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A Study on Workplace Ostracism among Teachers of Unaided Colleges in Western Suburban Mumbai

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INTRODUCTION

Human beings are social in nature and their basic need to be accepted in groups, being excluded can be painful and unpleasant. This is especially true in workplace, where the frequency of team works has increased, thereby providing powerful needs to communicate with other colleagues. Consistent with this argument, research has showed that workplace ostracism is related to lower levels of satisfaction and commitment, and higher levels of anxiety, depression, and turnover intention. Workplace ostracism is a type of mistreatment that occurs when someone is made to feel excluded from the group of employees whom he or she works with. Usually as individuals we view workplace exclusion as harmless, but it actually has a significant and lasting negative impact on employee's well-being, work related attitudes, and actual turnover. The study is undertaken to highlight workplace ostracism among teachers of unaided colleges.

REVIEW OF LITERATURE

1. Inam Ul Haq (2014) is of the opinion that workplace exclusion (octracism) is an interpersonal stressor and a painful experience that can lead to stress related outcomes. According to him, workplace octracism affects job performance of an individual and also leads to turnover of the employee. The author wanted to check the theories developed in western societies and its implications in Pakistani job culture.

2. Longzeng Wu, Liqun Wei and Chun Hui (2011) have stated that people high in neuroticism are sensitive to rejection. They tend to perceive interactions with others as threatening and are inclined to interpret an ordinary unintended interpersonal ignorance as an intended rejection. The social nature of human beings creates a need for being accepted in a group and if octracized it can be painful and unpleasant.

3. Chia-Huei Wu, Jun Liu, Ho Kwong Kwan and Cynthia Lee have highlighted that workplace exclusion (ostracism) is costly for employees and organizations because employees who encounter high levels of workplace ostracism are likely to have low levels of organizational identification and are less willing to engage in citizenship behavior. A direct approach is to reduce the occurrence of ostracism, which can be achieved by treating ostracism as any other act of aggression or hostility and encouraging employees to use face-to-face discussion to solve problems.

STATEMENT OF THE PROBLEM

Teaching is a profession which demands lot of communication between various stakeholders of the institution. When a new person joins the job, his basic fear is of being accepted by management, principal, students and colleagues. Colleagues or co-workers are the ones with whom he will remain for longer period of time as they work together. Thus, it essential that he is accepted by the group. Moreover, for the benefit of the institution, principal and management also wants that teachers working with them feel a sense of inclusiveness within the institution. This study will help the colleges or institutions to reduce its under-performance of teachers due to workplace ostracism.

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SIGNIFICANCE OF THE STUDY

Human beings are habituated of residing in groups due to their social nature. Being accepted in a group is therefore a natural human striving phenomenon as people have a fundamental need for belongingness. Two most important groups of a person's life are family and work ((Netemeyer, Boles, McMurrian, 1996). But person has more than one role in their lives and thus interact with different groups of people; they can be father, friend, husband and a member of a sports team. Being accepted in one (social) group however, does not automatically mean that one is accepted in another (Baumeister & Leary, 1995; Wilensky 1960).

OBJECTIVES OF THE STUDY

1. To study the factors influencing workplace exclusion among teachers of unaided colleges.
2. To analyse the effect of workplace exclusion on teachers from unaided colleges.
3. To suggest measures to overcome the problem of workplace exclusion in unaided colleges.

HYPOTHESES OF THE STUDY

Ho: Workplace ostracism is negatively related to employee job performance of teachers in unaided colleges.

H1: Workplace ostracism is positively related to job performance of teachers in unaided colleges.

Ho: Workplace ostracism is negatively related to behavior of teachers in unaided colleges.

H1: Workplace ostracism is positively related to behavior of teachers in unaided colleges.

RESEARCH METHODOLOGY OF THE STUDY

To fulfill the specified objectives, both primary and secondary sources were used to collect data.

A. Sources of data:

1. Secondary data

The secondary data has been collected from books on workplace ostracism, workplace bullying and other relevant books. Relevant and reliable data was collected from various journals, government periodicals, etc. A good amount of information is also been collected through reference books, published and unpublished reports, management journals, etc. Updated information was also gathered from authentic websites.

2. Primary data

Primary data forms the core part of the research study. A structured questionnaire was the main tool for collecting quantitative primary data. It facilitates quantitative data to be collected in a standardised way so that the data is internally consistent for analysis.

The topic is based upon primary data collection to workplace ostracism in the colleges in Mumbai.

B. Data analysis

The researcher collected primary data and analyzed it by applying SPSS Package. The tests used by researcher were Chi-square, co-relation and descriptive statistics to analyze the responses of students at graduate and post-graduate level.

C. Universe

The study is conducted in the western suburban colleges of University of Mumbai.

D. Sample size of the study

The responses were collected from 100 teachers from western suburban colleges in Mumbai. The sample size description is as follows:

Table-1: Description of the sample size

A	Gender	Count
	Male	29
	Female	71

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E. Sampling technique

The researcher adopted judgmental sampling method. In judgmental sampling a questionnaire was distributed by a researcher to teachers from unaided western suburban colleges in Mumbai. In this type, the respondents were selected by researcher based on knowledge and professional judgement.

F. Sampling population

The population consists of teachers from different unaided colleges under University of Mumbai.

LIMITATIONS OF THE STUDY

1. Workplace exclusion is a wider topic and it can be in the form of social, language or regional exclusion and in this research, researcher has covered only behavioral and psychological impact on their job performance.
2. The University of Mumbai has large number of colleges but the researcher could manage to collect data from selected colleges of suburban Mumbai due to time bound study.

EFFECTS OF WORKPLACE OSTRACISM:

For the purpose of having bird's eye view, researcher has made and attempt to prepare closed ended questionnaire and responses were collected from 100 teachers of unaided colleges in western suburban Mumbai.

The researcher first asked questions related to awareness about workplace ostracism among the teachers in unaided colleges. The responses were received as below.

Table-2: Responses to Workplace Ostracism

Sr. No.	Statements	Always (%) (5)	Often (%) (4)	Sometimes(%) (3)	Rarely (%) (2)	Never (%) (1)
1	Your boss or supervisor is complementing you on a job well done	15	15	25	29	16
2.	Co-workers give you the 'silent treatment'	18	08	38	23	13
3.	Co-workers shutting you out of their conversations	17	00	23	18	42
4.	Co-workers giving you the impression that they enjoy your company	37	28	23	12	00
5.	Co-workers interact with you only when they are required to do so	15	05	42	24	14
6.	Feeling accepted by other employees at your organization	39	26	12	20	03
7.	Supervisors are not replying to your requests or questions within a reasonable period of time	21	09	24	19	27
8.	Supervisors inviting you to participate in work related activities	22	46	14	13	05
9.	Supervisors keeping important work related information from you	18	22	30	17	13

Source: Compiled from the primary data

Table 2 depicts the responses to the ostracism faced by teachers at their workplace. It is seen that 16% of teachers are never complimented for the job done well. It is also observed that 38 % teachers have faced that they are sometimes given silent treatment by their co-workers. This kind of behaviour affects the person mentally and emotionally.

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It is also seen that 17% of teachers have seen that their co-workers have shut down their conversations in order to exclude the person from the group. 42% teachers have also experienced that co-workers interact with them only when required otherwise they do not converse much with them.

39% teachers have experienced that they feel they are accepted by a group and that helps them perform well in their work. 27% of teachers often feel that their supervisors do not reply to their requests and questions within reasonable time. This may be due busy schedule of colleges and its related activities.

5% of teachers have experienced that seniors do not invite them in work related activities and 30% teachers have observed that their seniors or co-workers keep away important information from them.

Table-3: Effects of workplace exclusion on job performance

Sr. No.	Statements	Always (%) (5)	Often (%) (4)	Sometimes (%) (3)	Rarely (%) (2)	Never (%) (1)
1.	Unable to meet timelines	03	01	41	30	25
2.	Low quality of work	09	04	24	28	35
3.	Quantity of work is affected	25	05	25	31	14
4.	Interpersonal relationships are affected	22	10	26	27	15

Source: Compiled from the primary data

Graph-1

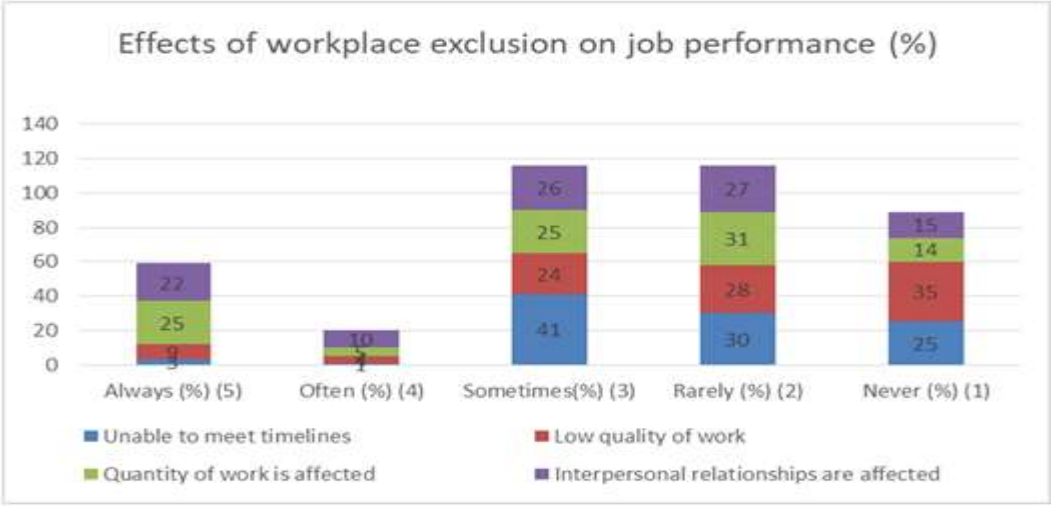


Table 3 and Graph 1highlights the effect of workplace ostracism on job performance of the teachers in unaided colleges. It is seen that 41% teachers sometimes are not able to meet the timeliness of work due to exclusion taking place and important work related information is kept away from there. Moreover, the quantity of work is also affected. It is observed that the quality of work is affected and it also spoils interpersonal relationships at workplace among the teachers.

TESTING OF HYPOTHESES

Ho: Workplace ostracism is negatively related to employee job performance of teachers in unaided colleges.

H1: Workplace ostracism is positively related to job performance of teachers in unaided colleges.

Table-4: Hypothesis testing 1

Tests of Normality						
	Kolmogorov-Smirnov[a]			**Shapiro-Wilk**		
	Statistic	**df**	**Sig.**	**Statistic**	**df**	**Sig.**
Unable to meet timelines	.257	100	.000	.845	100	.000
Low quality of work	.200	100	.000	.862	100	.000
Quantity of work is affected]	.205	100	.000	.905	100	.000

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Interpersonal relationships are affected	.175	100	.000	.914	100	.000
a. Lilliefors Significance Correction						

Source: Compiled from primary data

Interpretation: Here, p-value < 0.05, for all the variables under consideration. Hence, H_0 is rejected and it is concluded that the data is not normal i.e. it does not satisfy normality assumptions.

It is observed that workplace ostracism is positively related to job performance of teachers in unaided colleges of Mumbai.

Ho: Workplace ostracism is negatively related to behavior of teachers in unaided colleges.

H1: Workplace ostracism is positively related to behavior of teachers in unaided colleges.

Table-5: Hypothesis testing 2

Tests of Normality						
	Kolmogorov-Smirnov[a]			**Shapiro-Wilk**		
	Statistic	**df**	**Sig.**	**Statistic**	**df**	**Sig.**
Aggression at work	.218	100	.000	.876	100	.000
Disengagement from work	.206	100	.000	.896	100	.000
Withdrawal from group	.158	100	.000	.882	100	.000
a. Lilliefors Significance Correction						

Source: Compiled from primary data

Interpretation: Here, p-value < 0.05, for all the variables under consideration. Hence, H_0 is rejected and it is concluded that the data is not normal i.e. it does not satisfy normality assumptions.

FINDINGS AND CONCLUSIONS

1. The majority of the respondents belong to age of 31-40 years as the researcher has collected data from teachers working in unaided colleges of Mumbai.
2. Workplace ostracism can take place even with clock hour basis teachers and approved teachers, thus designation has no impact on workplace exclusion. While observing it was found that researcher that 30% contractual teachers feel that their supervisors keep important information away from them. This may be due to their less experience in teaching.
3. Researcher has studied the behaviour of teachers is affected when they are being excluded by other teachers or seniors in the institution. This may force teacher to disengage herself or himself from work.
4. It is analyzed that quality and quantity of work is also affected when teachers are excluded from their social groups in college. It is also seen that 41% teachers are not able to meet their timelines of work due to exclusion existing in their institution and 22% teachers face anxiety due to workplace exclusion.
5. It is also observed 10% of teachers have withdrawn themselves from group in order to avoid the feeling of being excluded from the group.

SUGGESTIONS

1. Do not be affected by the co-workers behaviour and be professional in your approach.
2. Speak to senior in case the gravity of the matter is high.
3. Seniors need to be informed in order to maintain the better work environment in the organization.
4. Check with the company's policies on workplace harassment and needed take legal action.
5. Be professional in your talks and this will make them aware about your attitude and professionalism.
6. Cultivate new interest areas to avoid the humiliation and distractions due to ostracism.

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