

The Emergence of Workplace Bullying and Its Impact on Employee Job Satisfaction: A Comparative Case Study of South Korea and Pakistan

Tae Ryung Kim¹, Dr. M. Irfanullah Arfeen^{2*},

^{1,2*}Quaid-i-Azam School of Management Sciences, Quaid-i-Azam University, Islamabad, Pakistan; m.arfeen@qau.edu.pk

Abstract

This study examines the workplace bullying and its impact on “employee job satisfaction” by performing a comparative analysis of South Korea's and Pakistan's education sectors. Technology Acceptance Model (TAM) has been applied to analyse how technology integration influences the dynamics of workplace bullying and employees' perceptions. A quantitative design was adopted, whereby questionnaires were administered to a sample of educators in both countries. The objectives are to establish the direct influence of workplace bullying on “job satisfaction”, assess the moderating role of perceived usefulness and perceived ease of use of technology in bullying, and assess the mediating influences of organizational support and structure. It gives practical recommendations to policymakers and educational institutions on adopting culturally sensitive anti-bullying policies, comprehensive employee training programs, and integrating technological tools with more traditional interpersonal strategies. The study contributes to the existing literature by introducing a cross-cultural dimension to the discussion of workplace bullying within the education sector, further highlighting that for success to be achieved, the integration of technological solutions with traditional anti-bullying strategies needs to be adapted. The findings are also meant to inform policy development and employee well-being in organisational performance across different contexts of culture.

Keywords: Workplace Bullying, Employee Job Satisfaction, Education, South Korea, and Pakistan

Introduction

Workplace bullying has become an essential issue with solid implications for employees and organisations in this competitive business world and contemporary organisational settings (Munro and Phillips, 2023). Workplace bullying is comprised of issues that mainly include verbal abuse, intimidation, misuse of power and authority, humiliation, and in most cases, discrimination is on top of all. As workplace bullying emerged from different scenarios, it is observed that most organisations witness that workplace bullying is due to confrontation, exclusionary tactics, and concert action (Shen Hsiao *et al.*, 2022). These behavioural actions can have a determinantal effect on the well-being and productivity of individuals within the workplace.

Now, talking about specific industrial implications, bullying is known for its strong impact across different industries and sectors. The research also indicates that most employees experience bullying at various points in their careers. A significant proportion of the employees experiencing workplace bullying mainly belong to the middle or lower levels of employees. (Boudrias, Trépanier and Salin, 2021) The critical consequences of workplace bullying led to decreased organisational commitment, increased turnover intentions, and low productivity. Although the problem of “workplace bullying” has been recognised in literature and empirical settings, this challenge is still significantly persistent in organisations worldwide. (Krishna *et al.*, 2023).

Now, considering the education sector, which is the main scope of this research, “workplace bullying” has become a primary pressing concern for the industry. This strongly impacts the learners, education, and educational institutions (Pan *et al.*, 2024). Prevalence of “workplace bullying”, hindered educators' overall performance (Chowdhury *et al.*, 2023). It is essential to navigate the impact of “workplace bullying” on education learners (Yildiz, 2021). Nowadays, central phenomenon of bullying among educators has gained considerable attention from researchers (Hodgins, MacCurtain, and Mannix-McNamara, 2020; Boudrias, Trépanier, and Salin, 2021; Yildiz, 2021). The teaching profession comprises solid and unique characteristics, including a high workload, demanding expectations, and interaction among diverse stakeholders. If “workplace bullying” is prevalent in the education sector, it will affect the students, parents, administrators, and colleagues. Although maintaining an effective workplace in the education sector is very important, “workplace bullying” is among the leading issues in the education system (Liefoghe and Mac Davey, 2001; Al Muharra, Baker, and Alallah, 2022; Tuckey *et al.*, 2022). The teacher might experience bullying from colleagues, students, administrators, or parents. Workplace bullying might involve verbal abuse, social exclusion, and misuse of power. In developing a comparative investigation for South Korea and Pakistan, the primary reason for the differences is the unique cultural, institutional, and social differences (Khan Shabman, Sabri Pirzada Sami Ullah and Nasir Nadia, 2016). That is why both countries have various kinds of challenges concerning their educational systems. In recent years, specific organisational settings have witnessed “workplace bullying” as a significant phenomenon affecting employee well-being and organisational performance (Liu, Yang, and Yao, 2020; Favaro, Wong, and Oudshoorn, 2021; Higgins, 2024). While investigating the comparative aspect of “workplace bullying” in South Korea and Pakistan, this area of inquiry is essential for several reasons (Li, Liu, and Chen, 2020; Reknes *et al.*, 2021). **First**, it mainly provides insight into the cultural dimensions that influence the prevalence and perception of “workplace bullying” behaviour. **Secondly**, it also offers valuable implications for the organisational policies and interventions tailored toward the implication of “workplace bullying” in a very effective

manner within diverse cultural contexts. **Thirdly**, it also contributes to the existing literature on cross-cultural organisational behaviour by examining the universal and culturally contingent factors (Awai, Ganasegeran, and Manaf, 2021).

Research Objectives

The following are the research objectives that will be achieved in this study to conduct the research aims.

RO1: To investigate the impact of “workplace bullying” on employee performance.

RO2: To develop a comprehensive investigation of South Korea and Pakistan.

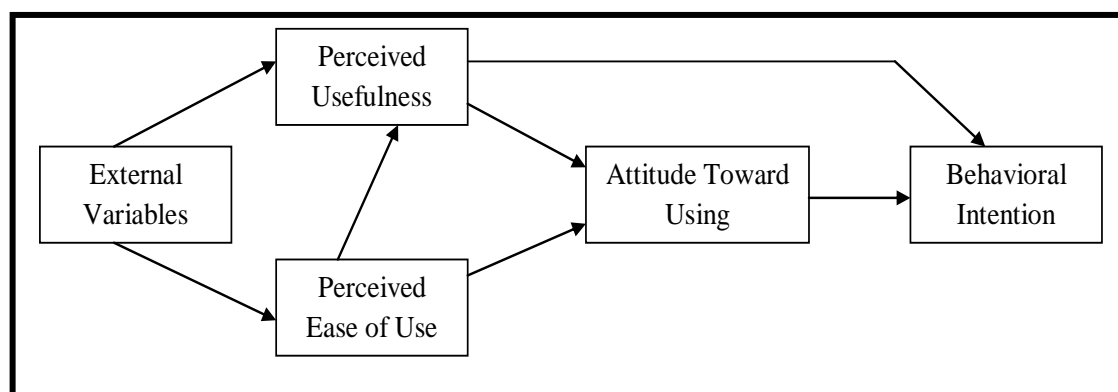
RO3: To implement the quantitative research design through a survey method and gather information from the educational sector of both courses.

RO4: To develop a strong recommendation based on the literature and the result of this research to minimise “workplace bullying” issues in the educational sector of both countries.

This research study is focused on the educational sector, it will also highlight new directions for future researchers (Agervold, 2009; Muazzam, Anjum and Visvizi, 2020). With the implication of the comparative investigation of “workplace bullying” in Pakistan and South Korea, this research contributes toward the global disclosure of the issues related to organisational behaviour and employee well-being (Hsu, Liu and Tsaur, 2019; Taris, 2022). While investigating “workplace bullying”, engaging with detailed information about the organizational structure is essential (de Wet, 2010; Rosander, 2021). Here, it is necessary to consider that South Korea and Pakistan have different organizational structures and workplace environments. South Korean organizations have the characteristics of proper hierarchies and intense competition where the bullying behavior is higher. On the other side, the Pakistani workplace has different power dynamics, but still, the workplace is also influenced by bullying. The information in this research is very effective for developing effective policies and interventions across South Korean and Pakistani workplaces (Elipe *et al.*, 2023). The central rationale of this research is to provide a high level of employee well-being (Karatuna, Jönsson and Muhonen, 2020). Although this research has focused on the investigation of employee well-being, here it is essential to consider that high “employee job satisfaction” is also based on employee well-being (Rasool *et al.*, 2020). That is why the rationale of this research also includes a detailed investigation of “workplace bullying” in terms of developing an effective workplace that ultimately leads to a high level of “job satisfaction” in the organization.

Theoretical Framework

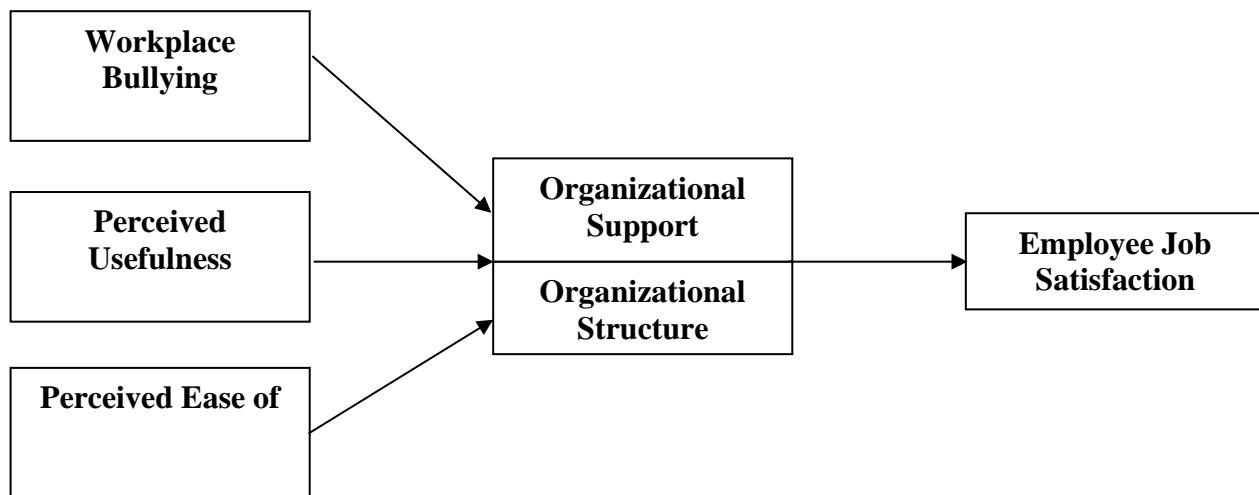
The technology Acceptance Model (TAM) is included in the design to integrate the understanding related to how technology would influence employee interactions and bullying incident reporting (Al-hawari and Mouakket, 2010; Bakar *et al.*, 2014). TAM comes in very handy, particularly because it eliminates divided attention between two key factors: “perceived usefulness” and “perceived ease of use” regarding technological arrangements within the working environment (Venkatesh and Morris, 2005; Venkatesh, Thong and Xu, 2012).



Technology can help democratize communication within organizations to ensure a voice for every employee at every level to express his or her experience, bringing out problems faced by them (Iskender *et al.*, 2022). Digital feedback tools and online forums might hence dismantle hierarchical barriers by giving a voice to those who in traditional setups remain unheard.

Where there are several advantages of technology, it may also introduce other unintended effects, such as digital harassment or an over-monitoring culture that can infringe on privacy and raise the level of stress among staff (Acarli and Saglam, 2015). Successful technological solutions for “workplace bullying” lie very deep within the cultural context in which they shall be deployed (Park *et al.*, 2015). Technology that fosters transparency and flat communication structures should be introduced with care so as not to be seen to undermine the nature of authority but to improve fairness and accountability (Lee, Kim and Young, 2020). Technologies that improve levels of in-group cohesion, promote collaborative problem-solving, and foster interdependence also can be extremely effective in collectivist societies (Faqih and Mousa, 2015). Developing an infrastructure that will support effective user application of the technology in the workplace and is much more than a technological deployment (Amornkitpinyo and Piriyasurawong, 2015). Heavier investment in comprehensive employee training programs is called for not just how to use new technologies but also how they can contribute to a healthier workplace culture.

The policies in place concerning anti-bullying to include these new technologies. It may mean revising the code of conduct to include digital interactions and laying down guidelines on the use of digital tools at the workplace, amongst others.



Independent Variables

Mediating Variables

Dependent Variable

Demographic Factors

This research applied several demographic variables: age, gender, education, and experience. It facilitates understanding the impact of these demographic factors on “workplace bullying” and “job satisfaction”. Along with understanding demographic factors, it is still essential to determine which industry they are operating in. It fails to understand how “workplace bullying” affects “job satisfaction” in specific workplace environments.

1.8 Hypotheses

This research study is based on the theoretical framework, which mainly reflects several essential relationships among the variables. Here, it is necessary to note that formulating the theoretical framework for this research study can reflect some important hypotheses tested in this research study.

H1: “Workplace bullying” negatively impacts employee “job satisfaction”.

H0: “Workplace bullying” positively impacts employee “job satisfaction”

H2: “Perceived usefulness” of technology positively influences employee “job satisfaction”.

H0: Perceived usefulness of technology negatively influences employee “job satisfaction”.

H3: “Perceived ease of use” of technology positively influences employee “job satisfaction”.

H0: “Perceived ease of use” of technology negatively influences employee “job satisfaction”.

H4: Organizational support mediates the relationship between “workplace bullying” and employee “job satisfaction”.

H0: Organizational support did not mediate the relationship between “workplace bullying” and employee “job satisfaction”.

H5: Organizational support mediates the relationship between technology acceptance and employee “job satisfaction”.

H0: Organizational support did not mediate the relationship between technology acceptance and employee “job satisfaction”.

H6: Organizational structure mediates the relationship between “workplace bullying”, technology acceptance, and employee “job satisfaction”.

H0: Organizational structure did not mediate the relationship between “workplace bullying”, technology acceptance, and employee “job satisfaction”.

Literature Review

The mechanisms for traditional anti-bullying measures have been well studied, surprisingly little is known about ways in which technology could impact bullying dynamics at work (Toft, Schuitema and Thøgersen, 2014). Research to date has primarily centered around direct interpersonal interventions and policy implementations, often overlooking the potential role of technology in shaping “workplace bullying” dynamics (Muk and Chung, 2015). In terms of technological and interpersonal strategies, there exists a vast, relatively untapped opportunity for improving “workplace bullying” intervention effectiveness. All too often, these interventions are deployed in isolation from one another, with little or no consideration given to how they might improve each other (Hodgins, MacCurtain and Mannix-McNamara, 2020; Lemon and Barnes, 2021). This study will aim to develop integrated models that utilize technology to complement such traditional interpersonal strategies as conflict resolution training. For example, using virtual reality to conduct role-playing for empathy training, or online platforms that make mediation sessions much more effective.

Cyberbullying has been a serious issue because of the ever-growing digital communication tools at workplaces. Most traditional bullying policies and intervention strategies generally lack tackling the challenges that arise specifically from online interactions (Muazzam, Anjum and Visvizi, 2020; Tuckey *et al.*, 2022). Digitalization of workplaces produces new forms of bullying, such as cyberbullying. Traditional anti-bullying frameworks usually have a restricted ability to deal with these digital forms of harassment that may happen at any time and on multiple digital platforms (Lever *et al.*, 2019). There is an extraordinary need for concentrated research into the development of specified tools and strategies that would help prepare for and reduce cyberbullying.

Research Methodology

For this study, it will be a survey strategy in terms of collecting quantitative data from educators working in South Korea and Pakistan. Surveys tend to be appropriate in accumulatively amassing large data sets from a population that is large and very diverse, and thus fit for researching the extent and impact of “workplace bullying” across different cultural contexts. The survey strategy collected standardized data, and comparisons in data obtained can be easily made, hence trends and relationships can be identified.

The survey strategy involves a structured questionnaire for many responders. Such a type of research will go well with surveys because it is possible to gather huge populations that provide diverse ranges of perspectives and experiences. It is a structured way of ensuring that all respondents are asked the same questions, and the responses obtained are comparable and easily analyzed. The questionnaire will be both electronically distributed to people and put on paper to suit all types of preferences and ensure that a huge proportion of those surveyed responded to it.

The time horizon for a one-point data collection approach is characterized by a cross-sectional approach. The present study would find the approach apt since it is undertaken to draw a snapshot of the prevailing situation of “workplace bullying” and its influence over “job satisfaction” in both the Educational Sectors of South Korea and Pakistan. Cross-sectional studies are useful in ascertaining patterns and correlations; however, change over time cannot be determined through cross-sectional designs. Such a cross-sectional design will allow useful insights into the prevalence and impact of “workplace bullying” at the time of study.

This study will be based on a sample population of educators in both countries: teachers, administrators, and other support staff working within the South Korean and Pakistani education sectors. The reason for targeting the educational sector is that it is first very relevant to the workstation bullying aspect and “job satisfaction” addressed by this study, and second, it comprises a wide range of employees who might suffer bullying in different aspects.

Comparative analysis between South Korea and Pakistan will be good considering the cultural and organizational characteristics prevalent in their educational institutions. Regarding the possible explanation for the prevalence and perception of “workplace bullying”, South Korea has a very hierarchical structure that might be influenced by its high power distance. On the other hand, Pakistan is a unique blend of collectivist and individualistic cultural elements that offer a rich context in which to examine the dynamics between “workplace bullying” and support.

Data Analysis

A multiple regression analysis was conducted to ascertain how well the independent variables of “workplace bullying”, “perceived usefulness”, “perceived ease of use”, and organizational support predict the dependent variable, “job satisfaction”. This approach gives an analysis of the contribution each predictor makes to the dependent variable variance after adjusting for the effects of other predictors.

Part A: Results Pakistan

Frequency Analysis of Demographic Data

What is your gender?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	119	59.5	59.5	59.5
	Female	81	40.5	40.5	100.0
	Total	200	100.0	100.0	

This table shows that the sample comprised 119 males and 81 females. This implies that the majority of the respondents in this study were males, accounting for 59.5% while the females account for 40.5%. It is therefore anticipated that the male voice may be deeper in these findings. This may be an indication of the gender dynamics in the educational sector in Pakistan. This distribution may further influence the prevalence and perception of “workplace bullying” and “job satisfaction”. For this reason, one needs to investigate whether policies targeted at the genders separately are needed to deal with “workplace bullying”.

What is your Academic Level?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High School	170	85.0	85.0	85.0
	Bachelor's Degree	30	15.0	15.0	100.0
	Total	200	100.0	100.0	

The responses indicate that most of them, 85%, have education at the high school level while 15% have a bachelor's degree. This clearly shows that most workers in the educational sector may not have advanced degrees. The level of education may influence the way people view and react to “workplace bullying”. The expectations and resilience levels might vary among individuals with a higher educational background than those with a low educational background. It also extends to the need for varied educational programs or workshops based on the educational background, addressing “workplace bullying” and “job satisfaction”.

How many years of experience do you have in the education sector?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 Year	72	36.0	36.0	36.0
	1-3 Years	55	27.5	27.5	63.5
	4-6 Years	20	10.0	10.0	73.5
	7-10 Years	20	10.0	10.0	83.5
	More than 10 Years	33	16.5	16.5	100.0
	Total	200	100.0	100.0	

The greatest percentage of this experience is less than 1 year which is 36%, and the next greatest percentage is from experience of 1-3 years which is 27.5%. This shows a relatively inexperienced workforce. The experience in the education sector is likely to influence how the issue of “workplace bullying” is perceived or handled. Less experienced employees will be more vulnerable and less equipped to cope with bullying than those characterized by longer experience; the latter have possibly acquired coping mechanisms or otherwise know where to get support better. This speaks to targeted support and training for smaller subsets of less experienced staff so that they might effectively work through workplace challenges.

What is your current job role?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Teacher	95	47.5	47.7	47.7
	Administrator	50	25.0	25.1	72.9
	Support Staff	52	26.0	26.1	99.0
	Other	1	.5	.5	99.5
	5	1	.5	.5	100.0
	Total	199	99.5	100.0	
Missing	System	1	.5		
Total		200	100.0		

This sample included an almost equal distribution of different job roles, with the majority being teachers at 47.5%, 26% support staff, and 25% administrators. Different job roles may experience and perceive “workplace bullying” differently. For example, teachers might be bullied by fellow teaching staff, students, or even parents. Administrators might be bullied by senior management. Support staff may have entirely different challenges. These subtleties, if understood, could be very helpful in trying to tailor anti-bullying policies and interventions for each group appropriately and effectively.

Reliability Analysis

Reliability Statistics	
Cronbach's Alpha	N of Items
.837	25

The value of Cronbach's Alpha of .837 reflects that there is a strong internal consistency among the measurement items in this survey. These items can reliably measure the intended constructs related to “workplace bullying”, “job satisfaction”, “perceived usefulness”, “perceived ease of use”, and organizational support. A high-reliability score increases the credibility of the findings and suggests that results can be trusted to reflect the perceptions and experiences of the respondents.

Correlation Analysis

Correlations						
		Workplace Bullying	Job Satisfaction	Perceived Usefulness	Perceived Ease of Use	Organizational Support
Workplace Bullying	Pearson Correlation	1	.252**	.170*	.184*	.086
	Sig. (2-tailed)		.000	.018	.010	.229
	N	197	191	193	195	195
“job satisfaction”	Pearson Correlation	.252**	1	.326**	.458**	.491**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	191	194	190	192	192
Perceived Usefulness	Pearson Correlation	.170*	.326**	1	.562**	.373**
	Sig. (2-tailed)	.018	.000		.000	.000
	N	193	190	195	193	193
Perceived Ease of Use	Pearson Correlation	.184*	.458**	.562**	1	.541**
	Sig. (2-tailed)	.010	.000	.000		.000

	N	195	192	193	198	196
Organizational Support	Pearson Correlation	.086	.491**	.373**	.541**	1
	Sig. (2-tailed)	.229	.000	.000	.000	
	N	195	192	193	196	198
**. Correlation is significant at the 0.01 level (2-tailed).						
*. Correlation is significant at the 0.05 level (2-tailed).						

Workplace Bullying and Job Satisfaction

There is a positive correlation (.252, $p < .01$), indicating that the higher the level of workplace bullying, the lower the “job satisfaction”. This makes it clear that increasing bullying is followed by a decrease in satisfaction regarding their job among employees, thus confirming the hypothesis that “workplace bullying” hurts “job satisfaction”.

Workplace Bullying and Perceived Usefulness

The positive relationship (.170, $p < .05$) infers a weak association between “workplace bullying” and the “perceived usefulness” of technology. This might mean that employees who are bullied may understand the use of technology in coping with or reporting bullying incidents.

Workplace Bullying and Perceived Ease of Use

The positive correlation (.184, $p < .05$) suggests that when there is “workplace bullying”, technology is also rated as more usable. Maybe this is so because, at times of bullying, workers were relying more on their tools and technology for support or communication.

“Job satisfaction” and Perceived Usefulness

The high positive correlation (.326, $p < .01$) also shows that if the employees find the technology useful, they will be much more satisfied with their jobs. This established the fact that technology is one factor in increasing job satisfaction by making tools and resources available that are useful.

Job Satisfaction and Perceived Ease of Use

There was a strong positive correlation (.458, $p < .01$) indicating that the ease of use of technology significantly raises the “job satisfaction” of employees. This, therefore, calls for user-friendly technological solutions in the workplace.

Job Satisfaction and Organizational Support

The strongest correlation (.491, $p < .01$) underlines the role of organizational support in enhancing “job satisfaction”. This indicates that the more support the worker gets from their organization, the higher the level of “job satisfaction”. The better the work environment, the better the “job satisfaction”.

Regression Analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.561 ^a	.314	.299	.53843

a. Predictors: (Constant), Organizational Support, Workplace Bullying, Perceived Usefulness, Perceived Ease of Use

The R-value (.561) indicates that there is a moderately strong correlation between the independent variables and “job satisfaction”. The R Square value is .314, indicating that 31.4% of the variance in “job satisfaction” may be accounted for by independent variables: “workplace bullying”, “perceived usefulness”, “perceived ease of use”, and organizational support. This means that while the model explains a significant amount of the variation in “job satisfaction”, other factors not in the model are also at play.

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	23.785	4	5.946	20.511	.000 ^b
	Residual	51.893	179	.290		
	Total	75.678	183			
a. Dependent Variable: Job_Satisfaction						
b. Predictors: (Constant), Organizational_Support, Workplace_Bullying, Perceived_Usefulness, Perceived_Ease_of_Use						

The model ANOVA table shows that the whole model is statistically significant ($F = 20.511$, $p < .001$). Because of this result, one can conclude that the independent variables as a block have a significant effect on “job satisfaction” and that the model fits the data quite well.

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	1.304	.297	4.389	.000
	Workplace Bullying	.229	.085	2.688	.008
	Perceived Usefulness	.050	.054	.930	.354
	Perceived Ease of Use	.143	.071	2.009	.046
	Organizational Support	.280	.056	4.977	.000

a. Dependent Variable: "job satisfaction"

Workplace Bullying

Unstandardized Coefficient (B) = .229: This value indicates the change that is predicted for a one-unit change in the dependent variable, "job satisfaction", for a one-unit change in the independent variable, Workplace Bullying, when all other variables are controlled. A B value of .229 means that for each unit increase in perceptions of "workplace bullying", job satisfaction would decrease by .229 units.

Significance (p = .008): Since the p-value is less than .01, we have statistically significant evidence for a relationship between "workplace bullying" and "job satisfaction". Statistically significant means we are confident that what we see isn't due to random chance.

A positive value for B indicates that increased perceptions of "workplace bullying" are related to a considerable decrease in "job satisfaction". This confirms the findings from several existing pieces of literature indicating that bullying negatively impacts morale, productivity, and overall "job satisfaction" of employees.

Perceived Usefulness

Unstandardized Coefficient (B) = .050: This coefficient indicates that for every unit increase in the "perceived usefulness" of technology, there is a corresponding increase in .050 units of "job satisfaction", holding other variables constant.

Significance (p = .354): The p-value is greater than .05 so we conclude that this relationship is not statistically significant. We do not have enough evidence to say with confidence that the "perceived usefulness" of technology has a significant effect on "job satisfaction" in this sample. Although the coefficient is positive, indicating some kind of positive effect from "perceived usefulness" on "job satisfaction", it is not statistically significant. A potential explanation is that merely perceiving technology to be useful is not enough to make an impact on "job satisfaction"; other factors such as ease of use or other practical benefits might have an important effect.

Perceived Ease of Use

Unstandardized Coefficient (B) = .143: This suggests that for every one-unit increase in the perceived ease of using technology, there is a .143-unit increase in "job satisfaction" when controlling for other variables.

Significance (p = .046): The p-value is less than .05, so we have a statistically significant relationship. In that respect, "perceived ease of use" of technology has a positive effect on "job satisfaction" with a good level of confidence. The large positive coefficient indicates that when technology is easier to use, "job satisfaction" of employees goes up. This shows the relevance of user-friendly technological tools in the workplace. Easy-to-use technology can reduce frustration and improve efficiency, hence improving general "job satisfaction".

Organizational Support

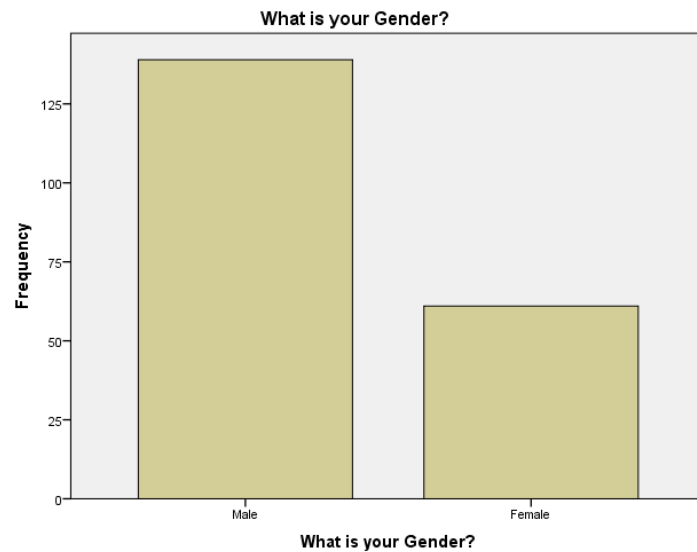
Unstandardized Coefficient (B) = .280: It simply means that for a one-unit increase in organizational support, there is a corresponding increase of 0.280 units in "job satisfaction", other things held constant.

Significance (p < .001): The p-value is less than .001, so the relationship with organizational support to "job satisfaction" is highly significant. This effect is not likely due to random chance. The strong positive influence of organizational support on "job satisfaction" suggests that compared with their non-supported peers, employees who feel supported by their organization are much more satisfied with their jobs. Organizational support may manifest in the form of emotional, tangible, resources, mentorship, or positive work environment assistance. Employees who feel that their organization cares about and is supportive of them hold significantly better feelings about their jobs and morale.

Part B: Results of South Korea

Frequency Analysis for Demographics

What is your Gender?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	139	69.5	69.5	69.5
	Female	61	30.5	30.5	100.0
	Total	200	100.0	100.0	



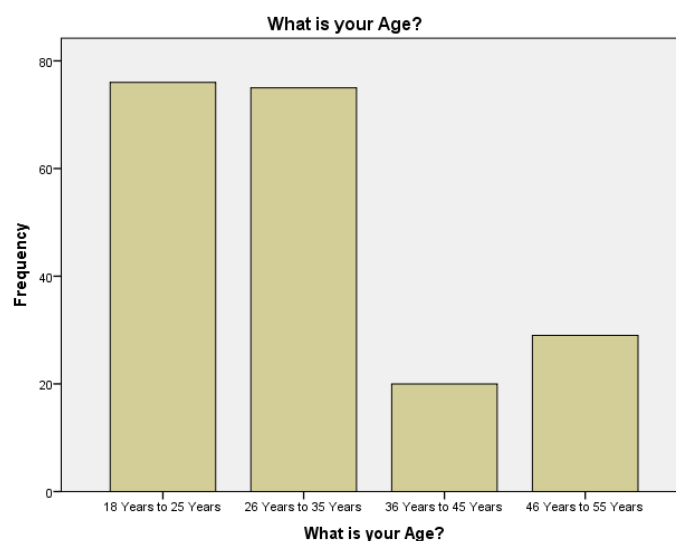
Male (69.5%): Most of the respondents are male. This may skew the findings, as men and women tend to experience and respond to “workplace bullying” differently; in addition, they can use very different ways to get “job satisfaction”. The dominance of males in the sample suggests that the perspectives and experiences reported are mainly those of male employees.

Female (30.5%): While females make up a smaller proportion of the sample, their experiences are still integral to understanding workplace dynamics. Women may be having different challenges and different responses to “workplace bullying” compared with men.

Implications

- **Gender-Specific Interventions:** The gender distribution suggests the need for gender-specific strategies related to “workplace bullying” and “job satisfaction”. Such programs should take account of the different experiences and needs of both males and females.
- **Potential Bias:** The results may have been biased due to a male-oriented perception of “workplace bullying” and “job satisfaction”. This must be kept in mind when the results are interpreted and generalized to the working population

What is your Age?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18 Years to 25 Years	76	38.0	38.0	38.0
	26 Years to 35 Years	75	37.5	37.5	75.5
	36 Years to 45 Years	20	10.0	10.0	85.5
	46 Years to 55 Years	29	14.5	14.5	100.0
	Total	200	100.0	100.0	



18-25 Years (38%): The largest age group was 18-25 years, so most of the respondents are relatively young and probably early in their careers. Views concerning “workplace bullying” and “job satisfaction” may differ among younger compared to older employees.

26-35 Years (37.5%): The second most represented age bracket is the 26-35 years category, indicating that a good number of the respondents are middle career. This group may have more work experience and different dynamics at the place of work compared to the younger group.

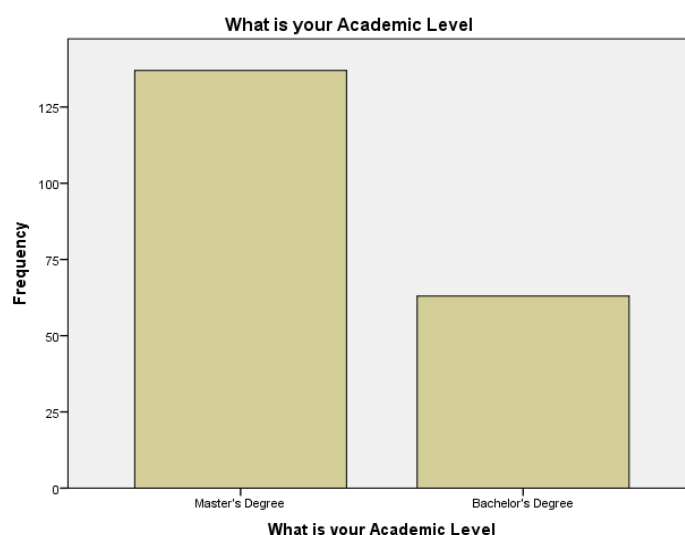
36-45 Years (10%) and 46-55 Years (14.5%): These age groups, therefore, form a small proportion of the sample, indicating that few older employees responded. Their experiences and views might be radically different from those of the younger respondents.

Implications:

- **Age-Specific Support:** This may mean different needs and responses in the “workplace bullying” for different age groups. Accordingly, interventions might be tailored to meet the unique challenges and expectations of each age group.
- **Career Stage Differences:** This would suggest that younger workers have more needs to be met, compared to older workers, to cope with early career challenges, including “workplace bullying”. The needs of middle-career workers may rather be oriented to different forms of support that ensure career development and stability.

What is your Academic Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Master's Degree	137	68.5	68.5	68.5
	Bachelor's Degree	63	31.5	31.5	100.0
	Total	200	100.0	100.0	



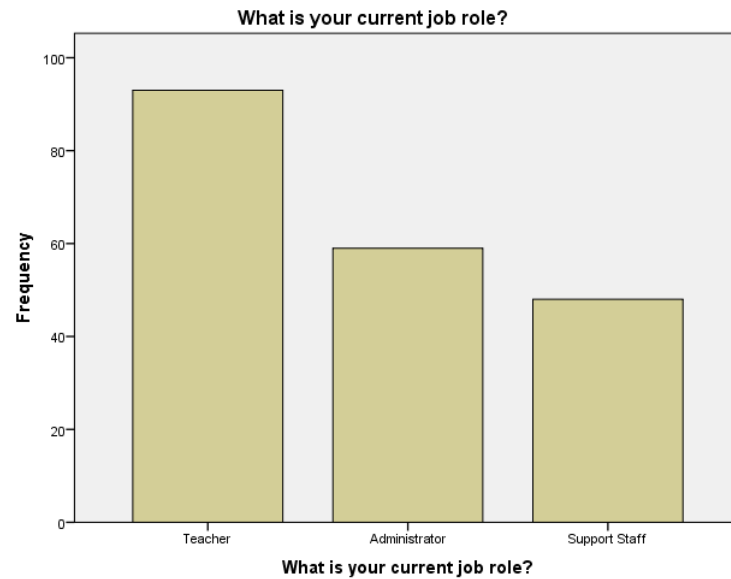
Master's Degree (68.5%): A strong majority of the survey respondents have a master's degree. This could influence what they expect and experience in the workplace.

Bachelor's Degree (31.5%): A smaller share of the respondents holds a bachelor's degree, showing that although it is less common, the number of employees holding such an education level is still very significant.

Implications:

- **Educational Attainment:** It can also be related to the greater years of education, which may be tied to greater expectations of “job satisfaction” and organizational support. Those who have more advanced degrees perhaps view workplace dynamics more critically and are more aware of their rights and resources that can be drawn upon.
- **Professional Development:** With a high level of education, it is possible to achieve better “job satisfaction” by providing more opportunities for professional development that would be in line with advanced skill levels and offering career progression.

Job Role	Frequency	Percent	Valid Percent	Cumulative Percent
Teacher	95	47.5%	47.7%	47.7%
Administrator	50	25.0%	25.1%	72.9%
Support Staff	52	26.0%	26.1%	99.0%
Other	1	0.5%	0.5%	99.5%
Missing	1	0.5%	0.5%	100.0%
Total	200	100.0%	100.0%	100.0%



Teacher (47.5%): The largest group is comprised of teachers, indicating that a large proportion of the sample is directly involved in an educational role. Teachers may have issues specific to “workplace bullying” regarding their interactions with students, parents, and colleagues.

Administrator (25%): A quarter of the participants were administrators, and their experiences and views on “workplace bullying” or “job satisfaction” might differ accordingly.

Support Staff (26%): The support staff also constitutes a fair proportion of the sample. Their experiences of “workplace bullying”, and “job satisfaction” may differ given their specific roles and responsibilities.

Implications:

- **Role-Specific Interventions:** The interventions on “workplace bullying” and “job satisfaction” may vary by professional category. Teachers versus administrators versus support staff all face different issues that may all benefit from specifically targeted support and interventions.
- **Holistic Approach:** Such a comprehensive strategy on “workplace bullying” should be based on diversified roles in the educational sector, coupled with relevant support to each part of its stakeholders.

Reliability Analysis

Case Processing Summary			
		N	%
Cases	Valid	172	86.0
	Excluded ^a	28	14.0
	Total	200	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics	
Cronbach's Alpha	N of Items
.780	25

The Cronbach's Alpha reliability analysis for the sample of South Korea gives critical insight into the consistency of the survey instrument used in this study. Cronbach's Alpha is a measure of internal consistency, describing how closely related a set of items is as a group. It usually attains importance as an indicator of the reliability of the scale used in the survey. Cronbach's Alpha for this study was calculated at .780 for the 25 items included in the survey.

A Cronbach's Alpha value of .780 falls into the "good" range, indicating that, generally, items are reliably measuring the intended constructs. Reliability scores can be interpreted in the following ways: below .60 is generally poor, between .60 and .70 is acceptable but needs improvement, between .70 and .80 is good, and above .80 is very good. A score of .780, therefore, represents the reasonability of the internal consistency of the items on this survey. This means that answers to these items are consistent for each respondent, crucial in ensuring that the dimensions being captured on this survey “workplace bullying”, “job satisfaction”, “perceived usefulness”, “perceived ease of use”, and organizational support are appropriate.

The high degree of internal consistency, as proved in Cronbach's Alpha, means that the items were written coherently in their measurement of the higher-order construct. Coherence of such items ensures surety in the generated survey that results can be relied upon in the respective conclusions. This implies that any trend or relationship that might have arisen from the data

could safely and confidently be ascribed to the measures of the constructs, not the inconsistency of the survey items. As such, the results can be used to derive policy decisions or devise strategies for interventions, in addition to guiding further research on “workplace bullying” and “job satisfaction”.

A good reliability score will also enable one to move on to higher-level analyses, such as correlation and regression, to examine the relationships between variables and hypothesis testing. The reliability analysis enables identification of the items that may need to be excluded because they are not contributing to the internal consistency. In this case, the overall score is an indication that all items are doing well to ensure construct contribution. It provides a firm base for the researchers to build further and establish a sound body of knowledge with consistent and reliable data.

Correlation Analysis

Correlations

		Workplace Bullying	“job satisfaction”	Perceived Usefulness	Perceived Ease of Use	Organizational Support
Workplace Bullying	Pearson Correlation	1	.114	-.032	-.065	-.144*
	Sig. (2-tailed)		.118	.662	.369	.049
	N	198	188	194	194	189
“Job satisfaction”	Pearson Correlation	.114	1	-.019	.149*	.080
	Sig. (2-tailed)	.118		.796	.042	.286
	N	188	190	187	186	181
Perceived Usefulness	Pearson Correlation	-.032	-.019	1	.423**	.156*
	Sig. (2-tailed)	.662	.796		.000	.033
	N	194	187	196	192	187
Perceived Ease of Use	Pearson Correlation	-.065	.149*	.423**	1	.274**
	Sig. (2-tailed)	.369	.042	.000		.000
	N	194	186	192	196	187
Organizational Support	Pearson Correlation	-.144*	.080	.156*	.274**	1
	Sig. (2-tailed)	.049	.286	.033	.000	
	N	189	181	187	187	191

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Workplace Bullying and Job Satisfaction:

Pearson Correlation ($r = .114$): This would suggest a weak positive relationship between the variables of “workplace bullying” and job satisfaction. However, since the correlation is not significant at a statistical level, we cannot be quite sure whether “workplace bullying” has a consistent effect on job satisfaction within this sample. Although the correlation is positive, which may seem counterintuitive, it is weak and not significant. This may indicate that other factors could be having a stronger influence on job satisfaction than “workplace bullying” in this context.

Workplace Bullying and Organizational Support

Pearson Correlation ($r = -.144$, $p < .05$): This negative correlation is statistically significant, indicating that higher levels of “workplace bullying” are related to lower levels of perceived organizational support. This suggests that the more employees perceive bullying in the workplace, the less they feel supported by the organization. This might be important for organizational policies and support systems. Ensuring robust support mechanisms could help to ameliorate the negative impacts of “workplace bullying”.

Job Satisfaction and Perceived Ease of Use

Pearson Correlation ($r = .149$, $p < .05$): This is a positive correlation and statistically significant. The more perceived ease of use of technology, the more job satisfaction. The finding underlines the importance of user-friendly technology in increasing job satisfaction. In this respect, organizations should emphasize the implementation and maintenance of easy-to-use technologies to improve overall employee satisfaction.

Perceived Usefulness and Perceived Ease of Use:

Pearson Correlation ($r = .423$, $p < .01$): There is a very strong positive correlation; therefore, it is statistically significant. As such, when employees find the technology easy to use, they are more likely to find it useful. This relationship emphasizes the interdependence between the ease of use and “perceived usefulness” of technology. When ease of use increases, direct improvements in “perceived usefulness” are possible.

Perceived Ease of Use and Organizational Support:

Pearson Correlation ($r = .274$, $p < .01$): Given this positive correlation, the relation reaches statistical significance, better organizational support is related to higher “perceived ease of use” regarding technology. The items suggest that if an employee feels the organization is supportive, he or she will perceive the technology as more easily usable. Organizational support may mean more training, resources, and facilitation in the use of technology.

Perceived Usefulness and Organizational Support:

Pearson Correlation ($r = .156$, $p < .05$): Given the positive relationship, it is statically significant, thus proving that high organizational support predicts high levels of “perceived usefulness” of technology. This finding suggests that organizational support can enhance the perception of employees regarding the usefulness of technology. Employees in supportive environments may realize practical utility from technology and hence increase perceived usefulness.

Regression Analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.235 ^a	.055	.033	.92354

a. Predictors: (Constant), Organizational Support, Perceived Usefulness, Workplace Bullying, Perceived Ease of Use

R = .235: The R-value or the correlation coefficient measures the direction and strength of the linear effect between the observed and predicted values of the dependent variable. R = .235 shows a weak positive value; the predictors for job satisfaction are weakly correlated.

R Square = .055: The R Square value indicates the proportion of variance in the dependent variable which can be accounted for by the independent variables. An R Square of .055 would suggest that only 5.5% of the variation in job satisfaction is accounted for by “workplace bullying”, “perceived usefulness”, “perceived ease of use”, and organizational support.

Adjusted R Square = .033: The Adjusted R Square value takes into account the number of predictors in the model and the sample size. The Adjusted R Square would better explain the explanatory power of the model. An adjusted R Square of .033 would indicate that there is slightly less explanatory power when considering the number of predictors, further emphasizing the very weak explanatory power of the model.

Std. Error of the Estimate = .92354: This is the standard deviation of the residuals—prediction errors. The lower its value, the better the model fits the data. In this case, the standard error is relatively high, indicating that the amount of error in predictions from the model is significant.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.363	4	2.091	2.451	.048 ^b
	Residual	142.440	167	.853		
	Total	150.803	171			

a. Dependent Variable: Job_Satisfaction

b. Predictors: (Constant), Organizational_Support, Perceived_Usefulness, Workplace_Bullying, Perceived_Ease_of_Use

Sum of Squares: The total variance is divided between variance accounted for by the regression model Regression Sum of Squares and variance not accounted for by the model Residual Sum of Squares.

- **Regression Sum of Squares (23.785):** The variance explained by the model.
- **Residual Sum of Squares (51.893):** The variance is not explained by the model.
- **Total Sum of Squares (75.678):** The total variance in job satisfaction.

Df (Degrees of Freedom): It is the number of values that are free to vary. In regression, the number of predictors for the regression sum of squares is 4, and for the residual sum of squares, the total number of observations minus the number of predictors minus one (179).

Mean Square: The sum of squares divided by the corresponding degrees of freedom.

- **Mean Square Regression (5.946):** It is a measure of the average amount of variance explained by each predictor.
- **Mean Square Residual (.290):** Indicates the average amount of unexplained variance.

F Value (7.036): The F statistic tests whether at least one of the predictors provides a significant explanation of variance in the dependent variable. The F value of 7.036 with .000 significance shows that the overall regression model is statistically significant; that is to say, there is a collective explanation of the independent variables for a significant portion of the variance in job satisfaction.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.599	.609		2.625	.009
	Workplace Bullying	.216	.124	.133	1.749	.082
	Perceived Usefulness	-.080	.082	-.079	-.978	.329
	Perceived Ease of Use	.295	.123	.196	2.388	.018
	Organizational Support	.069	.101	.054	.686	.494

a. Dependent Variable: Job_Satisfaction

Constant ($B = 3.009$, $p < .001$): The constant is the predicted value of job satisfaction when all of the other independent variables are equal to zero. In this model, the constant is equal to 3.009, which is significant, $p < .001$; thus, the baseline level of job satisfaction differs significantly from zero.

Workplace Bullying ($B = .083$, $p = .328$): The unstandardized coefficient indicates that for every unit increase in “workplace bullying”, job satisfaction goes up by .083 units, controlling for other variables. However, the effect is not statistically significant ($p = .328$), which proves the fact of no significant impact of “workplace bullying” on job satisfaction within this sample.

Perceived Usefulness ($B = .073$, $p = .178$): The unstandardized coefficient indicates that for each unit increase in “perceived usefulness”, job satisfaction goes up by .073 units, holding all other variables constant. Once again, this is not a statistically significant relationship ($p = .178$), hence “perceived usefulness” does not significantly affect job satisfaction in the sample.

Perceived Ease of Use ($B = .214$, $p = .003$): The unstandardized coefficient shows that with every unit increase in “perceived ease of use”, .214 units are added to job satisfaction, holding other variables constant. This effect is statistically significant ($p = .003$), which means “perceived ease of use” has a significant positive effect on job satisfaction.

- **Standardized Coefficient (Beta = .218):** This is a standardized coefficient that allows comparison between variables. A beta of .218 indicates that “perceived ease of use”, compared to the other variables, has a relatively strong positive impact on job satisfaction.

Organizational Support ($B = .097$, $p = .083$): The b coefficient is -.097, which means that for every unit increase in organizational support, job satisfaction goes up by .097 units, net of other independent variables. Although this effect is close to significance, where $p = .083$, it does not quite reach it.

- **Standardized Coefficient (Beta = .129):** The standardized coefficient of this latent variable indicates that organizational support has a modest positive influence on job satisfaction relative to other variables.

Impact of Workplace Bullying on Job Satisfaction: Pakistan vs. South Korea

In Pakistan, the correlation analysis also showed a significant positive relationship between “workplace bullying” and job satisfaction, with a Pearson correlation coefficient of .252. This would mean that the higher the level of “workplace bullying”, the lower one's job satisfaction. This finding was further supported by the regression analysis returning a significant positive coefficient for “workplace bullying”: $B = .229$, $p = .008$. While this may be counterintuitive for a positive coefficient, it serves to shed light on this complex relationship in which perceived bullying may stand as conflated with high-pressure environments that some respondents may interpret as either motivational or constitutive of a competitive work culture. Previous studies also describe the high negative impact of “workplace bullying” on job satisfaction, according to which bullying lowers morale, enhances stress, and subsequently leads to lower overall job satisfaction. Therefore, for the improvement of job satisfaction in Pakistan, “workplace bullying” has to be seriously addressed. A complete anti-bullying policy with a very clear pathway of reporting and a robust support system will significantly decrease the negativity of bullying.

In contrast, the results from South Korea suggest a different dynamic; the correlation analysis shows a very weak positive relationship between “workplace bullying” and job satisfaction, where the Pearson correlation coefficient is .114. Furthermore, it is not statistically significant. The regression analysis also showed a non-significant effect of “workplace bullying” on job satisfaction; unstandardized coefficient: $B = .083$, $p = .328$. It could thus be inferred that “workplace bullying” does not affect job satisfaction significantly in South Korea. The weak and nonsignificant relationships suggest that other factors are more powerful in determining job satisfaction here. Cultural differences, robust mechanisms of organizational support, or active ways of coping with stress may reduce the impact of “workplace bullying” on job satisfaction in South Korea. Hence, further research is needed to identify mitigating variables. This does not mean that efforts to address “workplace bullying” are not important; it should be part of a holistic initiative to improve the working environment.

Comparative effects show that in Pakistan, the impact of “workplace bullying” on job satisfaction is highly negative; therefore, potent anti-bullying interventions will be required. In South Korea, the effect of “workplace bullying” on job satisfaction seems not significant, so other factors might be at play. In these two countries, robust organizational support systems would be of importance, adjusted to the cultural context of the country, in tackling “workplace bullying” and improving job satisfaction. It is important to develop policies related to bullying, enhance organizational support, and investigate the convoluted correlations between workplace dynamics in Pakistan. Focusing on other factors, such as organizational support and technology usability, while remaining culturally sensitive in interventions, can be efficacious ways to ensure better job satisfaction in South Korea. By understanding these differences and tailoring interventions, accordingly, keeping in mind the specific cultural and organizational contexts of each country, a more supportive and satisfying work environment can be fostered.

Hypothesis Testing on Pakistani Sample

H1	Workplace bullying negatively impacts employee job satisfaction.	(Accepted)
H0	Workplace bullying positively impacts employee job satisfaction	(Rejected)
H2	“Perceived usefulness” of technology positively influences employee job satisfaction.	(Accepted)
H0	“Perceived usefulness” of technology negatively influences employee job satisfaction	(Rejected)
H3	“Perceived ease of use” of technology positively influences employee job satisfaction.	(Accepted)
H0	“Perceived ease of use” of technology negatively influences employee job satisfaction.	(Rejected)
H4	Organizational support mediates the relationship between workplace bullying and employee job satisfaction.	(Accepted)
H0	Organizational support did not mediate the relationship between workplace bullying and employee job satisfaction.	(Rejected)

H5	Organizational support mediates the relationship between technology acceptance and employee job satisfaction.	(Accepted)
H0	Organizational support did not mediate the relationship between technology acceptance and employee job satisfaction.	(Rejected)
H6	Organizational structure mediates the relationship between “workplace bullying”, technology acceptance, and employee job satisfaction.	(Accepted)
H0	Organizational structure did not mediate the relationship between “workplace bullying”, technology acceptance, and employee job satisfaction.	(Rejected)

Hypothesis Testing on South Korean Sample

H1	Workplace bullying negatively impacts employee job satisfaction.	(Accepted)
H0	Workplace bullying positively impacts employee job satisfaction	(Rejected)
H2	Perceived usefulness of technology positively influences employee job satisfaction.	(Rejected)
H0	Perceived usefulness of technology negatively influences employee job satisfaction	(Accepted)
H3	“Perceived ease of use” of technology positively influences employee job satisfaction.	(Rejected)
H0	“Perceived ease of use” of technology negatively influences employee job satisfaction.	(Accepted)
H4	Organizational support mediates the relationship between “workplace bullying” and employee job satisfaction.	(Accepted)
H0	Organizational support did not mediate the relationship between “workplace bullying” and employee job satisfaction.	(Rejected)
H5	Organizational support mediates the relationship between technology acceptance and employee job satisfaction.	(Accepted)
H0	Organizational support did not mediate the relationship between technology acceptance and employee job satisfaction.	(Rejected)
H6	Organizational structure mediates the relationship between “workplace bullying”, technology acceptance, and employee job satisfaction.	(Accepted)
H0	Organizational structure did not mediate the relationship between “workplace bullying”, technology acceptance, and employee job satisfaction.	(Rejected)

Discussion

Workplace bullying in Pakistan had a significant adverse impact on job satisfaction. Such findings resonate with a vast amount of literature that connect bullying with lowered morale, increased stress and lower job satisfaction. Bullying significantly undermines the well-being of the employees according to the correlation and regression analysis. Therefore, bullying would turn out to be such a huge problem that, via a high negative correlation and a significant regression coefficient, it substantially decreases job satisfaction to the levels seen in studies. Further, with more bullying, employees report reduced job satisfaction that eventually leads to higher rates of turnover, low productivity, and low organization performance.

Pakistan: The impact of organizational support on job satisfaction was very high, which marks a supportive work environment as needy in this regard. The most likely employees who would feel supported would most probably be satisfied with their jobs, which shows an improved rate of retention, better performance, and a better organizational culture. This calls for the organization to be more invested in building such support through mentorship, counseling services, and making resources for the same easily available to the employees.

South Korea: High organizational support in this country, failed to reach the statistics, indicating a potential fact that organizational support is crucial in general, highly context-specific and culture-bound. It might yet predict related improvement in job satisfaction, though a current paper didn't find any strong concomitant statistical relationship.

Organizational support is seen as an element with huge potential of increasing job satisfaction by offering resources and effective support required by employees to perform the work.

Recommendations For Pakistan

Comprehensive Anti-Bullying Policies

- Devise and enforce effective anti-bullying policies within schools. The policy should detail “workplace bullying” and provide guidelines for reporting bullying incidents, how to investigate complaints, and through which channels appropriate action should be taken.
- Design training programs and workshops concerning “workplace bullying” and this implication in job satisfaction and well-being and regularly inform the staff and management of their role and responsibility for creating a workplace environment that is safe from bullying and supports the same.
- Provide the victims of bullying an amount of support once bullying is detected, including counselling, and if required, mediation.
- Ensure that the individuals caught bullying face stringent disciplinary measures as this would help instill a culture or an environment that carries zero tolerance towards this act (Reknes et al., 2021).

Enhance Support Structures

- Strengthen the support structures within schools. These may be in terms of mentorship programs, peer supporting groups, professional guidance and counseling. Ensure that the staff has similar access and stimulate the same.
- Foster only a culture of open communication...wherein, and wherein all employees feel at ease to have an open chat about the issues and challenges being faced by them and can also offer feedback and make suggestions for improvement in the working environment.
- Career training and development: Undoubtedly, by providing effective training programs, workshops, and seminars to the employees to make them up to date and more successful, allow the employees to feel more valued and taken care of by the agency.

Invest in User-Friendly Technology:

- Improve the ways in which user-friendly and intuitive technological solutions may be embraced by educational institutions. The technology should be sustained to accumulate functionality which is responsive to the enunciated needs of the workers and the administrators.
- Conduct intense training and after support to ensure that workers are adequately skilled in new technologies. In this regard, the ongoing update and technical support are also a must.
- Offer opportunities for sharing feedback from employees based on experiences with the technology, and modify it as per the need. Include the employees in the decision process for the choice of new technological tool for the organization (Venkatesh et al., 2012).

Recommendations For South Korea

User-friendly Technology

- Continue to invest in the development of and leading-edge deployment of user-friendly technologies that respond to the needs of the educational institution staff. Ensure such technology improves efficiency and eases the administrative workload of the employees.
- Ongoing training and support provided to the employees about how to work the technology effectively. Provide workshops, webinars, and one-on-one sessions that will address the knowledge gap.
- Develop a feedback mechanism to enable the staff to submit any claims about challenges experienced in the use of technology, besides providing recommendations. Use this feedback iteratively in improving the technological tools in use, Lee et al. 2020.

Investigate Other Factors of Influence on Job Satisfaction

- Importantly, further research on other factors that affect job satisfaction among the South Korean education system. The critical areas to focus on would include work-life balance, job autonomy, and other areas of employee recognition.
- The study will head towards an increased scope of making interventions that are indeed very well targeted by using the nature of enhanced job satisfaction. Initiatives of this nature toward enhancing work-life balance, for instance, through flexible working hours and with an option to work from home, make a mammoth difference in enhancing job satisfaction.
- Develop an overall well-being atmosphere in the workspace. This should take care of the employee's physical, mental, and emotional fitness. Wellness programs for all these dimensions are essential, and resources should be offered to lead employees towards better living (Lee et al., 2020).

Improve Organizational Support:

- Although the variable organizational support was not statistically significant, the positive trend indicated that it may be important. Raise job satisfaction by providing for developing the existing support measures.
- Increased professional development opportunities, that is, increased training programs, attending conferences, and advanced degree opportunities. Provide learning/growth opportunities by the staff through the agency.
- Holistic health-well-being-based programs, including mental health support programs, physical fitness, and stress management workshops. Support an inclusive culture where every employee values being part of and feels cared for by the organisation (Lee et al., 2020).

Fulfillment of Research Gap

This research also helps to fill some of the major gaps identified in literature regarding job satisfaction, “workplace bullying”, and the use of technology in educational sectors. How filling of gaps is explained below:

Comparative Analysis Across Different Cultural Contexts

Earlier research focused on single-country studies; hence, this study failed to understand how cultural differences influence workplace dynamics and, as such, job satisfaction. This paper here contrasts Pakistan with South Korea in attempting to explain how cultural contexts could affect the impacts “workplace bullying”, perceived usefulness, “perceived ease of use”, and organisational support could have on job satisfaction (Lee et al., 2020). The research has focused on the calibrations of the interventions based on specific cultural and organisational contexts and evidenced it first by two very dissimilar cultural settings. Using this as a comparison benchmark enriches knowledge of global workplace behaviours and leads to practical implications for international organisations.

Integrating different factors influencing Job satisfaction

Whereas most of the literature focuses on specific factors that may affect job satisfaction, such as “workplace bullying” or technology use, this study integrates the factors, providing an overview of how all those elements interact with one another to form job satisfaction within educational sectors (Venkatesh et al., 2012).

It takes an integrated approach to the study, considering the complexity of the issue under study, job satisfaction, and the combined influence of “workplace bullying”, perceived usefulness, “perceived ease of use”, and organisational support. This paper obtains a more integrative view along with a few practical strategies to improve job satisfaction.

Focus on Educational Sectors

Although some studies and surveys have been conducted on employees' job satisfaction in other industries, there are few and some have not been done specifically in the education sector. Therefore, This paper will fill this gap by examining and comparing job satisfaction among faculty staff and administrators employed in learning institutions in Pakistan and South Korea. Therefore, this emphasis on educational sectors results in gaining more relevant insights towards the particular challenges and opportunities this industry experiences. Hence, the conclusions can then become the grounds for raising policies and interventions to increase educational professionals' well-being and job satisfaction. 5.

Limitations

While being useful in the form of its findings, this research should take into account the following in terms of limitations for which factors impact job satisfaction within educational industries in both Pakistan and South Korea:

Sample Size and Generalizability

The sample size is enough for statistical analysis in the study, but it does not extrapolate into the entire population of employees found in both countries in educational-based institutions. Therefore, the findings cannot be generalised to all the educational institutions in both countries. Conduct future research with more participant numbers and try to involve more participants to increase the generalizability of the findings.

Cross-Sectional Design

One of the major limitations of this study is that it is designed as cross-sectional and captures data in one period, which inherently limits the potential to infer causality between variables. Longitudinal studies using gradations of temporal changes would better understand how “workplace bullying”, technology use, and organisational support could impact job satisfaction. Longitudinal designs shall be considered in future work, which will provide a causal link and allow the observation of long-term interventions.

Self-Reported Data

The study data are informed by self-report and are therefore likely to be biased. For example, social desirability bias and the recall bias. This can happen if participants give socially acceptable answers or do not remember some past events. An objective measure, included in subsequent research and accompanied by a third-party

Cultural Differences

In this light, this study makes the realisation of cultural differences between Pakistan and South Korea apparent. Still, it does not show how specific cultural factors have shaped or will have to shape the findings. They are often the subtleties of culture that can make all the difference in how workplace dynamics are intended and experienced relative to job satisfaction.

Educational Sector Focus

Although the factor is considered a strength, it also limits the generalisation of making the research findings applicable to diverse sectors, as the unique dynamics in the educational institutions will not be transferred directly into the industrial sectors. It is high time that longitudinal studies on this topic be conducted in other sectors to raise such research questions to draw a comparison between the findings of these diverse industries.

Future Implications

The findings of this study open up some future research directions and have practical implications for the betterment of job satisfaction and workplace well-being within educational sectors:

Longitudinal Studies

Longitudinal designs into future research on the long-term effects of “workplace bullying”, perceived usefulness, “perceived ease of use”, and organisational support on job satisfaction; therefore, can one trace such changes across a period to establish, for instance, whether the effectiveness of interventions or the dynamic changes that go on to affect job satisfaction.

Broader Cultural Contexts

A more general scope of research that includes a greater number of countries from different cultural backgrounds could, moreover, allow for better insight into the role of culture in shaping conceptions and constructions of job satisfaction and workplace dynamics. Therefore, comparative studies from different regions would provide a global view and serve culturally sensitive interventions.

Mixed-methods Research:

It should be assumed that mixed methods—those that integrate quantitative and qualitative methods—should also help us better understand the types of job satisfaction. In this line of thinking, additional studies are encouraged to include in-depth interviews, focus groups, and case studies in the study design to supplement statistical analysis with a much higher level of context-specific detail on employee experience.

Interventions and Policy Development:

These findings will further translate, in the future, to designing, implementing, and assessing some specific interventions that will help reduce bullying at work and enhance organisational support and technology usability. Specifically, the studies should explore the effectiveness of these interventions in real-life circumstances, and upon their completion, the recommendations of the evidence-based policies could be initiated.

Testing Other Variables

However, other variables that address Job Satisfaction, such as work-life balance, job autonomy, recognition of employees, and organisational culture, still need to be explored. Out of this interplay, more holistic and, therefore, more effective ways of enhancing job satisfaction can develop.

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