, 2011).

Hypotheses:
- There is a direct effect between bullying and burnout, coping strategies, job satisfaction and organizational commitment among teachers.
- There is a direct effect between burnout and organizational commitment among teachers.

- There is a direct effect between the coping strategies and organizational commitment among teachers.
- There is a direct effect between job satisfaction and organizational commitment among teachers.
- There is an indirect effect between bullying (as an independent variable), burnout (as an intermediate variable) and organizational commitment (as a dependent variable) among teachers.
- There is an indirect effect between bullying (as an independent variable) and coping strategies (as an intermediate variable) and organizational commitment (as a dependent variable) among teachers.
- There is an indirect effect between bullying (as an independent variable), job satisfaction (as an intermediate variable) and organizational commitment (as a dependent variable) among teachers.

methodology

The analysis of this research was done using the statistical package for social sciences (SPSS V. 26) for Correlational descriptive statistics, and were used the structural equation modeling method (Smart PLS 3.2.7) for PLS-SEM modeling.

Data collection and sampling

Demographic Characteristics

Table 1: Demographic analysis

Variable	*Category*	*Count/ Mean*	*%/SD*
Gender	*Male*	223	49.0%
	Female	232	51.0%
Age	**-**	39.35	6.993
years of experience teaching	**-**	14.75	7.274
years of experience in your current school	**-**	9.52	5.738
level of education	*College*	439	96.9%
	Masters	12	2.6%
	PhD	2	0.4%
your nationality	*Egyptian*	248	54.5%
	Saudi	207	45.5%
Marital status	*Single*	42	9.2%
	Married	397	87.3%
	Divorced	11	2.4%
	Widower	5	1.1%
type of school	*Governmental*	385	85.6%
	Private	65	14.4%

The demographic characteristics of respondents were reported in table (1). It can be noticed that males were about 49% of the sample, while females were 51% of the sample. The average of ages is about 39 years with *SD*=7, while the average of years of years of experience in total and in the current school were 15 and 10 years respectively. 97% of the sample has at least college education. About 55% were Egyptians while the rest of the sample was Saudis. Moreover, 87% of the respondents were married, 9% were singles, and the other 4% were divorced or widower. Between the respondents there were 86% were in governmental schools, and 14% in public schools.

Data Examination

The data collected was checked, including missing data, outliers, and common method bias (CMB), should be inspected (Hair et al., 2017). Therefore, those primary data issues are examined using SPSS. The issues of missing data and outliers were inspected and found that no indicators have any missing values or outliers. CMB can be detected

through Harman's single-factor test, which is commonly used by researchers, the percentage of the factor's explained variance determines whether the bias is present or not. If the total variance of the factor is less than 50%, then the common method bias does not affect the data. It was indicated that the first factor explained 17.19% of the total variance. As the value was below 50%, it can be concluded that the issue of CMB had not been detected. In addition, the values of VIF were less than 3.3 confirming the absence of this problem (Kock, 2015).

Tools

1- Bullying Scale by (Einarsen et al., 2009)

The scale aims at assessing bullying among teachers. In its final form, the scale consists of (14) items distributed over two dimensions; Person- related bullying, and physically intimidating bullying. The response on all items of the scale was applied on a teacher through a five-grade Likert scale, by choosing one response among five options (never - every now and then - at least once a month - at least once a week - at least once every day), Grades (1- 2- 3- 4- 5) are given for each response respectively., and the total score on the scale ranges between (14-70) degrees.

The psychometric properties of the scale: The validity was checked using the divergent validity and item validity by calculating the correlation coefficient between the degree of each item and the total degree of the dimension to which it belongs after deleting the degree of the item, and the values of the correlation coefficients that were reached ranged between (0.653- 0.883) which are high and positive values and indicate the validity of the scale. The reliability of the scale was also calculated using several methods, which are the internal reliability consistency, and the Cronbach alpha reliability, where the coefficient of reliability for bullying associated with persons reached (0.939) and for physical bullying (0.815), and the reliability of (rho) of the coefficient for bullying related to persons reached (0.941). For physical bullying

(0.817), the composite reliability (CR) for person-related bullying (0.948) and for physical bullying (0.89), the mean extracted variance (AVE) was for personal bullying (0.625) and for physical bullying (0.73) which indicating the reliability of the scale.

2- Burnout Scale by (Maslach et al., 1996).

The scale aims at assessing teachers' burnout. In its final form, the scale consists of (22) items distributed over three main dimensions; They are: emotional exhaustion (EE) and includes (9) items representing items (1, 2, 3, 6, 8, 13, 14, 16, 20), and Depersonalization (DP), and includes (5) items representing items (5, 10, 11, 15, 22), and Low personal accomplishment (PA) and includes (8) items representing the items (4, 7, 9, 12, 17, 18, 19, 21). The response on all items of the scale is done by the teacher through a five-grade Likert scale by choosing one response from among five options (never - rarely - sometimes - most of the time - always), and grades are given (1-2-3-4-5). For each response respectively, the total score on the scale ranges between (22-110) degrees.

The psychometric properties of the scale: The validity was checked using the divergent validity and item validity by calculating the correlation coefficient between the degree of each item and the total degree of the dimension to which it belongs after deleting the degree of the individual. item no. (14) was deleted from the scale. The values of the correlation coefficients was ranged between (0.873- 0.775), which considers high and positive values and indicate the validity of the scale. The reliability of the scale was also calculated using several methods, which are the reliability of internal consistency, the Cronbach alpha

reliability, where the values of the reliability coefficients ranged between (0.77- 0.854)), the reliability of (rho) (0.873- 0.775), and the composite reliability (CR). (0.886- 0.845), the Extracted Average Variance (AVE) (0.423- 0.523), which indicate the reliability of the scale.

3- Job Satisfaction by (Macdonald & MacIntyre, 1997).

The scale aims at assessing the teachers' job satisfaction, and the scale in its final form consists of (11) items, and all items of the scale are responded by teachers through a five-grade Likert scale, by choosing one response among the five options (dissatisfied - slightly satisfied - Satisfied - Very satisfied - Totally satisfied), and scores are given (1- 2- 3- 4- 5) for each response respectively, and the total score on the scale ranges between (11-55) degrees.

The psychometric properties of the scale: The validity was checked using the divergent validity and item validity by calculating the correlation coefficient between the degree of each item and the total degree of the dimension to which it belongs after deleting the degree of the item no. (9) was deleted from the scale, and the values of the correlation coefficients ranged between (0.487- 0.714), which are high and positive values and indicate the validity of the scale. The reliability of the scale was also calculated using several methods, namely, the reliability of internal consistency, the Cronbach alpha reliability, where the reliability coefficient reached (0.831), reliability of (rho) reached (0.843), the composite reliability (CR) reached (0.867), and the average of the extracted variance (AVE) was (0.397), which indicate the reliability of the scale.

4- Coping Stress Strategies by (Folkman et al., 1986).

The scale aims at evaluating teachers' stress coping strategies. The scale consists of eight dimensions, but only four main dimensions have been applied; they include: Confrontive Coping which includes (6) items representing phrases from no. (1) to no. (6), and Self-Controlling, which includes (7) items representing items from no. (7) to no. (13), and Avoidance-Escape includes (8) items representing items from no. (14) to no. (21), and Planful problem – solving it includes (6) items representing items from no. (22) to no. (27). The response to all the items of the scale applied to teachers through a four-grade Likert scale by choosing one

response among the five options (does not apply at all, applies to some extent, applies a lot, applies very often), and grades are given (1-2-3- 4) For each response respectively, the total score on the scale ranges between (27-108) degrees.

The psychometric properties of the scale: The validity was checked using the divergent validity and item validity by calculating the correlation coefficient between the degree of each item and the total degree of the dimension to which it belongs after deleting the degree of the item. no. (14) and no. (21) of the scale have been deleted. The values of the correlation coefficients that were reached ranged between (0.757 - 0.817), which are high and positive values and indicate the validity of the scale. The reliability of the scale was also calculated using several methods, which are the reliability of internal consistency, the Cronbach alpha reliability, where the values of the reliability coefficients ranged between (0.82- 0.725), the reliability of (rho) (0.73- 0.826), and the composite reliability (CR). (0.809- 0.867), and the extracted average variance (AVE) (0.415 -.0.486), which indicate the stability of the scale.

٥- Organizational commitment by (Awad, 2012) .

.   The scale aims at assessing the teachers' (OC). In its final form, after making some modifications, the scale consists of (23) items distributed over three main dimensions; they are: work conviction and includes (8) points representing items from no. (1) to no. (8), teamwork and includes (7) points representing items from no. (9) to no. (15), and professional ethics and includes (8) points represent the items from no. (16) to no (23). All items of the scale are responded by teachers through a five-grade Likert scale by choosing one response from among five options (strongly disagree, disagree, neutral, agree, strongly agree), and grades are given (1-2-3-4-5) For each response respectively, the total score on the scale ranged between (23-115) degrees.

The psychometric properties of the scale: The validity was checked using the divergent validity and item validity by calculating the correlation coefficient between the degree of each item and the total degree of the dimension to which it belongs after deleting the degree of the item. no. (12) was deleted from the scale. The values of the correlation coefficients that It was reached between (0.417 -0.843), which are high and positive values and indicate the validity of the scale. The reliability of the scale was also calculated using several methods,

namely the reliability of internal consistency, the Cronbach alpha reliability, where the values of the reliability coefficients ranged between (0.789- 0. 868), reliability of (rho) (0.809 – 0.882), and the composite reliability (CR). (0.856- 0.898), and Extracted Average Variance (AVE) (0. 488 – 0.531), which indicate the reliability of the scale.

Measurement model Assessment

The assessment of the measurement model was shown in this section. The measurement model assessment requires evaluating the internal consistency reliability, convergent validity, and discriminant validity. Table (2) shows the results of internal reliability and convergent validity through item loadings, Cronbach's alpha, Jöreskog rho, composite reliability (CR), and average variance extracted (AVE). Cronbach's alpha provides the average correlation between all of the indicators that belong to one construct, Jöreskog rho measure is a better reliability measure than Cronbach's alpha since it is based on the loadings rather than the correlations observed between the observed variables (Demo et al., 2012).

Table 2: Reliability and validity analysis

Construct	Dimension	Items Loading				Cronbach's Alpha	rho_A	CR	AVE
Bullying	Person-related bullying	A7_1	0.696	A7_9	0.822	0.939	0.941	0.948	0.625
		A7_2	0.769	A7_10	0.797				
		A7_3	0.723	A7_11	0.805				
		A7_4	0.769	A7_12	0.84				
		A7_7	0.846	A7_13	0.845				
		A7_8	0.767						
	physically intimidating bullying	A7_5	0.824	A7_14	0.855	0.815	0.817	0.89	0.73
		A7_6	0.883						
Burnout	Emotional exhaustion	A8_1	0.655	A8_8	0.653	0.807	0.811	0.854	0.423
		A8_2	0.641	A8_13	0.71				
		A8_3	0.664	A8_16	0.602				
		A8_6	0.658	A8_20	0.617				
	Depersonalization	A8_5	0.694	A8_15	0.732	0.77	0.775	0.845	0.523
		A8_10	0.724	A8_22	0.647				
		A8_11	0.811						

	Low personal accomplish-ment	A8_4	0.609	A8_17	0.777	0.854	0.873	0.886	0.497
		A8_7	0.676	A8_18	0.831				
		A8_9	0.596	A8_19	0.791				
		A8_12	0.709	A8_21	0.608				
coping strategies	Confrontive Coping	A6_1	0.637	A6_4	0.643	0.771	0.771	0.838	0.464
		A6_2	0.678	A6_5	0.742				
		A6_3	0.709	A6_6	0.673				
	Self-Controlling	A6_7	0.611	A6_11	0.789	0.82	0.826	0.867	0.486
		A6_8	0.626	A6_12	0.689				
		A6_9	0.777	A6_13	0.596				
		A6_10	0.761						
	Escape-Avoidance	A6_15	0.646	A6_18	0.705	0.725	0.73	0.809	0.415
		A6_16	0.575	A6_19	0.64				
		A6_17	0.673	A6_20	0.618				
	Planful problem solving	A6_22	0.721	A6_25	0.817	0.824	0.835	0.873	0.536
		A6_23	0.727	A6_26	0.744				
		A6_24	0.78	A6_27	0.583				
Job satisfaction		A4_1	0.683	A4_6	0.588	0.831	0.843	0.867	0.397
		A4_2	0.65	A4_7	0.682				
		A4_3	0.533	A4_8	0.635				
		A4_4	0.622	A4_10	0.672				
		A4_5	0.487	A4_11	0.714				
organizational commitment	Work conviction	A5_1	0.464	A5_5	0.792	0.84	0.869	0.879	0.488
		A5_2	0.777	A5_6	0.682				
		A5_3	0.723	A5_7	0.819				
		A5_4	0.792	A5_8	0.417				
	Teamwork	A5_9	0.715	A5_13	0.764	0.798	0.809	0.856	0.499
		A5_10	0.613	A5_14	0.701				
		A5_11	0.784	A5_15	0.645				
	Professional Ethics	A5_16	0.573	A5_20	0.843	0.868	0.882	0.898	0.531
		A5_17	0.808	A5_21	0.736				
		A5_18	0.803	A5_22	0.495				
		A5_19	0.693	A5_23	0.801				

Composite reliability measures the internal consistency while considering that each indicator has a different outer loading. All values of Cronbach's alpha, Jöreskog rho, and composite reliability should be greater than 0.7 in order to establish internal consistency. Given these guides, the internal consistency reliability in table 2 is established.

The convergent validity of reflective measurement models is measured through item loadings above 0.4 and AVE above 0.5. However, values of AVE were less than 0.5 are also accepted if the values of CR were greater than 0.6. Five items were deleted (A8_14, A6_14, A6_21, A4_9, and A5_12) because of low items loadings (below 0.4) and all other items were retained (Hair et al., 2017). After establishing the convergent validity, and the discriminant validity was checked which indicates how much a construct differs from other constructs. Discriminant validity is usually established by examining the Fornell-Larcker criterion or using the heterotrait-monotrait ratio (HTMT) of the correlations.

And Table (3) shows the results of Fornell-Larcker criterion, the square root of each construct's AVE was reported on the main diagonal of the table, whereas the rest of the values are the inter-correlations between the construct.

Table 3: Discriminant validity

		CC	DEP	EE	EA	JS	LPA	PRB	PIB	PPS	PE	SC	TW	WC
Fornell-Larcker criterion	CC	**0.681**												
	DEP	0.179	**0.723**											
	EE	0.097	0.597	**0.651**										
	EA	0.417	0.355	0.27	**0.644**									
	JS	0.187	-0.219	-0.298	0.047	**0.63**								
	LPA	-0.011	0.301	0.113	0.251	-0.302	**0.705**							
	PRB	0.108	0.458	0.332	0.278	-0.13	0.229	**0.79**						
	PIB	0.078	0.419	0.275	0.241	-0.134	0.246	0.837	**0.854**					
	PPS	0.403	-0.085	0.014	0.248	0.271	-0.282	-0.156	-0.14	**0.732**				
	PE	0.109	-0.28	-0.183	-0.143	0.417	-0.477	-0.238	-0.222	0.335	**0.728**			
	SC	0.469	-0.026	0.043	0.198	0.211	-0.23	-0.1	-0.069	0.599	0.31	**0.697**		
	TW	0.193	-0.243	-0.099	-0.069	0.462	-0.416	-0.268	-0.246	0.302	0.637	0.329	**0.706**	
	WC	0.117	-0.327	-0.209	-0.111	0.542	-0.487	-0.314	-0.29	0.323	0.641	0.358	0.726	**0.699**
		CC	DEP	EE	EA	JS	LPA	PRB	PIB	PPS	PE	SC	TW	
HTMT ratio	DEP	0.297												
	EE	0.194	0.736											
	EA	0.56	0.503	0.353										
	JS	0.22	0.262	0.365	0.14									
	LPA	0.225	0.351	0.215	0.35	0.334								
	PRB	0.18	0.538	0.372	0.383	0.161	0.243							
	PIB	0.158	0.528	0.328	0.351	0.172	0.283	0.955						
	PPS	0.481	0.149	0.115	0.301	0.315	0.332	0.187	0.184					

PE	0.226	0.336	0.231	0.261	0.482	0.531	0.256	0.258	0.39			
SC	0.566	0.127	0.135	0.248	0.25	0.288	0.129	0.098	0.723	0.38		
TW	0.267	0.298	0.163	0.279	0.534	0.487	0.299	0.301	0.362	0.747	0.409	
WC	0.221	0.393	0.243	0.249	0.629	0.562	0.342	0.343	0.384	0.728	0.434	0.868

Table 4: Correlation analysis

	PIB	EE	DEP	LPA	CC	SC	EA	PPS	JS	WC	TW	PE	BUL	BUR	CS	OC
PRB	.835**	.323**	.453**	.212**	.125**	-.098*	.306**	-.146**	-.111*	-.292**	-.253**	-.224**	.958**	.444**	0.054	-.294**
PIB		.267**	.412**	.225**	0.091	-0.065	.263**	-.133**	-.123**	-.271**	-.234**	-.211**	.958**	.408**	0.045	-.274**
EE			.578**	0.067	.100*	0.045	.274**	0.022	-.301**	-.189**	-0.071	-.177**	.308**	.735**	.145**	-.170**
DEP				.281**	.203**	-0.022	.371**	-0.076	-.199**	-.301**	-.226**	-.264**	.452**	.829**	.154**	-.304**
LPA					0.030	-.242**	.269**	-.274**	-.271**	-.468**	-.399**	-.453**	.228**	.638**	-0.085	-.507**
CC						.435**	.432**	.378**	.157**	0.086	.168**	0.088	.113*	.147**	.771**	.129**
SC							.187**	.591**	.190**	.355**	.329**	.321**	-0.086	-.107*	.767**	.384**
EA								.242**	0.038	-.121**	-0.092	-.145**	.297**	.415**	.617**	-.138**
PPS									.252**	.313**	.284**	.324**	-.146**	-.156**	.765**	.354**
JS										.524**	.425**	.406**	-.122**	-.354**	.221**	.518**
WC											.697**	.606**	-.294**	-.443**	.225**	.879**
TW												.615**	-.254**	-.324**	.244**	.874**
PE													-.227**	-.415**	.211**	.860**
BUL														.445**	0.052	-.296**
BUR															0.090	-.455**
CS																.259**

$^{**}P < 0.01$, $^{*}P < 0.05$.

The study designs
Descriptive Statistics and Multiple Correlations

Table (4) presents the Pearson product moment correlation between the variables to investigate the strength and the direction of the

relationships between the variables. The correlation coefficient is a number between -1 and 1 that expresses the degree of linear dependence between two quantitative variables. If negative, it indicates that one variable decreases as the other increases; if positive, it indicates that one variable increases as the other increases. The r values are distributed as follows: r = 0–0.25, very low correlation; r = 0.26–0.49, low correlation; r = 0.5–0.69, moderate correlation; r = 0.7–0.89, high or strong correlation; r = 0.9–1.0, very high or very strong correlation (Munro, 2005).

And Table (5) shows the descriptive statistics of all variables; these include measure of central location i.e., the mean, and measures of variability which include standard deviation (SD) and coefficient of variation (CV).

Table 5: Descriptive statistics

Construct	*Notation*	*Mean*	*SD*	*CV*
Person-related bullying	PRB	1.269	0.512	40.34%
physically intimidating bullying	PIB	1.226	0.511	41.66%
Emotional Exhaustion	EE	2.263	0.730	32.26%
Depersonalization	DEP	1.692	0.691	40.87%
Low personal accomplishment	LPA	2.452	0.784	31.97%
Confrontive Coping	CC	2.180	0.598	27.43%
Self – Controlling	SC	2.670	0.595	22.28%
Escape Avoidance	EA	1.780	0.537	30.17%
Planful problem solving	PPS	2.610	0.597	22.87%
Job satisfaction	JS	3.229	0.707	21.91%
Work conviction	WC	3.980	0.635	15.95%
Teamwork	TW	4.049	0.589	14.54%
Professional Ethics	PE	3.900	0.679	17.41%
Bullying	BUL	1.247	0.490	39.26%
Burnout	BUR	2.135	0.536	25.12%
Coping strategies	CS	2.309	0.426	18.46%
Organizational commitment	OC	3.977	0.552	13.89%

RESULTS OF THE STUDY
Structural model Assessment

Examining the structural model includes path coefficients, collinearity diagnostics, coefficient of determination (R^2), effect size (f^2), predictive relevance (Q^2), and goodness of fit criteria.

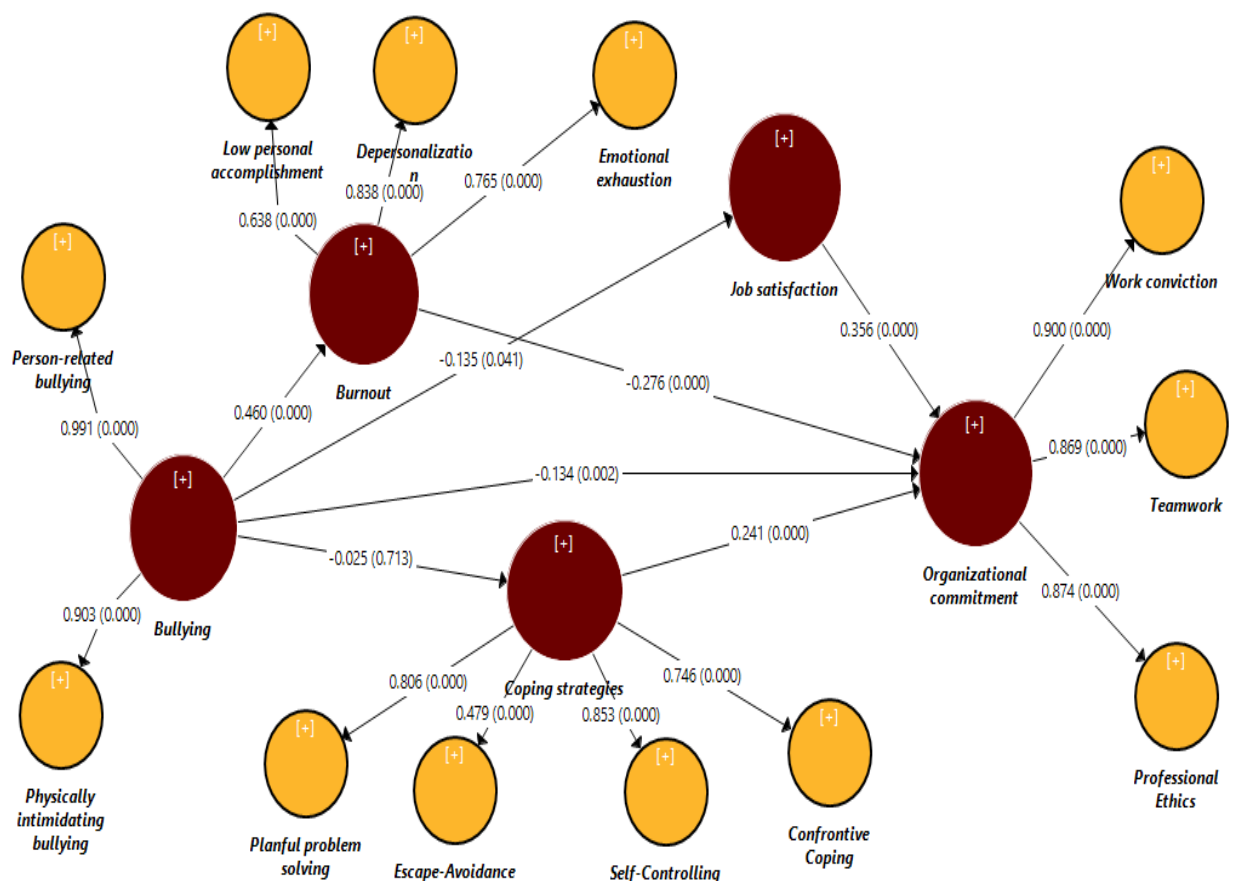Figure (1) shows the reseach model with the estimated path coefficients along with the corresponding p-values.

Figure 1: Research structural model

Table 6: Hypothesis testing

Path	B	t-statistic	P-value	95% CIBC		Remark
				LL	UL	

Direct Effect						
H1: *Bullying -> Burnout*	0.46	13.426	0.000**	0.39	0.524	Supported
H2: *Bullying -> Coping strategies*	-0.025	0.368	0.713NS	-0.154	0.115	Not Supported
H3: *Bullying -> Job satisfaction*	-0.135	2.043	0.041*	-0.255	0.007	Supported
H4: *Bullying -> Organizational commitment*	-0.134	3.176	0.002**	-0.223	-0.053	Supported
H5: *Burnout -> Organizational commitment*	-0.276	5.735	0.000**	-0.371	-0.187	Supported
H6: *Coping strategies -> Organizational commitment*	0.241	5.744	0.000**	0.162	0.326	Supported
H7: *Job satisfaction -> Organizational commitment*	0.356	8.81	0.000**	0.276	0.434	Supported
Indirect Effect (Mediation role)						
H8: *Bullying -> Burnout -> Organizational commitment*	-0.127	5.495	0.000**	-0.177	-0.084	Supported
H9: *Bullying -> Coping strategies -> Organizational commitment*	-0.006	0.362	0.718NS	-0.038	0.027	Not Supported
H10: *Bullying -> Job satisfaction -> Organizational commitment*	-0.048	2.062	0.039*	-0.091	0.003	Supported

**P < 0.01, *P < 0.05, NSNot Significant, CIBC = Confidence interval bias corrected, LL = Lower Limit, UL = Upper Limit.

The hypothesis of the current study showed that *Bullying* has a statistically significant positive effect on *Burnout* since ($\beta = 0.46, t = 13.426, P < 0.01, 95\% \; CI$ for $\beta = [0.39, 0.524]$), so, **H1** is supported. *Bullying* has no statistically significant effect on *Coping strategies* since ($P > 0.05$), so, **H2** is not supported. Furthermore, *Bullying* has a statistical significant negative effect on both *Job satisfaction* ($\beta = -0.135, t = 2.043, P < 0.05, 95\% \; CI$ for $\beta = [-0.255, 0.007]$) and *Organizational commitment* ($\beta = -0.134, t = 3.176, P < 0.01, 95\% \; CI$ for $\beta = [-0.223, -0.053]$), so, **H3** and **H4** are supported.

Moreover, *Burnout* has a significant negative effect on *Organizational commitment* since ($\beta = -0.276, t = 5.735, P < 0.01, 95\% \; CI$ for $\beta = [-0.371, -0.187]$), while both *Coping strategies* and *Job satisfaction* have statistical significant positive effect on *Organizational commitment* as for *Coping strategies* ($\beta = 0.241, t = 5.744, P < 0.01, 95\% \; CI$ for $\beta = [0.162, 0.326]$), and

for *Job satisfaction*($\beta = 0.356, t = 8.81, P < 0.01, 95\% \ CI$ for $\beta = $ [0.276,0.434]), so, **H5, H6** and **H7** are supported.

The mediation analysis yielded a significant negative indirect relationship between *Bullying* and *Organizational commitment* through *Burnout* since ($\beta_{Indirect} = -0.127, t = 5.495, P < 0.01, 95\% \ CI$ for $\beta = $ [$-0.177, -0.084$]), so, **H8** is supported. *Job satisfaction* also mediated the relationship from *Bullying* to *Organizational commitment* with a significant negative effect since ($\beta_{Indirect} = -0.048, t = 2.062, P < 0.05, 95\% \ CI$ for $\beta = $ [$-0.091, 0.003$]), so, **H10** is supported. Finally, the indirect relationship between *Bullying* and *Organizational commitment* through *Coping strategies* is insignificant since ($P > 0.05$), so, **H9** is not supported.

Table 7: Structural model assessment

Relationship	*f-Square*	*VIF*	*R-Square*	*R-Square Adjusted*	*Q-Square*	*GoF*
Cut-off	*> 0.02*	*<5*	*> 0.19*		*> 0*	
Bullying -> Burnout	0.269	1	0.212	0.21	0.052	
Bullying -> Coping strategies	0.001	1	0.001	-0.002	0	
Bullying -> Job satisfaction	0.02	1	0.018	0.016	0.006	
Bullying -> Organizational commitment	0.025	1.273				0.293
Burnout -> Organizational commitment	0.094	1.462	0.445	0.44	0.169	
Coping strategies -> Organizational commitment	0.096	1.086				
Job satisfaction -> Organizational commitment	0.181	1.258				

Cut-off values (Cohen,1988; Chin, 1998; Wetzels et al., 2009; Hair et al., 2017).

The Results in table (7) indicate that about 21% of the variation in *Burnout* is explained by the variation in the *Bullying* with moderate Cohen's effect size (f^2 =0.269). Also, there are only 2% of the variation in Job satisfaction that is explained by the variation in the *Bullying* with

small Cohen's effect size (f^2 =0.02). Furthermore, there are about 45% of the variation in *Organizational commitment* that is explained by the variation in the other variables with Cohen's effect size for each as follows; small for *Bullying* (f^2 =0.025), small for *Burnout* (f^2 =0.094), small for *Coping strategies* (f^2 =0.096), and moderate for *Job satisfaction* (f^2 =0.181). All values of variance inflation factor (VIF) were below 5 indicating the absence of collinearity problem. Then, we evaluated predictive relevance by assessing Stone-Geisser's Q^2 Blindfolding is a sample reuse technique that can be used to calculate Q^2 values for latent variables. We executed the blindfolding procedure and calculated the Q^2 values for *Burnout* (Q^2 =0.052), *Job satisfaction* (Q^2 =0.006), and *Organizational commitment* (Q^2 =0.169). All values were greater than zero except for *Coping strategies* (Q^2 =0), thus indicate predictive relevance for endogenous latent variables in our PLS path model (Hair et al., 2017). Tenenhaus et al (2005), proposed the Goodness of Fit (GoF) as a global fit indicator. The criteria of GoF for deciding whether GoF values are not acceptable, small, moderate, or high to be regarded as a globally appropriate PLS model. The value of the GOF (0.293) is between 0.25 to 0.36 indicating high fit, so, it can be safely concluded that the GoF model is large enough to considered sufficient valid global PLS model.

DISCUSSION

The hypothesis of the current study showed that *Bullying* has a statistically significant positive effect on *Burnout*, and many studies have confirmed the negative consequences of bullying, especially in the workplace, on exposure to psychological burnout, such as the study of (Giorgi et al., 2016), and bullying helps on the emergence of higher levels of psychological stress, a more stressful relationship with colleagues, and low organizational commitment and satisfaction (Einarsen et al., 2009). The study (Friedman, 1995) found that students' behaviors are the main source of teacher burnout, and these behaviors include lack of respect and appreciation for the teacher, poor attention, low motivation, and chaotic behavior. It also found (Sava, 2002) that the control of students in the classroom and the negative interaction between the teacher and the students are among the strongest sources of psychological burnout for the teacher. It also indicated (Hastings & Bham, 2003) that the teacher's style in confronting the students' behavior is a source of the teacher's psychological combustion.

The study of (De Wet, 2010) also showed that bullying leads to the breakdown of relations between the school community, and that psychological burnout negatively affects the level of compatibility. Therefore, the study of (Laschinger et al., 2010) confirmed that the appropriate work environment which is free of pressures lead to psychological burnout will avoid the occurrence of bullying.

Bullying* has a statistically significant negative effect on both *Job satisfaction* and *Organizational commitment.

This result is in agreement with a study (Carroll & Louzier, 2014) that showed that bullying negatively affects job satisfaction, and there are some negative effects of bullying, the most important of which are social isolation, and that social support reduces the effects of bullying on job satisfaction and acts as a barrier through appreciation and self-esteem.

This confirms that teachers exposed to bullying feel fear, despair and anxiety, which leads them to depression. Therefore, bullying that targets schools affects the health of the teacher and also reduces their self-esteem, which in turn affects their psychological health and their ability to perform their educational function optimally within the school. When stress increases on a teacher as a result of low motivation towards learning and the presence of negative attitudes towards learning represents a difficulty in dealing with students and the problems they cause. Teachers who are subjected to bullying believe that they are less effective in managing the classroom and dealing with students' behavior in a direct and appropriate manner, which causes high levels of burnout, dissatisfaction and belonging to the profession compared to teachers who find high confidence in classroom management.

Moreover, *Burnout* has a significant negative effect on *Organizational commitment,* while both *Coping strategies* and *Job satisfaction* have statistically significant positive effect on *Organizational commitment* as for *Coping strategies* and for *Job satisfaction.* This result is in agreement with a study (Vandenberg & Lance, 1992) which indicated that there is a strong statistically significant relationship between organizational commitment and job satisfaction. And several studies have confirmed an important association between organizational commitment and job satisfaction and reduced intentions to quit work (Aryee et al., 1994; Aryee & Tan., 1992; Kim et al., 2016; Wang et al., 2016). While (Coogle et al., 2011) study

indicated that there is a reciprocal effect between organizational commitment and job satisfaction, and in the study (Bogler & Somech, 2004) it was found that the variables of beliefs about self-efficacy, respect, and professional development together explained 41% of the variance in the variable of organizational commitment for middle and secondary school teachers. Also, (Hakanen et al., 2006) study found an effect of teaching resources (job control, information availability, support for officials, creative climate, and social climate) on the work integration variable (strength, activity, interest and sincerity), which in turn was predictive of the degree of Professional affiliation of teachers. Teachers express their organizational commitment when they work in a supportive environment with high levels of collegiality, independence, and strong leadership (Ladd, 2011).

This confirms that the teacher's psychological burnout comes as a result of the high stress at work, and when he also not having strategies for venting, thus the level of psychological health and satisfaction with the profession begins to decline until it reaches the stage of exhaustion and this appears on the teacher in many forms, including frequent absence, constant fatigue and lack of enthusiasm to work and lack of productivity and not belonging to the profession. The study of (De Wet & Jacobs, 2014) confirms that the teacher is one of the most important elements in the educational process, but one of the most important obstacles in the educational environment is psychological burnout, as the negative behavior of colleagues leads to fear and depression that leads to psychological burnout, as psychological burnout results from work stress.

The mediation analysis yielded a significant negative indirect relationship between *Bullying* and *Organizational commitment* through *Burnout*.

This can be explained as (Weisberg, 1994) sees that psychological burnout is very important and it is necessary to activate the methods of leadership, in order to use appropriate strategies for prevention and mitigation of stressful situations. As the large number of pressures on the individual negatively affects their performance (Yildiz, 2015) and this leads to psychological burnout that leads to bullying and reduces job affiliation, increases the feeling of aversion to teaching, boredom from the class and students, decreased motivation to participate in school activities, and lack of interest in preparing the lesson, and performing it

with the least amount of effort and time. This is confirmed by the study of (Harrison, 2015) that sees high psychological burnout greatly affects students and the learning process and thus leads to bullying.

***Job satisfaction* also mediated the relationship from *Bullying* to *Organizational commitment* with a significant negative effect.**

This result can be explained as the teacher's job satisfaction is linked to success in various aspects of social life, as the teachers' feeling that the school building has been found to be an actual school building in terms of ventilation and availability of modern technologies and sufficient rooms, which inspires in the teacher a sense of confidence and enjoyment and increases belonging to the profession, as well as the availability of salaries and bonuses, also educational supervision is an important and essential factor in achieving job satisfaction. When it is based on mutual understanding and advice, and teachers' notice of the importance and responsibility entailed by them, the teacher's job satisfaction increases and thus increases his affiliation to the profession and reduces bullying and vice versa. This is confirmed by the study of (Malone, 1993) as one of the most important factors that contribute to job satisfaction is responsibility, personal relationships with students and colleagues, and achievements**.**

CONCLUSION

We conclude from the results of the research that bullying has a positive and a statistical significant effect on burnout, while it has no significant effect on coping strategies (CS), and also found a statistical significant negative effect of bullying on job satisfaction (JS) and organizational commitment (OC), as well as a high negative effect of burnout on organizational commitment (OC) and a high positive effect for (CS) and (JS) on (OC). The Mediation analysis showed a high indirect negative relationship between bullying and (OC) through burnout, and job satisfaction also mediated the relationship between bullying and (OC) with a high negative impact, while the indirect relationship between bullying and (OC) through stress coping strategies, has no statistical significant.

General Recommendations

1. Focusing awareness on recognizing the fact that bullying is an existing problem and must be addressed radically, because simply rejecting bullying will magnify the problem.

2. Giving attention to the phenomenon of bullying against the teacher and its danger to both the student and the teacher.

3. The necessity of preparing teachers in a good educational manner on the latest strategies and methods to confront stressful situations efficiently and effectively, and the ability to transform the school environment into a comfortable and safe environment.

4. The necessity of activating educational and psychological counseling in schools and preparing counseling programs to reduce bullying against teachers.

Suggestions for further research

-The structural model of the relationship between bullying, perceived self-efficacy, job satisfaction and personal self-regulation among teachers.

-Flourishing and its relationship to teachers' coping strategies and psychological resilience.

-The effectiveness of a training program to reduce bullying and burnout among teachers.

CONFLICT OF INTEREST: None

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