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The Role of a Solid Personality in Alleviating Occupational Bullying an Analytical Study of the Perspectives of a Purposive Sample of Teachers at the University of Karbala, College of Administration and Economics

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Abstract: This research aimed to investigate the relationship between the independent variable, Solid Personality, with its dimensions (control, challenge, commitment), and the dependent variable, job bullying, with its dimensions (belittling, undermining work, verbal abuse). The core research question was: "What is the relationship between Solid Personality and job bullying among a purposive sample at the College of Management and Economics, University of Karbala?" The significance of this research was underscored by the insights obtained from a thorough survey and analysis of the opinions of the research sample, which comprised 185 teaching respondents. This sample included the dean, 2 teaching assistants, and 182 teaching staff members. To collect data, a structured questionnaire was developed, based on a five-point Likert scale. The study utilized both descriptive and analytical statistical methods. Descriptive methods included calculating the arithmetic mean and standard deviation, while analytical methods involved linear regression and correlation coefficients, employing the SPSS software. The most critical conclusions drawn from the study highlighted the significant impact of Solid Personality on job bullying within the organization under investigation. The findings revealed that certain personality traits could potentially reduce instances of job bullying, thereby contributing to a more positive and supportive work environment.

1. Introduction

A solid personality is considered a crucial element of human capital due to its significant role in the success of organizations and its ability to alleviate the phenomenon of job bullying. Job bullying, which includes behaviors such as belittling, undermining work, and verbal abuse, can severely impact the morale and productivity of employees. Therefore, understanding the factors that can mitigate such negative behaviors is essential for organizational well-being.

In this context, the primary hypothesis of this research was that a strong personality has a moral effect on reducing job bullying. Specifically, the research posited that individuals with solid personality traits—such as control, challenge, and commitment—are less likely to experience or perpetrate job bullying.

To investigate this hypothesis, the study employed a descriptive analytical approach. The research community comprised college teachers from the College of Management and Economics at the University of Karbala. A purposive sample of 185 respondents was

selected, representing the entire population of teaching staff, including the dean, two teaching assistants, and 182 teaching staff members.

Data were collected using a structured questionnaire based on a five-point Likert scale, designed to measure the dimensions of solid personality and job bullying. Descriptive statistical methods, such as the arithmetic mean and standard deviation, were used to summarize the data. Additionally, analytical statistical methods, including linear regression and correlation coefficients, were employed to explore the relationships between the variables using SPSS software.

The analysis revealed a strong and significant relationship between a solid personality and job bullying. Individuals with solid personality traits were found to be less susceptible to job bullying, indicating that fostering these traits can help create a more positive and supportive work environment.

Based on these findings, the research emphasized the importance of focusing on the development of solid personality traits within organizational members. Enhancing these traits can play a major role in the overall development and excellence of organizations by reducing job bullying and promoting a healthier workplace culture.

The structure of the research was organized into four main sections. The first section detailed the research methodology, outlining the approach and techniques used for data collection and analysis. The second section provided a comprehensive review of the literature related to the main research variables and their sub-dimensions, offering a theoretical framework for the study. The third section presented the results of the research analysis, highlighting the key findings and their implications. Finally, the fourth section discussed the conclusions drawn from the research and offered recommendations based on the statistical analysis.

2. Materials and Methods

The research deals with the problem, objectives, importance, research methodology, tools for collecting information, analysis, and statistical processing, as follows.

The problem:

The problem is revealed through a series of questions about the relationship between a Solid personality and job bullying. The more organizations possess such a personality, the more powerful and distinguished they are. To clarify the problem, we ask the following questions:

1. What is the influence relationship between a Solid personality and occupational bullying?
2. What is the correlation between a rigid personality and occupational bullying?
3. What are the expected results from this relationship?
4. To what extent do employees at the studied college understand the concept of a solid personality?

Objectives are manifested as follows:

1. Adding knowledge to the academic library.
2. Verifying the extent to which a solid personality affects the organization's performance.
3. Know the impact of occupational bullying.
4. Benefiting from research results to address the phenomenon of bullying.

The importance can be explained as follows:

1. Provide a conceptual and practical vision of the reality of the research variables (hard personality and occupational bullying).
2. The conclusions reached will support the researched organization in adopting the concept of solid personality.

3. The exceptional importance of the organization, in terms of the scientific knowledge required now and in the future for success, requires focusing on solid character and addressing the phenomenon of job bullying.

Hypothetical model:

An intellectual construct that represents the relationship between variables.
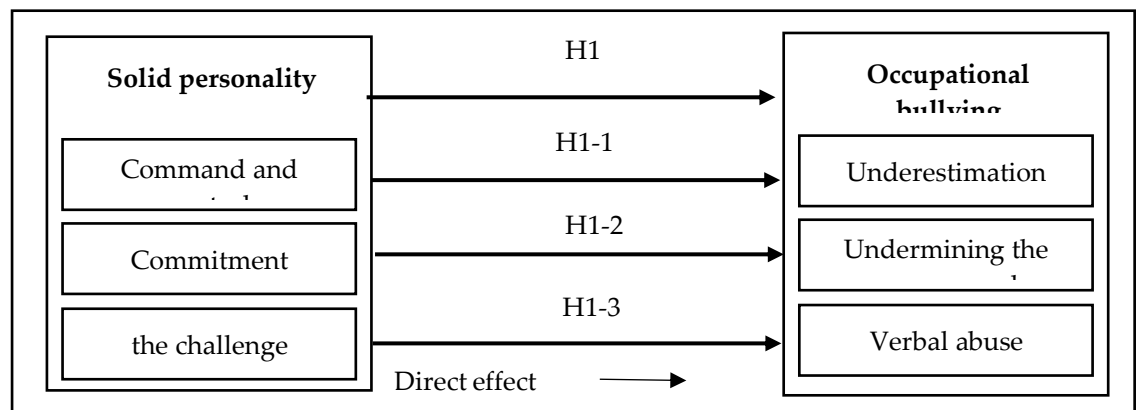
Figure 1. Hypothetical model of the study

Source: Prepared by the researcher based on scientific sources.

Research hypotheses.

Hypotheses Through the title, we can formulate hypotheses according to the following:

The main hypothesis (H1): There is (a significant) effect of the Solid personality and its dimensions in reducing occupational bullying, and a group of sub-hypotheses branch out from it.

H11	There is (a significant) effect of the dimension of control and control in reducing occupational bullying in the college studied.
H12	There is (a significant) effect of the commitment dimension in reducing occupational bullying in the college studied.
H13	There is (a significant) effect of the challenge dimension in reducing occupational bullying in the college studied.

Study population and sample

The appropriate choice of the place to apply the study and the studied community are among the basic aspects that achieve the accuracy and validity of the results, and in testing the study hypotheses. Therefore, the College of Administration and Economics/University of Karbala will be chosen to implement the study practically in the private sector and to test its hypotheses in a realistic Iraqi environment, which includes the College of Administration and Economics in The University of Karbala has an elite group of people with experience and competence in the fields of management and economics, making it a rich source of information and data related to research. Therefore, a purposive sample was selected from the college's teaching staff, represented by (185) teaching respondents, consisting of (the dean and (2) teaching assistants) and (185) teaching staff as a population, by adopting the questionnaire form prepared according to a five-point Likert scale, and a sample was obtained. The study was based on various characteristics, whether in terms of personal or professional characteristics, which were represented by (age, gender, educational qualification, years of service), as shown in the following table:

Table 1. Demographic data of the participants in the research

The Age	Repetition	The Ratio
25 - 30 years	34	%18.38
31 – 40 years	49	%26.49
From 41 - 50 years old	44	%23.78
A year and more	57	%30.81
The Total	184	100

Gender	Repetition	The ratio
Male	113	%61.08
feminine	72	%38.92
the total	185	100

Qualification	Repetition	The ratio
Master's	66	%36
Ph.D	119	%64
The Total	185	100

Years of Experience	Repetition	The ratio
Five years and less	22	%11.89
From 6 to 10 years	23	%12.43
From 11 to 15 years	56	%30.27
16 years to 20 years	39	%21.08
20 or more	45	%24.32
The Total	185	100

3. Results
Soiled personality
    a. Concept:

[1] Represent the individual who possesses the energy and ability to endure the various circumstances and challenges facing him with strength and complete control while adopting neutrality in implementation and great commitment to all instructions. [2] Indicated that it represents an ideal, balanced, and strong personality that adopts future focus, addresses its challenges in a real way, works with high confidence and great effort, and can make decisions and achieve goals.

    b. Importance:

[3] Pointed out that a solid personality contributes to avoiding and treating phenomena and problems that occur in the work environment by developing appropriate, quick, and efficient solutions. [1] Explained that it works to avoid external threats from new competitors and make decisions that contribute to

distinguishing organizations and maintaining this distinction, as well as quickly exploiting opportunities.

c. Dimensions:

The dimensions adopted by the researcher [4] are (control and control, challenge, and commitment), and we will discuss that as follows.

    i. Command and control.

[5] Indicated the ability that the individual possesses to confront negative phenomena in the work environment through the ability to analyze the causes of obstacles and difficulties and work to address them, in addition to the power of self-control and will, as these are among the standards that govern the individual's behavior. As [2] explained, this is the personality that has the ability and ability to analyze the reasons for the occurrence of emergency phenomena, as well as follow the behavior of workers to know the potential and competence that they possess and can benefit from, while identifying weak points with the aim of improving and developing them.

    ii. Challenge:

[3] Indicated that it represents the possibility and ability to face complex work conditions and the challenges that arise as a result of those conditions, address work pressures, and reconcile work life and personal life by controlling fatigue and psychological anxiety. [6] stated that the concept refers to adopting the principle of compatibility with work rules and not in the sense of intersection or confrontation with those rules. Therefore, it represents the optimal use of creativity, capabilities, and knowledge to achieve goals.

    iii. Commitment:

Explain [7] a characteristic of the individual that indicates interest and integration with the organization's culture with all enthusiasm and dedication, and that the challenges and situations that occur within the organization do not affect him, and this commitment stems from the compatibility of the individual's values and goals with the values and goals of the organization. [8] represents the desire to stay and continue working within the organization as a result of the support and motivation provided by management, whether the support relates to work requirements or the personal requirements and needs of the individual worker.

Occupational bullying

a. Concept

explained [9] is a type of negative behavior, abuse, and abuse in the field of bad supervision and unfair practices carried out by the boss or work group to another person, in addition to underestimating his value, importance, and job status, and it is considered Of repeated actions. [10] refers to the repeated ill-treatment towards a particular employee by his superiors or co-workers, which creates an unstable work environment that affects him intellectually, physically, and psychologically.

b. Importance:

[11] addressed importance through negative effects and creating a work environment in which tension prevails and threatens the individual working in the organization and the desire to leave work and feel exhausted, as well as damage to the organizational reputation in the long term, which requires attention and treatment. [12] pointed out the importance of targeting a very important segment of workers with high status and level, such as skilled, creative, and knowledgeable people, as well as affecting good relations,

friendly people, and collaborators. This targeting leads to severe bullying, which generates a desire to leave the organization, and here, those competencies are lost.

c. Dimensions:

[13] were adopted as follows: -

i. Disdain: [14] indicated that it represents an assault by the boss or direct supervisor on the employee in the form of humiliation, harm, and insult to him, whether this happens directly or indirectly through methods of dealing or belittling achievements and reducing the value of creativity, which has a significant impact. Negative on the employee's personality. To [15], it represents the process of reducing the level and importance of an individual worker through humiliation, harm, humiliation, and mistreatment while devaluing achievements, whether directly or indirectly.

ii. Undermining work: [13] explained the criticism that the individual worker faces directed at him by his boss because of his competence and his ability to reduce it, his great efforts, and the distribution of useless and useless tasks, and the goal is to exhaust them and not achieve their goals. [16] explained that it is negative behavior carried out by the direct supervisor or supervisor towards the employee by distributing work with unacceptable deadlines, which exposes them to a work burden as well as deprives them of training, development, and improving professional capabilities.

iii. Verbal abuse: Explain [17] aggressive vocal language in disrespectful terms that makes the individual feel anxious, threatened, afraid, uncomfortable, and think outside the scope of work, and the direct supervisor or work group commits the abuse. [18] has explained that it is the bad and harmful speech that an official makes toward his subordinates on an ongoing basis. It is public offensive behavior that uses offensive or indirect verbal words and the language of titles or names or threats and provocation.

4. Discussion

Coding the study scale, (normal) distribution, and stability of the scale

For easy handling of data in SPSS and Amos. Ver.26 Coding of the study scale, as shown in Table below.

Table 2. Coding of study variables, (normal) distribution, and stability of the scale

Variable	The dimension	Coding	Number of Items	Skewness	Kurtosis	Value (Crone Alpha)
Solid personality	Command and control	CO	5	-1.181-	.070	82.43%
	Commitment	X CM	5	-1.377-	.982	91.85%
	the challenge	CH	5	-1.265-	1.774	90.47%
Occupational bullying	Underestimation	UN	5	-1.518-	-.696-	86.23%
	Undermining the work	Y UM	5	-.887-	1.932	90.13%
	Verbal abuse	VE	5	-.722-	.499	94.24%

Background: Created by the researcher.

By analyzing the two research variables (hard personality and occupational bullying) and their dimensions, as shown in the table above, all data fell within a range of (±1.96), which indicates a normal distribution, which requires the use of parametric techniques for further statistical analysis.

Reliability of the scale is measured on a scale from 0 to 1, with higher values indicating greater reliability. To evaluate reliability, the Cronbach's alpha coefficient is often used, as values greater than 70% are considered acceptable in management and behavioral research and after testing, it was found that all measurements achieve satisfactory results individually and collectively, as shown in the table above.

The values of the Cronbach coefficient ranged between 78.4% and 93.4%, and this indicates that consistent results can be obtained when applying the tool to the same sample and at different times, taking into account the study variables and dimensions.

Descriptive statistics / describing, diagnosing, and analyzing the data of the study variables

In this part of the analysis, we seek to identify the reality of the study variables by studying the dimensions of each variable from the opinions of a selective sample of teachers from the College of Administration and Economics/University of Karbala (185) respondents, where the level of response to the opinions of the sample studied will be determined according to their answers based on a five-point Likert scale on In light of sample answers to questionnaire questions.

The table presented below illustrates the measured arithmetic mean range of the respondents' answers.

Table 3. Weighted mean and intensity of reaction

Weights		Answer direction	Answer scale	Weighted average	
84.2%	100%	I strongly agree	very good	-4.21	5
68.2%	84%	I agree	good	-3.41	4
%52.2	68%	Neutral	middle	-2.61	3
36.2%	52%	I do not agree	weak	-1.81	2
20%	36%	I strongly disagree	Very weak	1-	1

The dimensions and dimensions were compared on the basis of obtaining the lowest coefficient of variation and the highest level of relative importance, as it indicates high consistency/high responsiveness, The primary dimensions and factors were assessed to determine the amount of availability, practice, interest, and homogeneity among the professors being investigated.
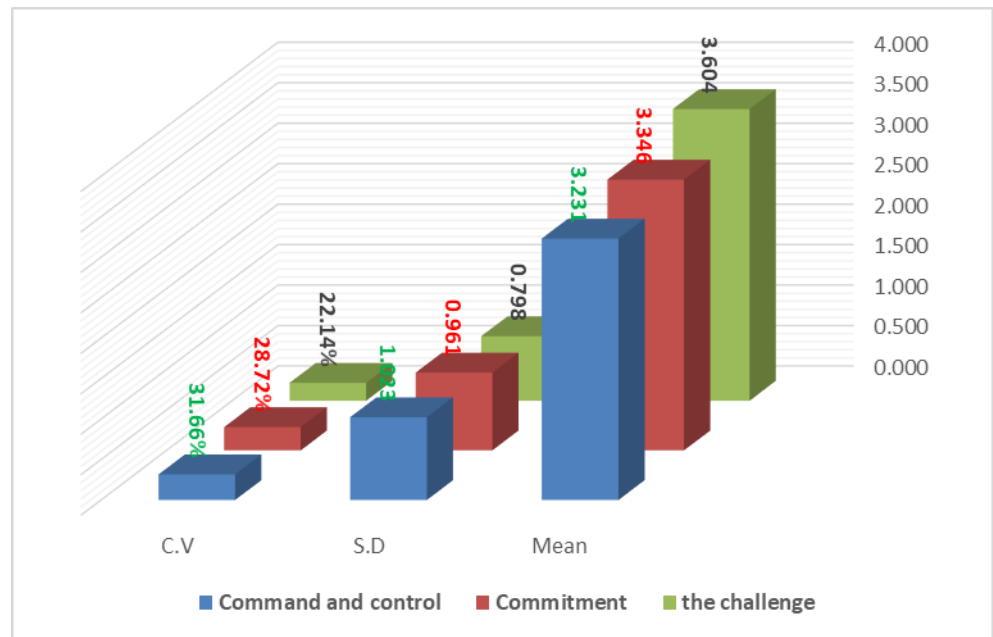
Solid personality

The table and figure provided summarize the results of the solid personality variable. It is evident that the variable has an overall mean of 3.394 with a variance of 0.927. where it achieved a coefficient of variation of (27.33%) and an agreement rate that reached (67.87%). The results indicate that the level of The perception of a solid personality was average in the college studied, as the perception by employees that the instructions provided by the leaders are consistent with the public's values, the orders issued by the organization's leaders are consistent with the system of instructions, and the support and motivation from the official to work to complete the work despite the existing challenges. In addition, the workers can control difficult and complex work and possess the skill and experience to complete the work according to the scheduled time at an average level. As for the dimensional level, the results showed the following:

a. It achieved the lowest mean on the (control and control) dimension, as it reached (3.231) with a deviation of (1.023). The lowest relative agreement amounted to (64.62%), as the highest coefficient of variation was recorded for it (31.66%), as it occupied the (third) level in terms of the order of importance.

b. It achieved a mean on the (commitment) dimension, reaching (3.346) with a deviation of (0.961), and a relative agreement of (66.92%), as its coefficient of

variation was recorded at (28.72%), as it occupied the (second) level in terms of the order of importance.

c. The Challenge dimension ranked first with the highest average, reaching (3.604) with a deviation of (0.798), and the highest relative agreement, reaching (72.08%), as it recorded its lowest coefficient of variation (22.14%).

Figure 2. Statistical description of the solid personality variable and its dimensions

Table 4. Summary of descriptive indicators of the solid personality variable and its dimensions

	Elements of a Solid personality	Mean	S.D	Agreement rate	C.V	NO.
1	Command and control	3.231	1.023	64.62%	31.66%	3
3	Commitment	3.346	0.961	66.92%	28.72%	2
4	the challenge	3.604	0.798	72.08%	22.14%	1
	Solid personality	3.394	0.927	67.87%	27.33%	

The examiner utilized the statistical application SPSS version 27.

Occupational bullying

The table and figure provided summarize the data regarding occupational bullying. It is evident that the total mean for this variable is 2.370, with a variance of 0.927. and an agreement rate of (47.39%), as it achieved a coefficient of variation for it (39.13%). The results indicate that there are some negative behaviors at a low level in the studied college. The studied college must reconsider limiting these activities and behaviors of job bullying by its direct officials towards subordinates, which are related to working to intimidate and intimidate them and work to reduce the level of their contributions and achievements and assign them incapable work. To fail them as distinguished and hold them accountable for their error in work. As for the dimensional level, the results showed the following:

a. It achieved the highest mean on the (underestimation) dimension, reaching (2.344) with a deviation of (1.002), and the highest percentage of agreement (46.88%), as the highest coefficient of variation was recorded for it (42.75%), as it occupied the (second) level in terms of order of importance.

b. The dimension of "undermining work" ranked first, with a mean of (2.543) with a deviation of (0.775), and with the lowest relative agreement of (50.86%), as its coefficient of variation recorded (30.48%).

2. The dimension of verbal abuse was ranked third, with a mean of (2.222) with a deviation of (1.005), and the lowest relative agreement of (44.44%), as its coefficient of variation was recorded (45.21%).
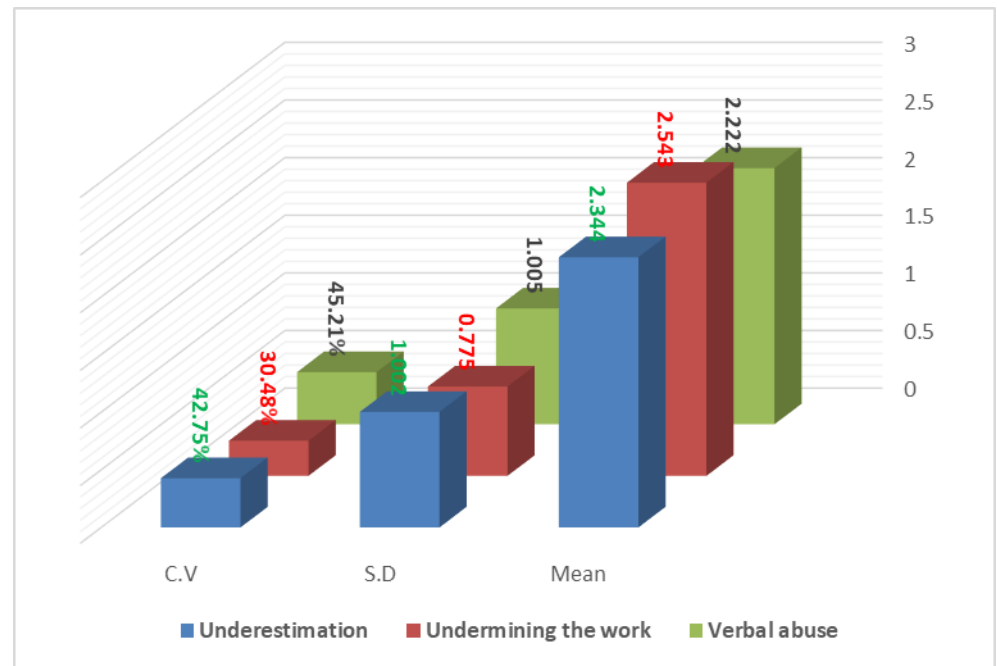
Figure 3. Statistical description of the job bullying variable and its dimensions

Table 5. Summary of descriptive indicators for the dimensions of the job bullying variable

	Occupational bullying elements	Mean	S.D	Agreement rate	C.V	NO.
1	Underestimation	2.344	1.002	46.88%	42.75%	2
2	Undermining the work	2.543	0.775	50.86%	30.48%	1
	Verbal abuse	2.222	1.005	44.44%	45.21%	3
	Occupational bullying	2.370	0.927	47.39%	39.13%	

The examiner utilized the statistical application SPSS version 27.

Confirmatory factor analysis of the research variables to verify the structural validity of the research scale with its variables, dimensions, and paragraphs

Structural equation modeling (confirmatory factor analysis method) will be used to verify this using the Amos. V program. 24). Through this procedure, the researcher aims to verify two issues: the dimensions express the variable, and its items are fair and statistically acceptable. Secondly, the data collected from the sample conforms to the hypothesized structural model of the measurement. The verification process is carried out through criteria that exceed or equal the saturation percentage of paragraphs to (0.40), in addition to the requirements for quality of conformity according to the following table:

Table 6. Indicators and rule of goodness of fit for structural modeling equation

	Indicators	Match quality rule
-1	The ratio between the values of X2 and the degrees of freedom df	Less than or equal to 3
-2	Goodness of Fit Index (GFI)	Greater than or equal to 0.90
3-	Comparative Fit Index (CFI)	Greater than or equal to 0.95

4-	Root Mean Square Error of Approximation (RMSEA)	Less than 0.05 or 0.08

Source: Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2017) "A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)," 2nd Ed. Thousand Oaks, CA: Sage, p.289.

The figure below shows that all items of the research variables (Solid personality, Occupational bullying) exceeded their saturations (0.40), which means that they are statistically valid, in addition to that the criteria for the quality of fit for the structural model were higher than the standards. This shows that the research variables are multi-dimensional and that the data collected from the sample are homogeneous with the assumed structural structure of the research variables, each variable separately. This confirms that the data drawn from the research sample conforms to the measurement model represented here by measuring each variable's research variables separately.

Table 7. Confirmatory factor analysis of study variables

Items	path	The dimension	Estimate	S.E.	C.R.	P
		Confirmatory factor analysis of Solid personality				
CO1	<---		.752	.084	11.351	***
CO2	<---		.841	.077	13.256	***
CO3	<---	Command and control	.870	.080	13.902	***
CO4	<---		.791	.081	12.160	***
CO5	<---		.812			
CM1	<---		.668	.076	10.241	***
CM2	<---		.801	.070	13.444	***
CM3	<---	Commitment	.810	.068	13.709	***
CM4	<---		.860	.072	15.197	***
CM5	<---		.803			
CH1	<---		.837	.084	13.175	***
CH2	<---		.876	.082	14.048	***
CH3	<---	the challenge	.831	.075	13.047	***
CH4	<---		.803	.088	12.432	***
CH5	<---		.794			
		Confirmatory factor analysis of Occupational bullying				
UN1	<---		.850			
UN2	<---		.830	.063	14.451	***
UN3	<---	Underestimation	.871	.064	15.719	***
UN4	<---		.821	.066	14.174	***
UN5	<---		.776	.072	12.915	***
UM1	<---		.809			
UM2	<---		.870	.067	15.888	***
UM3	<---	Undermining the work	.822	.076	14.310	***
UM4	<---		.788	.074	13.337	***
UM5	<---		.764	.077	12.668	***
VE1	<---		.792			
VE2	<---		.827	.076	12.696	***
VE3	<---	Verbal abuse	.808	.077	12.302	***
VE4	<---		.748	.079	11.122	***
VE5	<---		.850	.075	13.165	***

Testing and analyzing the study hypotheses

In this part of the analysis, we will discuss the most widely used and most common regression method among many researchers, which is linear regression analysis. Linear regression is divided according to the number of independent variables into two parts:

a. Simple linear regression means that the model contains only one independent variable and only one dependent variable.

b. Multiple linear regression means that the regression model analysis contains more than one independent variable with only one dependent variable.

The structural equation modeling method will also be used to calculate the direct effects between the variables and dimensions of the study based on the AMOS program.25

First: Testing the hypotheses between the Solid personality and its dimensions in reducing occupational bullying

The main hypothesis (first)

There is (a significant) effect of the Solid personality and its dimensions in reducing occupational bullying.

The table and figure below show the results of inferential statistics between a solid personality in reducing job bullying, as is evident from the extracted (F) value of (41.245). It is (larger) than the tabulated (F) of (3.91). This result indicates acceptance of the hypothesis, i.e. (There is (a significant) effect between the Solid personality in reducing job bullying), as the value of (R^2) indicates that the Solid personality was able to explain (59%) of the variables that occur in reducing job bullying, in addition to the achieved significance (0.000), which is less than (5%), and this indicates that increasing the Solid personality by one unit will lead to reducing or reducing job bullying by (177%), and this means that the increase in workers' awareness of solid personal behaviors is represented by their ability to confront the policies issued by the wrong official, and their possession of the ability to control simple and complex work, and their completion of their work with a commitment to high efficiency, and their possession of the skill and experience to complete the work according to the scheduled time, and their effort. Great for getting work done leads to reducing bullying at work.

Table 8. Estimates for the effect of a solid personality in reducing occupational bullying)

Path			Standard estimate	Standard error	Critical value	(F) Extracted	R^2	Sig.
Solid personality	→	Occupational bullying	-0.771	0.081	13.319	41.245	59%	0.000
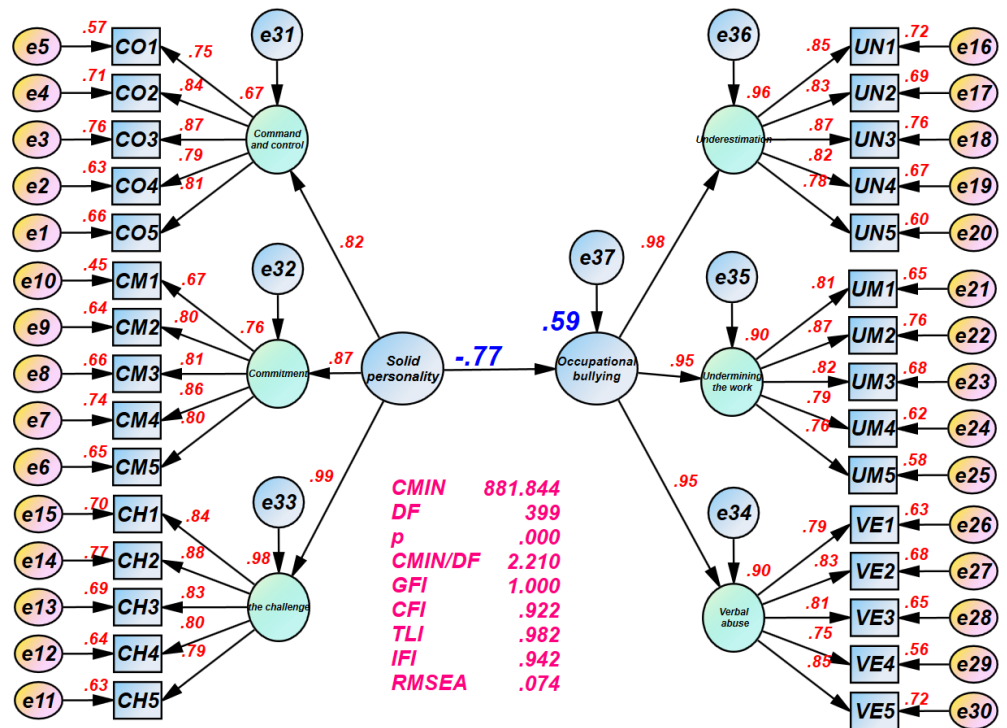
Figure 4. Analysis of the effect of the Solid personality in reducing occupational bullying

Source: "AMOS .25 Program

Testing the sub-hypotheses of solid personality dimensions in reducing job bullying using simple linear regression, as follows:

a. The F value extracted between the solid personality dimensions in reducing occupational bullying achieved (33.907, 32.109, 41.176), respectively. It is greater than the tabulated (F) value of (3.91). Accordingly, the decision to test the sub-hypotheses of the Solid personality dimensions in reducing job bullying is shown in the table below.

Table 9. Sub-hypotheses of the effect between the dimensions of solid personality in reducing occupational bullying

Hypothesis symbol	Hypothesis	the decision
H1-1	There is (a significant) effect of the control dimension in reducing job bullying.	Acceptance
H1-2	There is (a significant) effect of the commitment dimension in reducing job bullying.	Acceptance
H1-3	There is (a significant) effect of the challenge dimension in reducing occupational bullying.	Acceptance

Source: Compiled by the researcher using the findings

a. Correlation values (R) were recorded between the dimensions of the hard personality and the variable of functional bullying and adulthood (0.680 - 0.794 - 0.756), respectively. The results indicate that there is an inverse correlation relationship in general between the dimensions of the hard personality and the variable of occupational bullying, as the results showed that The highest correlation value was between the (commitment) dimension and the job bullying variable, reaching (-0.794), while the lowest correlation value was between the (control and control) dimension and the job bullying variable, reaching (-0.680).

b. The values (²R) were recorded at 46.3%, 63.1%, and 57.2%, respectively. This suggests that there is a discrepancy in the interpretation of the solid personality dimensions of the job bullying variable. It has been determined that the (commitment) dimension accounted for the highest explanatory percentage, explaining 63.1% of the variables in the job bullying variable. Conversely, the (control and control) dimension accounted for the least explanatory percentage, explaining 46.3% of the variables in the job bullying variable.

c. The value of (t) extracted for (β) among the dimensions of firm personality in reducing occupational bullying was (-13.431, -18.321, -22.119), respectively. This suggests that the effect (β) of the stable personality dimensions is both real and effective, as it exceeds the tabular (t) value of (-1.763) at the significance level (0.05). The significance of the effect for the dimensions in general has been established.

d. The value of (β) for all dimensions, which is (0.682, -0.714, -0.745, respectively), is evident. This value indicates that the influencing power of the Solid personality dimensions in the functional bullying variable varies. The (challenge) dimension has the highest influencing power, as increasing this dimension by one unit will result in a reduction of the job bullying variable by (-0.745). It is also evident that the dimension (control and control) was the least effective strength, as a one-unit increase in this dimension will result in a reduction of the job abuse variable by (0.682).

Table 10. Analysis of the effect of solid personality dimensions in reducing occupational bullying

Indicator	Elements of a Solid personality			Dp.v
	Command and control	Commitment	the challenge	
)α(	0.076	0.071	.0470	
(β)	0.682-	0.714-	0.745-	
)R(	0.680-	0.794-	0.756-	
)R2(	46.3%	63.1%	57.2%	
Adj)R2(	48.1%	65.4%	63.2%	
(F)	33.907	32.109	41.176	Occupational bullying
(t)	-13.431	-18.321	-22.119	
P	0.000	0.000	0.000	
(F) Tabular	3.91			
(t) Tabular	-1.763			
Sample volume	185			
the decision	Accept the alternative hypothesis	Accept the alternative hypothesis	Accept the alternative hypothesis	

Source: "SPSS .V.25"

5. Conclusion

This paragraph summarizes the most important conclusions reached by the researcher, which were the following:

1. The perception of Solid personality behaviors was average, as most of the respondents' answers to most of the items were neutral. This indicates a weak perception of the Solid personality of the employees in the college studied.

2. Weak availability of occupational bullying behaviors in the college studied, as most of the study sample's answers were neutral to disagree, and this gives a negative indicator.

3. It is clear from the analysis of the effect relationships between Solid personality and job bullying that it was high, inverse, and significant. This indicates that the more the Solid personality behaviors of the employees in the college studied are recognized, the more this leads to a reduction in job bullying.

4. It is clear from the analysis of the impact relationships between the behaviors of control and control in the personality of the employees and job bullying that it was high, inverse, and significant. This indicates that the more control and control is realized in the personality of the employees in the college studied, the more this leads to a reduction in job bullying.

5. It is clear from the analysis of the relationships that the effect between commitment behaviors in the employees' personality was high, inverse, and significant. This indicates that the more commitment behaviors were realized in the employees' personalities in the college studied, the more this led to a reduction in job bullying.

6. It is clear from the analysis of the impact relationships between challenging behaviors and the personality of employees and job bullying that it was high, inverse, and significant. This indicates that the more the challenge and personality of employees in the studied college is perceived, the more this leads to a reduction in job bullying.

7. The research addressed important variables, as a solid personality enables the individual to endure and challenge all obstacles facing work.

8. The logical connection between the variables as a solid personality can control emotions, discipline oneself, and reduce the negative phenomena of job bullying.

9. The research showed that the majority of the sample members had perceptions to understand the research variables, which contributed to achieving the goals.

10. The practical aspect shows that there is a negative and inverse correlation between the research variables.

11. There is a causal relationship between a strong personality and occupational bullying. The stronger and more competent the strong personality is, the more factors in the presence of occupational bullying are controlled.

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