The Effect of Administrative Bullying on Organizational Commitment and Job Satisfaction for Secondary School Teachers in City of Jerusalem.

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Abstract

The current study aimed to identify the effect of administrative bullying on organizational commitment and job satisfaction among secondary school teachers in the city of Jerusalem.

The researcher adopted the quantitative descriptive approach to achieve the study's goals and objectives.

The study population consisted of all secondary school teachers affiliated to the Palestinian Directorate of Education in the city of Jerusalem.

The study sample included (200) male and female teachers who were chosen by the simple random method.

The results showed a statistically significant effect of the behavior of administrative bullying on the organizational commitment of secondary school teachers in the city of Jerusalem, and the results showed a statistically significant effect of the behavior of administrative bullying on the organizational commitment of secondary stage teachers in the city of Jerusalem.

In light of the results, the study recommended encouraging workers to be creative and innovative and the need to enhance self-confidence (150).

 Keywords: *administrative power, organizational commitment, job satisfaction, secondary schools.*

Introduction

Modern societies of all kinds are witnessing a steady increase in the number and size of institutions that provide the necessary services to society.
These institutions depend on specialists who are supposed to carry out their work effectively (Agostoni, 2020).

The continuous and turbulence that has become concomitant with it, including the intensification of competition in many distinct areas, the expansion of international business, innovation and change in the quality of human resources, all of which are imposed on organizations looking for basic elements through which they can face these challenges and stand firmly towards them so that they can continue Achieving success in its work and its outstanding performance (Flores, 2019).

Performance is seen as one of the basic management processes, and a sensitive topic that must be taken care of when thinking and planning development processes in any organization.

Felstead and Henseke (2017) indicate that access to performance the employee's excellence depends on the acceptable level of job satisfaction with This paper examines services and work, and material and moral justice. administrative bullying and its relationship to the self-esteem of teachers of private basic schools in the city of Jerusalem, where the phenomenon of The administrative bullying has increased significantly in recent times. problem of administrative bullying is considered an educational, social and personal problem, with negative results and a grave danger to emotional, cognitive and social development that affects the teacher and student (Al-Shimy and Shusha, 2021).

As effective learning can only take place in an administrative environment that provides psychological security for clients by protecting them from violence, danger and threat.

Bullying is defined as a form of aggression that occurs when an individual is constantly exposed to negative behavior that causes him pain, resulting from a lack of equivalence in strength between individuals, verbal and physical, verbal and verbal abuse)

The behavior of administrative bullying may have many psychological damages to the teacher, as they suffer from many social and psychological problems in their societies and institutions (Marzouk, 2018), as well as many problems in academic performance within a room, which may lead to a low self-esteem, and the formation of Negative self-concept.

They view themselves as failures and unattractive, unintelligent and unimportant, or have negative attitudes towards themselves and blame themselves for being exposed to such behavior (Al-Dulaimi and Abdullah, According to the above, this research is aimed to explore the effect of 2018). administrative bullying on organizational commitment and job satisfaction on secondary school teachers at the City of Jerusalem.

Organizational commitment has a significant role in enforcing the employee performance, so Organizational commitment is defined as a view of an organization's member's psychology towards his/her attachment to the organization that he/she is working for.

Organizational commitment plays a pivotal role in determining whether an employee will stay with the organization for a longer period of time and work passionately towards achieving the organization's goal. (Allen and Smith, 2017)

Problem of the research and Questions

Based on the work of the researcher in the education sector as a teacher, he noticed that there are some negative behaviors such as administrative bullying, which is done by superiors on subordinates, which in turn negatively affects the organizational commitment and job satisfaction of teachers, which consequently affects the educational process as a whole and the student as well, and here the problem arose as the effect of bullying on organizational commitment and job satisfaction among secondary school teachers in a negative way that made them not carry out their duties entrusted to them fully, because the performance of teachers is related to the achievement of different levels of tasks to be accomplished, which is the result of a combination of several factors, such as the effort exerted when carrying out the work, its capabilities and responsibility, as well as the provision of technical services and the basic capabilities of the administrative, human and material structures and means of work.

Based on the researcher's work in the education sector as a teacher, and through his review of many of the results of previous studies, teachers, and through scientific readings, reviewing many literatures, and reviewing some global experiences in this field, many questions have emerged that need answers, most notably about the lessons and lessons learned from obstacles. And the challenges that arise from environmental, political, social and economic factors, in addition to other factors that may result from poor management and planning, or some manifestations of corruption, such as some negative work behaviors and manifestations of administrative bullying hat may negatively affect the organizational commitment and job satisfaction of teachers.

Therefore, many studies like El-Shimy and Shusha study (2020), Fang et al., study (2020), Presti et al., (2019) study, Abdullah study (2018) study, have

been onducted that dealt with this subject and its relationship with other variables in the personality of the individual, or those that are believed to have an impact in one way or another on this important dimension of the human personality.

Which we can investigate with the following question

Is administrative bullying affect organizational commitment and job satisfaction (a study on secondary school teachers at the City of Jerusalem?

This question is divided into the following sub-questions:

- What is the level of administrative bullying among secondary school teachers at the City of Jerusalem?
- What is the level of job satisfaction of secondary school teachers at the City of Jerusalem?
- What is the level of organizational commitment of secondary school teachers at the City of Jerusalem
- What is the effect of administrative bullying behavior on job satisfaction and organizational commitment of secondary school teachers at the City of Jerusalem?

Study Objectives

The study aims to identify:

- The level of administrative bullying behavior among teachers of secondary schools affiliated with the City of Jerusalem
- The level of self-esteem of secondary school teachers at the City of Jerusalem
- The effect of administrative bullying behavior on organizational commitment and job satisfaction among teachers of secondary schools affiliated with at the City of Jerusalem

Study Significant

The importance of the study lies in the effect of administrative bullying effect on organizational commitment and job satisfaction (a study on secondary school teachers at the City of Jerusalem which revolves around:

- Attempting to provide solutions that contribute to enhancing the ability to employ all possibilities in order to confront the behavior of administrative bullying.

- Attracting the attention of institutions in general and the study sample in particular to the relationship of administrative bullying and its impact on organizational commitment and job satisfaction among teachers of secondary schools

- The application of this research in educational institutions as it is one of the large institutions that have a close relationship with the human element.

Study Methodology

The quantitative approach was relied on in order to achieve the study's goals and objectives.

The quantitative approach assumes the existence of objective social facts away from feelings and beliefs.

The quantitative approach is based on the scale of quantity and quantity. It is applicable to phenomena that can be expressed in quantitative language.

It is the approach that is concerned with data collection. Through the use of quantitative measurement tools, they are being developed so that they have validity and reliability, and are applied to a sample of individuals; Which represents the original community, and the quantitative data are processed by statistical methods, which lead to results that can be

generalized to the original community within a certain degree of confidence (Kandilji and Al-Samarrai, 2009).

The descriptive survey method was used on a sample of secondary school teachers at the City of Jerusalem.

Study Limits:

1- Human limits: secondary school teachers in the city of Jerusalem
2- Time limits: academic year (2021-2022).
3- location limits: the city of Jerusalem

Study Tool

For the purposes of collecting data and achieving its objectives, a questionnaire was designed for the study, commensurate with the study and its variables, with reference to previous relevant studies. The questionnaire consisted of two parts:

• Part One: Paragraphs related to data and demographic characteristics of the study sample members (gender, and academic level)

• The second part: relates to the paragraphs or phrases related to the variable of administrative bullying, its number was (10) paragraphs variable of organizational commitment reached (7) paragraphs, and the variable of job satisfaction reached (4)

Population and sample

The study population consists of all secondary school teachers affiliated with the City of Jerusalem, as their total number from 2021-2022 is (273) teachers.

Study sample: A simple random sample was drawn from all secondary school teachers at the City of Jerusalem during the academic year (2021-2022), and the size of the sample drawn was (273) male and female teachers at 100% of the study population, which amounted to (273), where it was recovered

(200) are valid for statistical analysis, representing (73%) of the data distributed according to Table (1).

Table (1)

The number of the research community and the number of the research sample

Item	the number of	percentage
Population	٢٧٣	%١٠٠
Study sample	٢٠٠	%٧٣.٢٦

Table (2) study sample characteristics

Item	Category	Frequency	Percentage
Gender	**Male**	٢٨	%١٤
	Female	١٧٢	%٨٦
	Total	٢٠٠	%١٠٠
Educational level	**BSc**	١٣٧	%٦٨.٥
	High Diploma	٢٣	%١١.٥
	Master	٣٠	%١٥
	PhD	١٠	٥
	Total	٢٠٠	%١٠٠

Study terms and definitions

- **Administrative Bullying:** "Administrative bullying" can be defined as both extreme and negative behaviors aimed at continuous abuse in the workplace that arise as a result of a power imbalance that causes distress, humiliation, and other negative consequences for the individual (Fox and Cowan, 2015). **It is defined procedurally as:** the total score obtained by the teacher of secondary schools after answering the paragraphs of the tool used in this study.

- **Job Satisfaction**: the" job satisfaction" represents a feeling that appears as a result of the perception that the job enables the material and psychological needs (Aziri, 2008). **It can be defined procedurally:** an enjoyable or positive emotional state resulting from the evaluation of workers in secondary school in the city of Jerusalem, in addition to the set of needs, desires and experiences that determine workers' expectations and the extent to which expectations have reached and conformity to reality. This dimension will be measured through a set of items in the study questionnaire.

- **"Organizational commitment**": Organizational commitment is defined as a view of an organization's member's psychology towards his/her attachment to the organization that he/she is working for. Organizational commitment plays a pivotal role in determining whether an employee will stay with the organization for a longer period of time and work passionately towards achieving the organization's goal. (Adi Bhat, 2022) **It can be defined procedurally**: the desire of teachers of secondary schools in the city of Jerusalem to stay with an organization based on their identity with the organization, their participation in it, their emotional attachment to it, their moral commitment to linking and staying in their ministry and their desire to make an effort to achieve this. This dimension will be measured through a set of items in the study questionnaire.

- **Secondary schools:** They are schools that include grades from ten to twelve and are affiliated with the Palestinian Directorate of Education in the city of Jerusalem.

Review of literature

- Al-Ajami and Al-Anzi study (2021) The study aimed to identify the degree of administrative fortitude among primary school principals in the State of Kuwait

from the point of view of school principals in it and the effect of the variables (gender, years of experience) in that. It consists of (27) paragraphs divided into four areas: (planning, organizing, directing, and controlling). The study sample consisted of (139) male and female managers. It showed that there were statistically significant differences in the estimates of the study sample according to the variables of academic qualification and gender in the field of administrative bullying, and there were no statistically significant differences with the variable of experience within the field of administrative bullying. Using modern scientific methods in management and moving away from traditional methods such as administrative bullying.

- El-Shimy and Shusha study (2020) The study aimed to investigate the direct impact of the personal characteristics of Egyptian Tax Authority employees on their ability to psychologically separate while they are outside the workplace, as well as to test whether bullying in the workplace mediates the relationship between personality traits and psychological separation. The study relied on a survey form to collect data on the study variables from a sample of 384 individuals. The results of the study indicated that exposure to bullying in the workplace partially mediates the relationship between conscientiousness, neuroticism, and the worker's ability to psychologically separate from his work during rest times.

- Fang et al., (2020) Study explored the demographic data of nurses, psychosocial working conditions, and workplace bullying, and to find predictors of workplace bullying. This study adopted a cross-sectional design. A stratified sample of 241 nurses from formal teaching hospitals in Taiwan was selected from September 10 to 23, 2018. The results showed that participants with "prior bullying experience," "lower self-affirmation," "higher psychological requirements for work," and "lower place fairness." work," "less

participation at work," and "less general social support" are more likely to experience workplace bullying.

- Presti et al., (2019) Study aimed to examine the mediating roles of anxiety and depression, in the relationships between workplace bullying as a predictor, and negative physical and psychological symptoms as outcomes. In particular, it has been hypothesized that workplace bullying would be associated with higher levels of anxiety and depression, and through them, higher negative physical and psychological symptoms. The researcher sampled 151 Italian employees, who had called a public medical center for workplace bullying as victims. The smoothing regression results showed that only anxiety mediated the association of workplace bullying with negative physical symptoms, while both anxiety and depression mediated their association with negative psychological symptoms.

- Abdullah study (2018) aimed to know the effect of bullying in the workplace on negative work behaviors. In order to achieve the objectives of the study, a hypothetical scheme was built that defines the nature of the relationship between the independent variable bullying behavior in the workplace and the dependent variable negative work behaviors. The study was applied to a sample of nurses working in some hospitals in the holy city of Karbala, by means of a questionnaire prepared for this purpose, distributed to a sample of (576) members representing the nurses in the surveyed hospitals. The results of the study showed the presence of bullying behavior in the workplace within the surveyed organizations that contributes to an increase in negative work behaviors, as well as a case of discrepancy in the spread of bullying behavior in the workplace and negative work behaviors in the study sample hospitals.

- Marzouk's study (2018) aimed to identify the impact of human resource management practices on bullying behavior in the workplace. A questionnaire was distributed to a sample of 350 workers in government hospitals operating

in Kafr El-Sheikh. The results of the study showed a significant positive impact of performance appraisal practices on workplace bullying behavior and workplace bullying behavior directed towards the employee personally, as well as the significant negative impact of teamwork. The results also showed a significant positive effect of communication and a negative impact of teamwork and performance appraisal on bullying behavior in the workplace directed at the employee's body.

- Chadwick, and Travaglia (2017), This study aimed to focus on capturing a body of international and Australian literature regarding workplace bullying behaviors in a healthy context from a managerial perspective. As a result, this research identified gaps in the literature when it was specifically expanded to an Australian health context. From this review is to summarize the existing literature, both internationally and in Australia, that addresses behaviors of managerial bullying in the workplace in a health context from a managerial perspective. This describes a review of the literature on workplace bullying in a healthy context that was conducted from January to April 2014.

- Al-Obaidi study (2015) The study aimed to identify the level of the prevalence of bullying behavior in the workplace in the study community, according to the respondents' points of view, and to know the nature of the relationship between bullying behavior in the workplace and both instinctive leadership and spiritual transcendence. Through a questionnaire distributed to 302 workers in Babylon hospitals in Iraq, the study proved the existence of bullying behavior in the workplace, as well as the study proved that the spread of instinctive leadership became clear with a decrease in spiritual transcendence within the study community.

Theoretical Framework.

Administrative bullying is one of the negative manifestations, especially in the field of education, especially the secondary education stage. It negatively affects both organizational commitment and job satisfaction among teachers, and makes them feel indifferent and do not exert their efforts in the teaching process, which is the basis of the school. Education is the focus of the whole issue.

Dimensions of administrative bullying.

The subject of administrative bullying is like any scientific subject consisting of several dimensions and several fields, whether in terms of methods, means or content. The following are the dimensions of functional bullying as defined by (Al-Naimi and Aziz, 2018).

Underestimating the employee:

 The worker, by nature, has feelings, feelings, and dignity at work, and does not accept degradation or belittling of his personality, and detraction from others generates hatred, psychological damage, hatred, and a desire for revenge and reciprocity among the employees of the organization.

Their immaturity and lack of knowledge of the interest of the organization, and he justifies his decisions against them and views them as ignorant and lazy, and it is not appropriate, as if he is being harmed by humane dealings.

In addition, underestimating the worker, humiliating him, belittling him, dealing with him physically with them by the manager, or disregarding him, or making various kinds of threats, or what makes him a laughing stock in front of his colleagues at work, or insulting him in front of others is a direct harm and insult to the worker.

Or indirect, and therefore belittling is considered a psychological state that affects the worker when the manager is subjected to him with insults and

ridicule and belittling his personality and preventing him from achieving his job desires.

Work delegation:

It means negative actions that reflect aggressive behavior, such as procedures withholding necessary information from workers, and unequal power or balance between the bullied and the victim.

Delegation of work is the workers' sense of control, which leads them to feel that the organization is doing unfair actions towards them and thus the lack of distributive justice, which is an extreme form.

One of the social pressures at work, and it can be described as a more complex problem for workers than other pressures related to work, such as continuous exposure, lack of recognition of their work, and intimidation through pressures.

Verbal abuse:

Verbal and verbal abuse is a way to exercise power, control and domination over others, and this means that the bullied feels more powerful when he abuses the worker or diminishes him in one way or another, and the abuse is often shouting or in the form of jokes and jokes, and verbal abuse is the use of insulting words as well Insults, shouting, cursing, and joking by managers towards the employees of the organization, which occur frequently and often lead to escalation and reach physical violence. In these cases, abuse is committed by the managers or by the group at the same level towards the individual worker.

Disadvantages of administrative bullying behavior:

Demirjian (2018) mentioned a set of negative aspects of the behavior of managerial bullying, as organizations in which employees suffer from bullying behaviors are more organizations that have a weak nature and suffer from problems in attraction and appointment, and bullying behaviors negatively

affect the process of innovation and creativity in the workplace as a result Harassment of employees, in addition to bullying behaviors, has a long-term and significant impact on productivity and the rate of progress of the organization.

The basic components of bullying behavior.

Alana (2010) indicated that the basic components that determine the behavior of administrative bullying are:

Having the intention to cause harm, which is intentional bullying with the intent of causing harm, such as friends hitting each other in jest, is not bullying, but a person hits another person to destabilize his security, so this is considered bullying.

Harmful outcome: Harms one or more persons, physically or emotionally.

Direct or indirect actions: Bullying behavior can involve direct aggression such as hitting a person, as well as indirect actions such as spreading rumors.

Repetition: Bullying involves repeated aggressive acts such as fighting for the purpose of domination or bullying.

The abuse of power by one or more persons who are more powerful because of their age or physical strength.

Definition And Importance of Job Satisfaction

Despite its vide usage in scientific research, as well as in everyday life, there is still no general agreement regarding what job satisfaction is. In fact, there is no final definition on what job represents. Therefore, before a definition on job satisfaction can be given, the nature and importance of work as a universal human activity must be considered.

Different authors have different approaches towards defining job satisfaction. Some of the most commonly cited definitions on job satisfaction are analysed in the text that follows.

Hoppock defined job satisfaction as any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say I am satisfied with my job (Hoppock, 1935). According to this approach although job satisfaction is under the influence of many external factors, it remains something internal that has to do with the way how the employee feels. That is job satisfaction presents a set of factors that cause a feeling of satisfaction.

Vroom in his definition on job satisfaction focuses on the role of the employee in the workplace. Thus, he defines job satisfaction as affective orientations on the part of individuals toward work roles which they are presently occupying (Vroom, 1964).

One of the most often cited definitions on job satisfaction is the one given by Spector according to whom job satisfaction has to do with the way how people feel about their job and its various aspects. It has to do with the extent to which people like or dislike their job.

That why job satisfaction and job dissatisfaction can appear in any given work situation.

Job satisfaction is a worker's sense of achievement and success on the job. It is generally perceived to be directly linked to productivity as well as to personal well-being. Job satisfaction implies doing a job one enjoys, doing it well and being rewarded for one's efforts. Job satisfaction further implies enthusiasm and happiness with one's work. Job satisfaction is the key ingredient that leads to recognition, income, promotion, and the achievement of other goals that lead to a feeling of fulfillment (Kaliski,2007).

Job satisfaction can be defined also as the extent to which a worker is content with the rewards he or she gets out of his or her job, particularly in terms of intrinsic motivation (Statt, 2004).

The term job satisfactions refers to the attituded and feelings people have about their work. Positive and favorable attitudes towards the job indicate job satisfaction. Negative and unfavorable attitudes towards the job indicate job dissatisfaction (Armstrong, 2006).

Job satisfaction is the collection of feeling and beliefs that people have about their current job. People's levels of degrees of job satisfaction can range from extreme satisfaction to extreme dissatisfaction.

In addition to having attitudes about their jobs as a whole.

People also can have attitudes about various aspects of their jobs such as the kind of work they do, their coworkers, supervisors or subordinates and their pay (George et al., 2008).

Organizational Commitment

The concept of organizational commitment has been defined in several different ways (see Mowday, Porter, & Steers, 1982; Reichers, 1985).

In the present analysis, organizational commitment is viewed as an effective response (attitude) resulting from an evaluation of the work situation which links or attaches the individual to the organization.

Porter, Steers, Mowday, and Boulian (1974) define it as the "relative strength of an individual's identification with, and involvement in a particular organization.

Conceptually, it can be characterized by at least three factors:

 (1) a strong belief in, and acceptance of the organization's goals and values.

 (2) a willingness to exert con- siderable effort on behalf of the organization

(3) a strong desire to maintain membership in the organization.

A review of the literature on organizational commitment reveals that much of the research on the topic has been concerned with identifying the antecedents, or determinants of this attitude. these factors can be grouped into two main

categories, individual characteristics and organizational characteristics (Angle, 1983; Mottaz, 1986).

Individual characteristics consist of demographic or status variables such as age, tenure, education, and gender as well as personality factors such as work values, expectations, and the like.

Typically, researchers have focused on the influence of demographic or status variables. Organizational characteristics relate to work experiences and include factors such as task characteristics, pay, promo- tional opportunities, social involvement, etc.

Despite the large number of studies that have investigated the determinants of organizational commitment, there is little agreement regarding the relative impact of the various individual and organizational factors on commitment (Steers, 2007; Angle, 2003; Stevens, Beyer, & Trice, 2008; Bate- man & Strasser, 2004; Reichers, 2005).

For the most part, the research results in this area are inconsistent.

For example, several studies indicate that while both individual and organizational factors have a significant impact on or- ganizational commitment, the latter are the more powerful determinants (Hre- biniak & Alutto, 2002; Steers, 2017; Stevens et al., 2007; Morris & Sherman, 2018; Angle, 2008). In contrast, Koch and Steers (2018) found individual characteristics to be more effective predictors than organizational characteristics. Several other studies have found both sets of factors to be roughly of equal importance in predicting commitment (Buchanan, 2004; Brief & Al- dag, 2008).

Still other studies suggest that while organizational characteristics are major determinants of commitment, individual characteristics have no significant impact on this variable (Ritzer & Trice, 2009; Aranya & Jacob- son, 2010; Bateman & Strasser, 2004).

Finally, considering only organizational factors, some studies have found extrinsic factors to be stronger determinants than intrinsic factors (Kissler & Sakumura, 2011; Angle, 2003), yet other studies have found the reverse (Brown, 2009; Buchanan, 2004; O'Reilly & Caldwell, 2018).

Field study

Tool Reliability

In order to ensure the stability of the resolution, the internal consistency coefficients were calculated using Cronbach's Alpha method for all dimensions of the study. The researcher used Cronbach's Alpha internal consistency test, which measures the consistency in the answers of the respondents to all the questions on the scale, and explains the internal consistency coefficient between the answers, where its high value indicates the degree of high reliability and ranges between (0-1) so that its value is acceptable at 0.70, and the following table shows the reliability coefficients for the study variables

Table (3) Cronbach's alpha test

Variables	No. paragraphs	Cronbach's alpha
Administrative bullying	١٠	٠.٨٩
organizational commitment	٧	0.88
Job satisfaction	4	٠.٨٥
Over all	٢١	٨٧.٣

Table (3) showed that the "Cronbach's Alpha" coefficients for the study variables as a whole ranged between (0.89-0.85), the highest for "administrative bullying", and the lowest for satisfaction".

It was also found that Cronbach's alpha coefficients for the tool as a whole were (87.3).

And all the stability coefficients are high and acceptable for the purposes of the study," where the stability coefficient "Cronbach Alpha" is considered acceptable if it exceeds.(٠.٧٠)

Tool Validity

To ensure the validity of the study tool (the questionnaire) after its development, it was presented to a group of academics in the field of education in the city of Jerusalem in order to judge the tool in terms of its accuracy, language and the extent to which the paragraphs represent the characteristics to be measured and achieve the purpose of the study according to their opinions and observations.

Statistical processing

The data was entered into the computer and using the Statistical Package for Social Science (SPSS), and descriptive statistics was used to display the characteristics of the respondents and describe their responses related to qualitative and social characteristics, arithmetic averages, standard deviations, percentages and frequencies for the sample members.

Cronbach's alpha equation was used to extract the internal consistency.

Results and Discussion

The study questions Answer

Question No.1 what is the level of administrative bullying among secondary school teachers at the City of Jerusalem?

The "arithmetic mean", "standard deviation" and the overall index towards the questions answered in the sample below were extracted as follows:

Table (4) Arithmetic averages and standard deviations for the field of "administrative bullying"

	Item	Rank	Mean	S. D	
1.	I am assigned work tasks within a short period of time that is not sufficient to complete it.	٢	3.972	0.982	High
2.	My work performance is closely monitored by the management	٣	3.903	0.953	High
3.	The administration robs me of my rights to enjoy sick and ordinary leaves and official holidays.	٤	3.872	1.002	High
4.	I get assigned to work that exceeds my ability and physical capabilities	٧	3.420	1.058	Medium
5.	My opinion is not taken into account in my work.	٥	3.724	1.010	High
6.	I am always insulted and ridiculed in front of my co-workers	٦	3.468	1.053	Medium
7.	I am always assigned unhelpful work tasks	١	4.268	0.936	High
8.	Interfering with my personal life negatively affects my work performance	٨	3.312	1.104	Medium
9.	My work is always criticized by the management	١٠	3.236	1.111	Medium
10.	I am often ignored and excluded from doing business that falls within my purview	٩	3.302	1.154	Medium
Over All		٣.٣١			

It is clear from Table (4) the high level of the relative importance of administrative bullying from the point of view of the study sample members, where the general arithmetic means were (3.31) The arithmetic mean values of administrative bullying items ranged between (3.236 - 4.268), with relative importance between high and average. Where paragraph (8), states that "I am always assigned unhelpful work tasks" came in the first place, with an arithmetic average of (4.268) and of high relative importance, while paragraph (10) states that "My work is always criticized by the management "it came in the last place with an average of (3.236) and of medium relative importance.

Question No.2 what is the level of job satisfaction of secondary school teachers at the City of Jerusalem?

The "arithmetic mean", "standard deviation" and the overall index towards the questions answered in the sample below were extracted as follows:

Table (5) Arithmetic averages and standard deviations

for the field of "job satisfaction"

	Item	Rank	Mean	S. D	Relative Importance
1.	I feel satisfied with the tasks I do at work	1	2.732	1.020	Medium
2.	I am satisfied with the wages I receive	3	2.024	1.133	Low
3.	I am satisfied with the level of cooperation with my co-workers	4	1.736	0.920	Low
4.	I feel satisfied with the workload that I do	2	2.340	1.094	Low
	Over All	٢.٢٠٨			

It is clear from Table (5) the high level of the relative importance of job satisfaction from the point of view of the study sample members, where the

general arithmetic means were (2.20) The arithmetic mean values of job satisfaction items ranged between (2.732 – 1.736), with relative importance between low and average. Where paragraph (11), states that "I feel satisfied with the tasks I do at work" came in the first place, with an arithmetic average of (2.732) and of low relative importance, while paragraph (13) states that "I am satisfied with the level of cooperation with my co-workers "it came in the last place with an average of (1.736) and of low relative importance.

Question No.3 what is the level of organizational commitment of secondary school teachers at the City of Jerusalem?

The "arithmetic mean", "standard deviation" and the overall index towards the questions answered in the sample below were extracted as follows:

Table (6) Arithmetic averages and standard deviations for the field of "organizational commitment"

	Item	Rank	Mean	S. D	
1.	I feel that I am ready to make a great effort beyond what is expected in order to contribute to the success of this institution	1	3.036	0.950	Medium
2.	I talk to people I know about how unique this institution is as a place to work	6	2.568	1.009	Medium
3.	I accept any task entrusted to me, whatever it is, to ensure the continuity of my work in this institution	2	2.984	0.982	Medium
4.	The moral values I believe in are consistent with the values of this institution	3	2.912	0.953	Medium
5.	I am proud to tell others that I work for this institution	4	2.872	1.002	Medium

6.	This organization inspires me to give my best performance	7	2.420	1.058	Low
7.	I am willing to change positively in order to stay in this institution	5	2.724	1.010	Medium
	Over All		2.77		

It is clear from Table (6) the high level of the relative importance of organizational commitment from the point of view of the study sample members, where the general arithmetic means were (2.77) The arithmetic mean values of organizational commitment items ranged between (3.036 – 2.724), with relative importance between low and average. Where paragraph (15), states that "I feel that I am ready to make a great effort beyond what is expected in order to contribute to the success of this institution" came in the first place, with an arithmetic average of (3.036) of medium relative importance, while paragraph (20) states that "This organization inspires me to give my best performance "it came in the last place with an average of (2.724) and of low relative importance.

Comparing the dimensions of the study, the following table has been prepared:

Table (7) Descriptive statistics measures for the dimensions of the study as a whole

	Item	Mean	Rank	Relative importance
١	Administrative bullying	3.31	1	Low
٢	Job satisfaction	2.20	3	Low
3	Organizational commitment	2.77	2	Low
Overall		**2.76**		

Table (7) shows that the relative importance of the study variables was low, where the general arithmetic mean was (2.76), and the "administrative bullying

" dimension came in the first place with an arithmetic average of (3.31) in low relative importance, while the " Job satisfaction " dimension ranked second and last, with an arithmetic mean (2.20) with low relative importance.

Question No.4 what is the effect of administrative bullying behavior on job satisfaction and organizational commitment of secondary school teachers at the City of Jerusalem?

- To answer this question $H_0 1$ and $H_0 2$ have been formulated as the following:

$H_0 1$: There is no significant statistical effect of administrative bullying behavior on job satisfaction and organizational commitment of secondary school teachers in the Palestinian Authority at level of ($\alpha \leq 0.05$)

Table (8) hypothesis one testing

IV	DV	(F) value	Sig.	Statistics tests	(F) value	Sig.
Administrative bullying	job satisfaction	٠.١٩٤	٠.٠٠٢	Pillai's Trace	٠.٣٨٢	٠.٠٠٦
				Wilks' Lambda	٠.٣٨٢	٠.٠٠٦
				Hotelling's Trace	٠.٣٨٢	٠.٠٠٦
				Roy's Largest Root	٠.٣٨٢	٠.٠٠٦

The results of the table showed a significant effect at the level of significance ($\alpha = 0.05$) for administrative bullying in job satisfaction, where the value of (F = 0.194) at the level of significance (Sig F = 0.002), which is less than (0.05). The results of the statistical tests also indicated a significant effect, where the value of (F) for each of them was (0.382), and the level of significance (Sig F = 0.006), which is less than 0.05.

Accordingly, the first main null hypothesis is rejected, and the alternative hypothesis is accepted, which states that: **there is a significant statistical effect of administrative bullying behavior on job satisfaction and**

organizational commitment of secondary school teachers in the Palestinian Authority

$H_0$1: There is no significant statistical effect of administrative bullying behavior on organizational commitment of secondary school teachers in the Palestinian Authority at level of ($\alpha \leq 0.05$)

IV	DV	(F) value	Sig.	Statistics tests	(F) value	Sig.
Administrative bullying	organizational commitment	0.770	0.006	Pillai's Trace	٠.٣٨٢	0.006
				Wilks' Lambda	٠.٣٨٢	0.006
				Hotelling's Trace	٠.٣٨٢	0.006
				Roy's Largest Root	٠.٣٨٢	0.006

Table (9) hypothesis two testing

The results of Table showed a significant effect at the level of significance (α = 0.05) for the administrative bullying in organizational commitment, where the value of (F = 0.770) at the level of significance (Sig F = 0.006), which is less than (0.05). The results of the statistical tests also indicated a significant effect, where the value of (F) for each of them was (0.382), and the level of significance (Sig F = 0.006), which is less than 0.05. Accordingly, the first main null hypothesis is rejected, and the alternative hypothesis is accepted, which states that: There is a significant statistical effect of administrative bullying behavior on organizational commitment of secondary school teachers at the City of Jerusalem at level of ($\alpha \leq 0.05$).

Conclusion

The results showed that there is a significant statistical effect of administrative bullying behavior on organizational commitment of secondary school teachers in City of Jerusalem.

This result is agreed with the result of (Al-Ajmi and Al-Enezi study (2021) study showed that the degree of administrative bullying among primary school principals in the State of Kuwait from the point of view of school principals in it came to a medium degree in all fields, and supervision ranked first, then the field of guidance ranked second, then planning ranked third, then the field of organization in the last rank.

The results also showed that there were statistically significant differences in the estimates of the study sample according to the variables of educational qualification and gender in the field of administrative bullying, and the absence of statistically significant differences with the variable of experience within the field of administrative bullying and also with each of - Abdullah's study (2018) Chadwick, and Travaglia (2017) and Al-Obaidi study (2015) that all agreed that the administrative bullying has a negative effect on many range of work environment, and leading into a negative working behavior, bad organizational commitment and lack of job satisfaction.

Recommendations

In light of the results, the study recommends the following:

1. Encouraging workers to be creative and innovative and the need to enhance self-confidence, self-belief and accepting risks to implement remote work projects by holding specialized courses in this periodically.

2. Paying attention to employee satisfaction and encouraging managers to adopt modern leadership styles, especially the transformational style, by designing a

new compensation system to raise the level of wages and salaries for workers during remote work periods.

3. Activating the philosophy of participation and its mechanisms in presenting opinions and making decisions by mobilizing the support and support of the employees for the values and objectives of the ministry and increasing the creation of compatibility between superiors and subordinates for the goals they seek to achieve, which increases job satisfaction and organizational commitment.

4. Strengthening the sense of the importance of organizational commitment and its development in order to raise the level of organizational commitment.

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