

Bullying in Workplace among Welding and Fabrication Instructors in Tertiary Institutions in Kogi State

by

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Abstract

The study was carried out to determine the bullying in workplace among welding and fabrication instructors in tertiary institutions in Kogi State. Two research questions guided the study while one null hypothesis was formulated and tested at 0.05 level of significance. The study adopted a descriptive survey design. The population for the study was 84 welding and fabrication instructors which made up of 65 male and 19 female instructors in all the tertiary institutions in Kogi State, Nigeria. There was no sampling because of the manageable size of the population. The instrument for data collection was a structured questionnaire. The instrument was subjected to face validation by three experts in the Department of Industrial Technical Education, University of Nigeria, Nsukka. Cronbach alpha reliability method was used to determine the internal consistency of instrument and 0.83 reliability coefficient value was obtained for the causes of workplace bullying experience among welding and fabrication instructors and 0.89 was for the effects of workplace bullying on output and productivity among welding and fabrication instructors while the overall reliability coefficient value was 0.85. The data collected were analyzed using Mean to answer the research questions while t-test was used to test the null hypotheses at 0.05 level of significances. The findings of the study on research questions revealed: (i) 18 causes of workplace bullying experience among welding and fabrication instructors in tertiary institutions and (ii) 12 impacts of workplace bullying on output and productivity among welding and fabrication instructors in tertiary institutions in Kogi State. The findings of the study on hypotheses tested revealed that: (i) there was no significant difference in the mean responses of male and female instructors of welding and fabrication on the organizational consequences of workplace bullying in tertiary institutions and (ii) there was no significant difference in the mean responses of male and female instructors of welding and fabrication on the impact of workplace bullying on the output and productivity in tertiary institutions in Kogi State. Recommendations include that: (i) welding and fabrication instructors should be educated by the supervisors about how workplace bullying can affect their performance and productivity of the entire institutions, (ii) Government and administrators of tertiary institutions should organize workshop and seminars for instructors on strategies to cope with workplace bullying, (iii) Government and administrators should formulate policies to checkmate workplace bullying among welding and fabrication instructors.

Keywords: Bullying, Workplace, Welding and Fabrication, Instructors, Tertiary Institution.

Introduction

Bullying is the continuous series of mistreatment of co-worker in the workplace. This unethical behaviour is often persistently repeated and habitual. One essential prerequisite is the perception (by the bully or by others) of an imbalance of physical or social power. Olweus (2013) defined bullying as when a person is exposed repeatedly and overtime to negative action on the parts of one or more persons and that negative actions occur when a person intentionally inflicts injury or discomfort upon another person through physical contact, through words, or in other ways. Burger (2022) defined bullying as a sub category aggressive

behaviour characterized by hostile intent, imbalance of power and repetition over a period of time. Pouwels et al (2018) saw bullying as a peer abuse. There are a lot of things that could be termed bullying, ranging from insult to humiliation and even joke. Joke, chats and gossip used in ways that create a skirmish and unfriendly environment are termed bullying (Rodriquez-cifuentes, et al, 2020). Others are constant abuse, teasing and offensive remarks (Ahmer et al, 2009). Bullying is repeated, persistent and continuous behaviour; typically, single negative act is not considered as bullying. The major difference between the normal conflict and bullying is not what and how it

is done, but rather the frequency and longevity of what is done (Einarsen & Skogstad, 1996). Burger et al, (2015) said that bullying can be done individually or by a group called mobbing, in which the bully may have one or more follower who are willing to assist the primary bully or who reinforce the bully by providing positive feedback such as laughing. Bullying have way of distracting the employee and stressing them emotionally and physically. Employee who are bullied at work may find it difficult to concentrate on their tasks, lose their confidence and experience uncontrollable anxiety (Patrick et al, 2023). Bullies at work frequently terrify, undermine, or intimidate another person. Leaving the victim feeling helpless, afraid, ashamed, and inept (Akintan, Onewo, & Ayodeji, 2021), which prevent employee in displaying their expertise at workplace.

Workplace bullying is a well-known terminology in the 21st Century especially in industrial sector. Workplace bullying is commonly experienced among employees in every organization (Salin, 2015). Workplace bullying is a psychological coercion rather than a physical violence which manifest as abusive power in workplace relationship, rather than as interpersonal conflict (Kemp, 2014). Giorgi, et al (2016) defined workplace bullying as one of the most stressful phenomena in the workplace which are toxic and has detrimental effect on an individual, physical and psychological health. Nowadays industries are very much interested in organizational evils like workplace bullying which affects both the employer and employee in all aspects like physical, psychological, mental, economical, employer cost, legal issue among others.

A workplace is a location where someone works for the employer. Abdul (2015) defined workplace as a place where people work together to complete task and achieve common goals. It also refers to the environment which comprises people, tools, and another workplace physical component (Oludoyi 2015). Such a place can range from home to a large office building or factory. The workplace is one of the most important

social spaces, constituting a central concept for several entities: the workers and their families, the employing organization, the customer of the organization and the society as a whole. Good workplace contributes to job satisfaction. Naz (2017) emphasized that supportive working condition improve workplace satisfaction. Therefore, good work environment contributes toward instructors' job satisfaction, regardless of types of organizations, institutions and demographics. When the workplace is toxic, instructors' relationship with supervisors and co-worker is affected, when bullying is set in, morale for job commitment will be low which will affect productivity. Therefore, bullying at workplace lead to job dissatisfaction which is a recipe for low productivity at workplace. Good workplace is crucial for instructors as it will positively impact their job performance and enhance their dedications to work. Friendliness of the work environment influence the mind set and commitment level of the employee (Patrick et al, 2023). Therefore, for instructors to accomplish these goal and vision in educating, developing and shaping future leaders in welding and fabrication in workplace in tertiary institutions in Kogi State, instructors must work in a blissful environment. This unethical behaviour has a detrimental effect on the instructors and the organisations. The emotional implication of workplace bullying has cause some of the instructors in tertiary institutions in Kogi state to experience phobia when been bullied, also made some of the instructors in workplace to experience depression. Qureshi et al, (2014) said the impact of work place bullying on employee health ranges in severity and scope to decrease sleep, and cause depression.

Workplace bullying is a persistence series of mistreatment of others in the workplace. While in fact it is also an adult social behavioural issue at workplace, recognised globally and considered as a major concern for employee and their organization (Skarbek, Johnson & Dawson, 2015), it has become one of the common issues that face people in their daily lives in educational, institutional and workplace (Bulut & Hihi,

2021). Workplace bullying is simply embarrassment, insult, and discrimination employee face in the workplace. Nazim et al, (2021) opined that it is seen as a scenario where employee is abused, teased, and negatively marked unpleasantly and frequently. When employee is made deliberately and frequently uncomfortable by others especially their superior through abuse, unfeasible targets cajoling, jokes, and embarrassment, such employee are said to be bullied in the organization. Hence, workplace bullying characteristics circumstance where in an employee is maltreated and offended by his seniors, juniors or colleagues frequently and deliberate (Nazim Ali et al, 2021). Workplace bullying leads welding and fabrication instructors to doubt the concepts of their own self and worth in the face of a dangerous environment (Attell et al, 2017). It is a negative interpersonal behaviour formed on the basis of a formal or informal power imbalance (Ahmad, 2018). According to Olweus (2019), a negative action can be defined as any act that is carried out with the purpose of inflicting or attempting to inflict, deliberately, harm or discomfort to another person. Olweus (2019) further stated that all physical and verbal action and any intentional exclusion are considered negative action. Bullying in the workplace is an occupational safety and health issue (Hollis, 2017). Workplace bullying affect the health of employees, financial health of organization or institution and create an unhealthy work environment (Rajalashmi & Gomathi, 2016). Hollis (2015) referred to workplace bullying as a form of petty theft which pilfers resources from an organization. Employees who experienced bullying in the workplace may become disengaged, which can lead to lower productivity (Hollis, 2016). There seems that leadership style provides a fertile ground for bullying (Kariwik et al, 2018). A laissez-faire style of leadership or weak or inadequate leadership on higher levels in the organization seems to be conducive to bullying among colleagues (Salin, 2003). Thus, bullying seems to be flourishing when upper management

abdicate responsibility and do not intervene in bullying (Salin, 2003). Therefore, employer should have a policy in workplace to mitigate bullying among employee in order to enhance their performance.

Warning signs of bullying can vary: co-worker might become quiet or leave the workplace when you walk in or they might simply ignore you. According to (Keashly et al, 2020), about 70% of bullies are male and about 30% are female. Both male and female bullies are more likely to target women, 61% of bullying come from supervisors (bosses), 33% come from co-workers, the remaining 6% occur when people at lower employment level bully their supervisors or others above them. Bullying from managers or supervisors might involve abuse of power including negative performance reviews that are not justified, shouting, or threat of firing or demotion or denying time off, or transfer to another department. While leaving a job or changing department could end the bullying, the impact of effect on the person bullied remains irrespective of his/her present workplace.

This behaviour confronts the unity among instructors in the workplace where by different factions of groups were formed, which has prevented blissful working environment in the workplace and this has led to low job commitment and absenteeism. At organisational level, it adversely affects employee commitment, job satisfaction and absenteeism (Ogbojafor et al, 2012). The effect causes the level of productivity among welding and fabrication instructors to be low. Narine, (2015) said workplace bullying can cause an organization loss in productivity. Bano & Malik (2013) opined that workplace bullying increase sick time as well as low productivity. Instructors who are bullied take sick leave more often which had led to high numbers of turnover of instructors. The effect on the organization shown to be associated with higher turnover and intent to leave the organization, higher absenteeism and decrease in productivity (Hoel et al, 2003). These severe effect outcome on instructors of welding and fabrication have made bullying in workplaces

in tertiary institutions in Kogi state imperative for this study.

Welding is a permanent joining process in which two pieces of metal join together to form one piece by heating the metal to their melting point. Ishak (2016) stated that welding is a joining technique for both fabrication in production and repair. Welding and fabrication involve metals and the joining action caused by the application of heat, pressure and with or without fillers materials. According to Fondriest (2013), welding is a fabrication process that join materials, usually metals or thermoplastic by causing coal scene. This is often done by melting the work piece and adding a filler material that cools to become a strong joint. Fabrication according to Akpan (2010), is the art of construction, building, forming or assembling of an object or an article. Welding is the process of joining piece of metal together at the tip of electrode, if electric welding is used or by heat produced by gas flame, if gas welding or oxy-acetylene is used to melt the edges or parts of metals together (Akpan, 2010). There are many welding processes but only a few are widely practiced in tertiary institutions in Kogi state, these welding processes include gas oxy-acetylene welding and arc welding. In arc welding process, according to Palmer (2010), coated electrodes are used for producing an arc to act as a heat source, the covering on burning provide the necessary shield to protect the molten metal from the ill effects of oxygen and nitrogen from the surrounding atmosphere. Arc welding is the process of joining metal by using heat of an electric arc but without pressure. It is the process in which metal pieces are joined by heating the metal through a suitable temperature of about 500c to cause the piece to meet and fuse together in to a single piece. Gas welding is a process that require burning a gas fuel (usually acetylene) with oxygen to create enough heat to melt metal items and join them together. Walker (2004) stressed that gas welding is a welding process that make one of the burning gases to produce the heat required to melt and fused the metal. Ibrahim (2007), stressed that gas welding include all

the process in which fuel gas are used in combination with oxygen to obtain gas flame by the instructors.

The work of instructors is to teach the students the practical skills to handle and operate some of the machine in the workshop. Teaching student about various welding techniques and application, also provide vocational training for individual seeking career as welders in industry or specialized field. Apart from performing all these tasks instructors have to keep themselves updated with current knowledge and educational development. Instructors experiencing bullying at workplace will not function effectively, which will affect productivity on individual in workplace in tertiary institutions in Kogi state.

Tertiary institutions refer to institutions that offer post-secondary education. According to Adeyemo (2020), tertiary education is education given after secondary education in universities, Colleges of Education, Polytechnics, Monotechnics etc. Osakwe (2012), defined tertiary institution as a center for excellence, place where people are trained to become professionals to contribute to the knowledge and skill required for national development. This implies that the institutions inculcate in student proper value that make for the survival of the society as a whole. Tertiary institutions are established to produce graduates with saleable skills in various trades. In achieving the mission and goals of tertiary institutions, many factors should be taken into consideration especially the wellbeing of employers in the workplace, how they feel about their job, are they satisfied with the job content, job demand and the measure to put in place to prevent anything like (bullying) that will not allow them to put in their best for higher productivity. Tertiary institutions have different occupational trade. Among the trades offered in tertiary institutions are welding and fabrication. Yisa and Olakutan (2017) noted that fabrication and welding is one of the trades offered in the nation, tertiary institution which laid emphasis on acquisition of requisite skill for self-reliance

employment in the world of work. The authors maintained that tertiary institutions in the world over are expected to see and cultivate new knowledge, provide the right kind of leadership in all work of life and strife to promote equality, unity and justice in the workplace. These objectives can be achieved when there is peaceful working environment.

Statement of the Problem

Workplace bullying constitutes a lot of challenges to many organizations and tertiary institutions today, especially in some tertiary institutions in Kogi State. This anti-social behaviour confronts the unity among workers who are welding and fabrication instructors in workplaces. Workplace bullying had caused a lot of havoc in tertiary institutions in Kogi state, some of the instructors develop phobia, which is an excessive and irrational fear reaction which an employee experience when being bullied, which made them not to be productive at workplace.

This unethical behaviour at workplace confronts the unity among instructors at the workplace whereby different factions or groups were created which led to disunity and job dissatisfaction among employees. Moreover, this ugly situation had led to less productivity of the employee and absenteeism which make some of the instructors not to be regular at the workplace due to the fears of bullies or being bullied. Employees who are bullied and those who work with bullies take sick leave more often than those who are not bullied on the job. This study is set out to find out the causes of bullying in workplace among welding and fabrication instructors and its resultant effect either between employer and employee or between co-workers in tertiary institutions in Kogi state.

Purpose of the Study

The study determined the bullying in workplace among welding and fabrication instructors in tertiary institutions in Kogi State. Specifically, the study determined:

1. The causes of workplace bullying among welding and fabrication instructors.

2. The impact of workplace bullying on output and productivity among welding and fabrication instructors.

Research Questions

The following research questions guided this study:

1. What are the causes of workplace bullying among welding and fabrication instructors in tertiary institutions in Kogi state?
2. What are the impacts of workplace bullying on output and productivity among welding and fabrication instructors in tertiary institutions in Kogi state?

Hypotheses

This null hypothesis was tested at 0.05 level of significance:

1. There is no significant difference in the mean responses of male and female instructors of welding and fabrication on the impacts of workplace bullying on the output and productivity in tertiary institutions in Kogi state.

Methodology

The study adopted a descriptive survey research design. The study was conducted in tertiary institutions in Kogi State. The population for the study was 84 welding and fabrication instructors in tertiary institutions in Kogi State, which include the University, Polytechnics and College of Education in the State. There was no sampling because of manageable size of the population. The instrument for data collection was a structured questionnaire known as bullying in workplace among welding and fabrication instructors (BWPWF). The Questionnaire used was a five-point Likert scale which was a modified version of Bartlett (2011) and WBI, Workplace Bullying Institute, (2003). The instrument has two main parts, the first parts was on the demographic data of the respondents. The second parts were further subdivided in to two sections. The instrument which was design along the five-point Likert scale was made of 30 items. Section A sought information on causes of workplace bullying among welding and fabrication instructors,

while section B sought for information on impact of workplace bullying on output and productivity among welding and fabrication instructors. The response format that was used by the questionnaire on part two (2) was structured on five points scale of strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), Strongly Disagree (SD) with correspondent values of 5,4,3,2, and 1 respectively. The instrument for data collection was subjected to face validation by three experts from the department of industrial Technical Education, University of Nigeria Nsukka. The reliability of the instrument was carried out in Kwara State which is not part of the study Area. Twenty copies of the instrument were distributed to 20 respondents. The data collected were analysed using the Cronbach alpha reliability techniques. The computation was carried out using statistical package for social science

(SPSS). The overall reliability co-efficient of the instrument was 0.89 meaning that the instrument was reliable. The researcher administered the instrument to the respondents with the help of three research assistants. Eighty-four copies of the questionnaire were administered while 78 copies were retrieved back representing 92.85 percent return rate.

Data collected were analyzed using Mean to answer research questions while t-test was used to test the null hypotheses at 0.05 level of significance. A Mean of 3.50 or above was considered as agree while a Mean below 3.50 was regarded as disagree. For the hypotheses, t-test was used to test the hypotheses at 0.05 level of significance. Any null hypothesis whose p-value was greater than 0.05 was upheld while anyone whose p-value was less than 0.05 was rejected.

Results

Table 1: Mean and standard deviation Responses of Instructors on the Causes of Workplace Bullying among Welding and Fabrication Instructors in Tertiary Institutions in Kogi State

S/N	Item statements	Mean	S.D.	Remarks
1	Withholding information which affect performances of welding and fabrication instructors	3.62	0.83	Agree
2	Being ordered to do work above and beneath the level of competence of the welding and fabrication instructor	4.46	0.65	Agree
3	Having key area of responsibility removed or replaced with more trivial or unpleasant task in metal work workshop	3.51	0.67	Agree
4	Being given task with unreasonable or impossible targets or deadline in metal work	3.63	0.65	Agree
5	Excessive monitoring of your activities in metal work workshop	3.52	0.72	Agree
6	Being exposed to unmanageable workload at workplace	4.35	0.62	Agree
7	Being humiliated or ridiculed in the presence of other colleagues in metal work workshop	4.25	0.69	Agree
8	Spreading of gossip and rumor about you at metal work workshop	3.54	0.70	Agree
9	Being ignored or excluded/exempted intentionally at metal workplace.	4.17	0.73	Agree
10	Having insulting or offensive remarks made about your personality (i.e habit, and background) your attitude or your private life.	4.11	0.64	Agree
11	Being shouted at or being the target at metal workshop	4.37	0.64	Agree
12	Invasion of personal space, shoving, blocking, barring the way at metal workplace	4.30	0.65	Agree
13	Hints or signals from others that you should quit your job	4.33	0.73	Agree
14	Being ignored or facing a hostile reaction when you approach colleagues in metal workplace	3.91	0.85	Agree
15	Persistence criticism of your errors and mistake when welding in metal work workshop	4.06	0.65	Agree
16	Having your opinion and view ignored in metal workplace	3.53	0.73	Agree
17	Practical jokes carried out on you by people you don't get on with in metal work workshop	4.21	0.78	Agree
18	Having false allegation made against you in metal workshop	4.14	0.57	Agree

Data in Table 1 on research question one revealed that all the items had mean values

ranged from 3.51 to 4.46, this showed that their mean values were above 3.50 which

indicates that they are all causes of workplace bullying experience among welding and fabrication instructors in tertiary institutions in Kogi State. The table also showed that the standard deviations (SD) of the items are

within the ranges of 0.57 to 0.83, this indicated that the mean values of the respondents were not far from one another in their responses.

Results

Table 2: Mean and standard deviation Responses of Instructors on the Impacts of Workplace Bullying on Output and Productivity among Instructors

S/N	Item Statements	Mean	S.D.	Remarks
1	Absenteeism from metal work workshop	3.76	0.64	Agree
2	Lack of concentration at workplace	4.39	0.65	Agree
3	Increased metal work instructor error at workshop	3.74	0.52	Agree
4	Loss of creative potentials at workplace when welding	4.38	0.48	Agree
5	Lower morale/Burnout of metal work instructor at workplace	3.83	0.60	Agree
6	Lateness to workplace	4.35	0.50	Agree
7	Loss of motivation when welding in metal workplace	3.76	0.80	Agree
8	Loss of self-esteem and confidence at metal workshop	4.53	0.67	Agree
9	Reduced work commitment when welding at metal workshop	4.34	0.71	Agree
10	Increase in health care of metal work instructors	3.92	0.50	Agree
11	Increase job dissatisfaction among metal work instructor	4.15	0.72	Agree
12	Increased smoking /drinking alcohol and use of drugs among metal work instructors	3.75	0.82	Agree

Data in Table 2 on research question two revealed that the items had mean values ranged from 3.74 to 4.53, this showed that their mean values were above 3.50 which indicates that all are effects of workplace bullying on output and productivity among welding and fabrication instructors in tertiary

institutions in Kogi State. The table also showed that the standard deviations (SD) of the items are within the ranges of 0.48 to 0.80, this indicated that the mean values of the respondents were not far from one another in their responses.

Hypotheses

Table 3: The t-test Analysis of the Mean Responses of Male and Female Instructors of Welding and Fabrication on the Effect of Workplace Bullying on the Output and Productivity in Tertiary Institutions in Kogi State

S\N	Item statements	Df	X ₁	X ₂	Sig.	Remarks
1	Absenteeism from metal work workshop	76	3.77	3.73	0.40	NS
2	Lack of concentration at workplace	76	4.35	4.52	0.62	NS
3	Increased metal work instructor error at workshop	76	3.75	3.72	0.39	NS
4	Loss of creative potentials at workplace when welding	76	4.42	4.26	0.30	NS
5	Lower morale/Burnout of metal work instructor at workplace	76	3.82	3.86	0.95	NS
6	Lateness to workplace	76	4.35	4.36	0.74	NS
7	Loss of motivation when welding in metal workplace	76	3.72	3.89	0.09	NS
8	Loss of self esteem and confidence at metal workshop	76	4.61	4.31	0.17	NS
9	Reduced work commitment when welding at metal workshop	76	4.40	4.15	0.15	NS
10	Increase in health care of metal work instructors	76	3.95	3.92	0.75	NS
11	Increase job dissatisfaction among metal work instructor	76	4.13	4.21	0.51	NS
12	Increased smoking /drinking alcohol and use of drugs among metal work instructors	76	3.73	3.71	0.40	NS

Key: NS-Not Significant, S-Significant, df-degree of freedom, X₁ - Mean of Male Supervisors, X₂ - Mean of Female Supervisors

Data in Table 2 reveal led that the 12 items on the effect of workplace bullying on the output and productivity in tertiary institutions in Kogi State had significant values ranged from 0.09 to 0.95 which were greater than 0.05, set as the level of significance for testing the hypothesis ($P > 0.05$). This indicated that there was no significant difference in the mean responses of male and female instructors of welding and fabrication on the effect of workplace bullying on the output and productivity in tertiary institutions in Kogi State. Therefore, the null hypothesis of no significant difference between the mean responses of male and female instructors of welding and fabrication on the effect of workplace bullying on the output and productivity in tertiary institutions in Kogi State was upheld.

Discussion of Findings

The study revealed the causes of workplace bullying among welding and fabrication instructors to include withholding information which affect performances of welding and fabrication instructors, being ordered to do work beneath the level of competence of the welding and fabrication instructor, having key area of responsibility removed or replaced with more trivial or unpleasant task in metal work workshop, being given task with unreasonable or impossible targets or deadline in metal work, excessive monitoring of your activities in metal work workshop, being exposed to unmanageable workload at workplace, being humiliated or ridiculed in the presence of other colleagues in metal work workshop, spreading of gossip and rumor about you at metal work workshop and being ignored or excluded/exempted intentionally at metal workplace. The findings of the study agree with the submission of Pouwels et al (2018) that bullying can be a peer abuse. The findings on causes of workplace bullying also agreed with the opinion of Rodriguez-cifuentes, et al, (2020) who stated that bullying ranges from insult to humiliation, joke, chats and gossip used in ways that create a skirmish and unfriendly environment. Others causes according to Ahmer et al, (2009) are constant abuse,

teasing and offensive remarks. Workplace bullying is simply embarrassment, insult, and discrimination employee face in the workplace. Nazim et al, (2021) opine that it is seen as a scenario where employee are abused, teased, and negatively marked unpleasantly and frequently.

The study revealed the impacts of workplace bullying on output and productivity among welding and fabrication instructors to include absenteeism from metal work workshop, lack of concentration at workplace, increased metal work instructor error at workshop, loss of creative potentials at workplace when welding, lower morale/Burnout of metal work instructor at workplace, lateness to workplace, loss of motivation when welding in metal workplace, loss of self-esteem and confidence at metal workshop. The findings of the study also agreed with the finding of Patrick, Chike and Phina (2023) who conducted a study to determine workplace bullying and how it affects employee performance, the authors found that workplace bullying affects the performance of employees and that of organisations. The finding of the study on the effect of workplace bullying is in line with the finding of Rosander, Salin and Blomberg (2022) who investigated the effect of job switching for bullied workers and found that employee who has been bullied will be more likely to switch jobs and therefore lower the performance of the organisations. The finding of the study also agreed with the finding of Fapohunda (2013) who conducted a study on the concept of work place bullying to determine its exact nature, features, sources, types, tactics and consequences of workplace bullying and found that workplace bullying can result to lack of concentration at workplace, loss of creative potentials at workplace and lower morale and burnout of employees. The findings of the study on effects of workplace bullying on output and productivity among instructors is in consonance with the Ottem (2018) who studied the impact of traditional bullying on the academic performance of 9300 middle school students from the 50

states and the districts of Colombia, United States and found that bullying can cause lateness and lack of concentration among people. The t-test analysis proved that there was no significant difference in the responses of male and female instructors of welding and fabrication on the effect of workplace bullying on the output and productivity in tertiary institutions in Kogi State.

Conclusion

Welding and fabrication instructors occupy important place in the training of students in tertiary institutions in Nigeria. They train students in various schools in order to acquire relevant knowledge and skills on welding and fabrication for employment, but workplace bullying has made the dreams unrealisable. Workplace bullying constitutes a lot of challenges to training of students by welding and fabrication instructors in Kogi State tertiary institution, Workplace bullying confronts the unity among welding and fabrication instructors in tertiary institutions in Kogi State. Workplace bullying had also caused a lot of havoc in tertiary institutions in Kogi State, some of the instructors develop phobia, which is an excessive and irrational fear reaction which an employee experience

when being bullied, which made them not to be productive at workplace. They also experience depression which put them in a state of despondency, that leads to sad mood at workplace. The study found out the causes of workplace bullying and its effects among welding and fabrication instructors in Kogi State tertiary institutions.

Recommendations

Based on the findings of the study, the following recommendations were made:

2. Welding and fabrication instructors should be educated through in-service training on how workplace bullying can affect their performance and productivity of the entire institutions in Kogi state.
3. Government and administrators of tertiary institutions should organise workshop and seminars for instructors on strategies to cope with workplace bullying.
4. Government and administrators should formulate policies to checkmate workplace bullying among welding and fabrication instructors.
5. Government and administrators should device strategies to curb the causes of workplace bullying among welding and fabrication instructors in tertiary institutions.

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