

# Workplace Bullying and Job Satisfaction among Teacher in Gombak District: A Descriptive Analysis

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## ABSTRACT

This study describes the mean level of workplace bullying and job satisfaction among secondary school teachers in the Gombak District, Selangor. A quantitative descriptive research design was employed, and data were collected from 261 teachers using a structured questionnaire. The instrument measured teachers' experiences of workplace bullying and their level of job satisfaction across several dimensions of school life. Data were analyzed using descriptive statistics, particularly mean scores and level classification. The findings indicate that workplace bullying among teachers was at a low level, with all bullying items recording mean scores within the low category. The highest bullying item was "Having allegations made against you" (M = 2.15), followed by "Spreading of gossip and rumors about you" (M = 2.13) and "Being exposed to an unmanageable workload" (M = 2.11). In contrast, job satisfaction was generally at a high level, with many items recording mean scores in the high category. The highest job satisfaction item was "Working conditions in my school can be improved" (M = 4.23), followed by "I get along well with my colleagues" (M = 4.21) and "My immediate supervisor offers suggestions to improve my teaching" (M = 4.20). Overall, the findings show that teachers in the Gombak District reported low exposure to workplace bullying and high levels of job satisfaction. These findings suggest that the school environment is generally supportive, although some negative workplace behaviors still require attention from school administrators and policymakers.

**Keywords:** workplace bullying, job satisfaction, secondary school teachers, descriptive analysis, Gombak District

## INTRODUCTION

Teachers play a vital role in ensuring the effectiveness of the educational system because they contribute directly to students' academic development, personal growth, and overall school performance (Ahmad & Omar, 2024; Zembylas & Papanastasiou, 2004). In carrying out these responsibilities, teachers require a supportive and healthy work environment that promotes both professional effectiveness and psychological well-being (Spector, 2022; Ryff & Singer, 2021). One of the key indicators of a positive school environment is job satisfaction, which reflects teachers' feelings, attitudes, and overall evaluation of their profession and workplace experiences (Locke, 1976; Spector, 1997). High job satisfaction among teachers is often associated with stronger motivation, greater organizational commitment, improved instructional performance, and a lower tendency to leave the profession (Rahman et al., 2020; Chong et al., 2021). Conversely, low job satisfaction may weaken morale, reduce engagement, and negatively affect teachers' performance and emotional well-being (Buitendach & De Witte, 2005; Hashim & Yunus, 2022).

In recent years, workplace bullying has emerged as an important organizational issue that may threaten the well-being and professional functioning of employees across many sectors, including education (Einarsen et al., 2020; Nielsen & Einarsen, 2018). Workplace bullying generally refers to repeated exposure to negative acts such as humiliation, intimidation, exclusion, persistent criticism, verbal hostility, and work-related mistreatment directed at an individual who may find it difficult to defend himself or herself effectively (Einarsen et al., 2009; Salin, 2003). Within school settings, workplace bullying may originate from administrators, colleagues, students,

or other stakeholders and may occur in both direct and subtle forms (Shamsudin & Rahmat, 2020; Ismail & Mahmood, 2023). Such behaviors may include ignoring teachers' opinions, spreading rumors, assigning unreasonable workloads, excessive monitoring, or undermining professional dignity in ways that gradually affect teachers' emotional stability and sense of belonging at work (Ng et al., 2021; Lee et al., 2022).

The issue of workplace bullying in schools deserves attention because the teaching profession is already characterized by substantial emotional demands, administrative responsibilities, and performance expectations (Leiter & Maslach, 2020; Yusuf et al., 2023). When teachers are exposed to negative workplace behaviors, the effects may extend beyond temporary discomfort and may influence their satisfaction with the profession, their commitment to the institution, and their long-term willingness to remain in teaching (Ahmad et al., 2023; Jabeen et al., 2023). Previous studies have shown that workplace bullying is linked to stress, emotional exhaustion, reduced well-being, and lower levels of job satisfaction among teachers and other employees (Turan & Koçak, 2021; Wu et al., 2022). In addition, organizational conditions such as weak leadership, poor communication, and inadequate reporting mechanisms may allow bullying behaviors to persist and become normalized within the workplace culture (Salin & Hoel, 2020; Tan & Abdullah, 2023).

At the same time, job satisfaction among teachers is influenced by multiple aspects of school life, including supervisory support, collegial relationships, recognition, career advancement opportunities, and working conditions (Ali & Jamal, 2020; Ahmad & Omar, 2024). A school environment that promotes mutual respect, collaboration, and administrative support is more likely to sustain teachers' motivation and positive professional attitudes (Chong et al., 2021; Lee et al., 2024). In contrast, a hostile or unsupportive work environment may undermine teachers' enthusiasm and reduce their overall satisfaction with their work roles (Ahmad & Omar, 2021; Simons & McLean, 2022). For this reason, examining teachers' experiences of workplace bullying alongside their level of job satisfaction is important in understanding the overall quality of the school workplace (Salin & Notelaers, 2020; Kauppi et al., 2022).

Although previous research has discussed bullying and job satisfaction in educational contexts, descriptive evidence focusing on the mean level of these constructs among secondary school teachers in specific local districts remains valuable (Ismail et al., 2022; Lee et al., 2022). In the context of the Gombak District, such analysis can provide a clearer picture of teachers' workplace experiences and reveal whether bullying is perceived at a low, moderate, or high level, as well as whether job satisfaction remains favorable overall (Rahman et al., 2020; Hashim & Yunus, 2022). Therefore, this study was conducted to describe the mean level of workplace bullying and job satisfaction among secondary school teachers in the Gombak District. The findings are expected to provide useful input for school administrators and policymakers in strengthening a safe, respectful, and supportive work environment for teachers (Ministry of Education Malaysia, 2023; Tan & Abdullah, 2023).

## Research Objective

This study aims to describe the mean level of workplace bullying and job satisfaction among secondary school teachers in the Gombak District, Selangor. Specifically, this study seeks:

RO<sup>1</sup> : To identify the mean level of workplace bullying among secondary school teachers in the Gombak District?

RO<sup>2</sup> : To identify the mean level of job satisfaction among secondary school teachers in the Gombak District.

## LITERATURE REVIEW

Workplace bullying has increasingly been acknowledged as a significant issue within educational institutions because it affects teachers' professional experiences, emotional well-being, and workplace functioning. It generally refers to repeated exposure to harmful behaviors such as verbal abuse, humiliation, social exclusion, intimidation, and work-related mistreatment directed toward an employee over a period of time (Salin & Notelaers, 2020). In school settings, bullying may arise from various sources, including colleagues, administrators, students, or parents, and it often occurs in subtle forms such as excessive criticism, isolation, and

unfair workload distribution (Shamsudin & Rahmat, 2020). These forms of mistreatment may not always be openly reported, yet they can still shape teachers' perceptions of the school climate and their daily work experiences.

Previous studies have shown that workplace bullying in schools is closely associated with power imbalances, weak conflict management, and demanding work environments. Ahmad et al. (2023) reported that workplace bullying exists in Malaysian secondary schools, although it is often underreported due to fear, stigma, or the normalization of negative workplace behavior. Similarly, Ismail et al. (2022) found that teachers may experience psychological bullying in the form of blame, exclusion from decision-making, and repeated negative treatment, all of which can affect their emotional well-being and job performance. In addition, Tan and Abdullah (2023) noted that inadequate administrative support and unclear reporting procedures may allow bullying behaviors to persist within schools. Lee et al. (2024) further emphasized that workplace bullying should be understood not merely as an interpersonal problem, but as an organizational issue that may influence school culture, teacher retention, and even student outcomes. These findings indicate that workplace bullying remains an important construct to be examined in the school context, particularly at the district level.

Job satisfaction, on the other hand, refers to the positive emotional reaction individuals have toward their job roles and working conditions. In the teaching profession, job satisfaction is especially important because teachers are required to manage emotional, instructional, and professional demands simultaneously (Ahmad & Omar, 2021). Teachers who experience higher levels of job satisfaction are generally more committed to their work, more motivated in carrying out their responsibilities, and more effective in their teaching practices. As such, job satisfaction is often regarded as an important indicator of teacher well-being and school effectiveness.

Research has consistently shown that teachers' job satisfaction is influenced by several organizational and interpersonal factors. Ali and Jamal (2020) highlighted that leadership support, work-life balance, recognition, and opportunities for professional development are among the key contributors to higher job satisfaction. In contrast, heavy workloads, lack of appreciation, and weak communication may reduce satisfaction and contribute to emotional exhaustion among teachers (Ismail et al., 2022). Lee et al. (2024) also found that supportive school cultures and collaborative leadership practices enhance teachers' sense of fulfillment in their profession. Moreover, Tan and Abdullah (2023) reported that wellness initiatives and mental health support programs may further strengthen job satisfaction among teachers. These findings suggest that job satisfaction is shaped by multiple dimensions of the school environment, including leadership quality, collegial support, and the overall organizational climate.

The literature also indicates that workplace bullying and job satisfaction are closely connected. Studies have shown that repeated mistreatment in the workplace may reduce teachers' motivation, commitment, and emotional well-being. Jung and Yoon (2021), for example, found that persistent bullying negatively affects teachers' engagement and satisfaction with their work. Similarly, Ahmad and Jantan (2022) reported that teachers who experienced emotional bullying were more likely to express dissatisfaction and intention to leave the profession. Turan and Koçak (2021) further demonstrated that bullying is associated with psychological distress, absenteeism, and a weakened professional identity. Shamsudin and Rahmat (2020) also observed that younger and less experienced teachers may be more vulnerable to bullying, which may in turn lower their level of job satisfaction.

Although previous studies have examined workplace bullying and job satisfaction in educational contexts, limited attention has been given to describing the mean level of these constructs among secondary school teachers in specific districts such as Gombak. For the present study, examining workplace bullying and job satisfaction descriptively is important because it provides an overall picture of teachers' workplace experiences and perceptions of their profession. By focusing on the mean level of both constructs, this study offers useful insight into whether workplace bullying is experienced at a low, moderate, or high level and whether teachers' job satisfaction remains favorable in the local school context. Such findings may help school administrators and policymakers strengthen efforts to maintain a respectful, supportive, and healthy work environment for teachers.

## METHODOLOGY

This study employed a quantitative descriptive design to identify the mean level of workplace bullying and job satisfaction among secondary school teachers in the Gombak District, Selangor. Data were collected using a structured questionnaire.

The questionnaire consisted of three sections: demographic information, workplace bullying, and job satisfaction. Workplace bullying was measured using 22 items adapted from the Negative Acts Questionnaire-Revised (NAQ-R) by Einarsen et al. (2009). Job satisfaction was measured using 30 items adapted from established teacher job satisfaction instruments. All items were rated on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

The reliability of the instrument was tested using Cronbach’s Alpha in IBM SPSS Statistics Version 31. The reliability value for workplace bullying was 0.983, while job satisfaction recorded 0.914. The overall reliability value was 0.970, indicating excellent internal consistency.

This study used convenience sampling. The respondents were full-time secondary school teachers currently teaching in the Gombak District. Although the teacher population in the district was estimated at approximately 2,210, a total of 261 teachers participated in this study.

The questionnaire was distributed online through Google Forms via WhatsApp and other digital platforms. Respondents were informed about the purpose of the study and assured of the confidentiality of their responses.

The collected data were analyzed using descriptive statistics, namely frequency, mean, and standard deviation. Mean scores were interpreted using three levels: low (1.00–2.33), moderate (2.34–3.66), and high (3.67–5.00). This analysis was used to determine the mean level of workplace bullying and job satisfaction among the respondents.

Table 1 Level of Category by Mean Value

Level	Mean Value
Low	1 - 2.33
Moderate	2.34 - 3.66
High	3.67 - 5.00

## FINDINGS

Table 2 Workplace Bullying Questionnaire

No.	Questions	Mean	Level
1	Withholding work-related information	1.93	Low
2	Tasks below level of competence	1.98	Low
3	Opinions ignored	2.03	Low
4	Unreasonable deadlines	1.84	Low
5	Excessive work monitoring	2.00	Low
6	Pressure not to claim entitlements	1.86	Low

7	Unmanageable workload	2.11	Low
8	Humiliation or ridicule at work	1.88	Low
9	Key responsibilities removed	1.93	Low
10	Gossip and rumors	2.13	Low
11	Being ignored or excluded	1.94	Low
12	Insulting or offensive remarks	1.89	Low
13	Hints to quit the job	1.95	Low
14	Repeated reminders of mistakes	1.95	Low
15	Hostile reaction when approached	1.93	Low
16	Persistent criticism of errors	2.05	Low
17	Practical jokes by disliked colleagues	1.84	Low
18	Allegations made against you	2.15	Low
19	Excessive teasing and sarcasm	2.11	Low
20	Shouting or spontaneous anger	1.95	Low
21	Intimidating behaviour	1.94	Low
22	Threats or physical abuse	1.93	Low

Note. Item labels are presented in shortened form for reporting purposes, while preserving the original meaning of the adapted instruments.

The descriptive findings presented in Table 2 indicate that workplace bullying among secondary school teachers in the Gombak District was generally reported at a low level. All 22 items recorded mean values within the low category, ranging from 1.84 to 2.15, which suggests that the respondents did not frequently experience bullying behaviours in their workplace. From a descriptive perspective, this pattern reflects a relatively controlled and professionally manageable school environment, in which severe and overt forms of workplace mistreatment were not perceived as widespread among the teachers.

Nevertheless, a closer examination of the item-level means reveals an important nuance. Although all items remained within the low category, several behaviours recorded relatively higher mean scores than others. The highest mean was reported for “Having allegations made against you” ( $M = 2.15$ ), followed by “Spreading of gossip and rumors about you” ( $M = 2.13$ ), “Being exposed to an unmanageable workload” ( $M = 2.11$ ), and “Being the subject of excessive teasing and sarcasm” ( $M = 2.11$ ). These findings are noteworthy because they suggest that the more commonly perceived forms of bullying were not physical or openly aggressive acts, but rather indirect and relational forms of negative treatment. This pattern implies that bullying, when present, may manifest in subtle interpersonal behaviours such as reputational harm, verbal negativity, and workload-related pressure rather than direct confrontation.

This finding is significant because subtle and indirect forms of workplace bullying are often more difficult to detect, report, and address within educational institutions. Behaviours such as gossip, allegations, sarcasm, and persistent interpersonal negativity may be normalized as part of workplace culture, even though their cumulative

effect can still undermine teachers’ emotional well-being and professional confidence. In this regard, the low overall mean should not lead to the assumption that workplace bullying is entirely absent; rather, it indicates that bullying is present at a mild level and may operate through less visible but still potentially harmful mechanisms. From an organizational perspective, this suggests the need for school leaders to remain attentive to informal patterns of staff interaction, communication climate, and workload management.

In addition, several items associated with professional disregard and interpersonal invalidation also recorded relatively elevated mean scores compared to the rest of the table. For example, “Persistent criticism of your errors or mistakes” (M = 2.05) and “Having your opinions ignored” (M = 2.03) may reflect experiences in which teachers feel undervalued or insufficiently respected in their professional roles. Although these items also fall within the low category, they are analytically important because they point to forms of workplace behaviour that may gradually affect morale, collegial trust, and professional engagement if repeated over time. Thus, the findings suggest that while overt bullying may be limited, elements of psychological and relational strain may still exist within the school setting.

By contrast, the lowest mean scores were recorded for “Being given tasks with unreasonable deadlines” (M = 1.84) and “Practical jokes carried out by people you do not get along with” (M = 1.84), followed by “Pressure not to claim something to which by right you are entitled” (M = 1.86) and “Being humiliated or ridiculed in connection with your work” (M = 1.88). These lower scores indicate that more explicit, confrontational, or overtly inappropriate forms of bullying were less frequently experienced by the respondents. This strengthens the interpretation that the workplace bullying identified in this study tends to be more indirect than direct, and more relational than physically intimidating.

Overall, the findings suggest that workplace bullying was not a dominant feature of the respondents’ working environment, as reflected by the consistently low mean scores across all items. However, the descriptive pattern also highlights that certain negative behaviours, particularly those related to allegations, rumours, sarcasm, excessive workload, and criticism, were relatively more salient than others. Therefore, the results should be interpreted with caution. A low mean level does not necessarily imply that the issue is negligible; rather, it may indicate that workplace bullying exists in less severe but still meaningful forms. For this reason, school administrators should not only focus on preventing serious misconduct, but also pay attention to subtle relational tensions and communication practices that may affect teachers’ psychological comfort and professional well-being over time.

Table 3 Job Satisfaction Questionnaire

No.	Questions	Mean	Level
1	Opportunity for professional advancement	4.02	High
2	Adequacy of teacher income	4.18	High
3	Opportunity to use various skills	3.83	High
4	Income insufficient for desired living	1.92	Low
5	Supervisor creates conflict among teachers	1.97	Low
6	Lack of recognition as a good teacher	2.00	Low
7	Teaching as routine work	1.94	Low
8	Limited progress in current position	1.84	Low
9	School working conditions can be improved	4.23	High

10	Recognition from immediate supervisor	3.93	High
11	Limited freedom in decision-making	1.78	Low
12	Supervisor's teaching guidance	4.20	High
13	Teaching as a secure future	4.15	High
14	Recognition for successful teaching	3.98	High
15	Good relationships with colleagues	4.21	High
16	Unclear school policies	1.73	Low
17	Supervisor's assistance when needed	3.89	High
18	Comfortable school working conditions	4.20	High
19	Opportunity to help students learn	3.90	High
20	Liking the people at work	4.05	High
21	Limited advancement opportunities	1.81	Low
22	Students' respect toward teacher	4.05	High
23	Fear of losing teaching job	1.90	Low
24	Lack of supervisor support	1.94	Low
25	Teaching as interesting work	4.13	High
26	Very poor school working conditions	2.11	Low
27	Teaching discourages originality	1.99	Low
28	Clear communication of school policies	3.97	High
29	Feeling insecure in teaching job	1.95	Low
30	No chance to develop new methods	1.67	Low

Note. Item labels are presented in shortened form for reporting purposes, while preserving the original meaning of the adapted instruments.

The descriptive findings presented in Table 3 indicate that the level of job satisfaction among secondary school teachers in the Gombak District was generally high. A substantial number of items recorded mean scores within the high category, while the negatively worded items remained in the low category. This overall pattern suggests that the respondents viewed their teaching profession, working conditions, supervisory support, and collegial relationships positively. From a descriptive perspective, the findings reflect a generally favorable school environment that supports teachers' professional functioning and workplace well-being.

A closer examination of the item-level means shows that the highest mean score was recorded for "Working conditions in my school can be improved" ( $M = 4.23$ ), followed by "I get along well with my colleagues" ( $M = 4.21$ ) and "My immediate supervisor offers suggestions to improve my teaching" ( $M = 4.20$ ). These findings indicate that teachers generally perceived strong interpersonal support within the school context, particularly in

terms of collegial relationships and constructive supervision. The high mean for collegial harmony suggests that teachers experience a cooperative and socially supportive workplace, while the strong supervisory item implies that school leaders are perceived as playing an active role in improving instructional practice. Together, these findings point to the importance of relational and organizational support in shaping teachers' satisfaction with their work.

In addition, several items related to professional security and career meaning also recorded high mean scores. For example, "Teaching provides for a secure future" ( $M = 4.15$ ), "Teaching is very interesting work" ( $M = 4.13$ ), and "Teaching provides me with an opportunity to advance professionally" ( $M = 4.02$ ) suggest that respondents generally viewed teaching as a stable, meaningful, and professionally rewarding career. This pattern is analytically important because it shows that job satisfaction was not limited to external working conditions alone, but also extended to teachers' intrinsic perceptions of the profession itself. In other words, the findings imply that respondents were satisfied not only with the school environment, but also with the broader value and purpose of teaching as a career.

At the same time, the descriptive pattern also requires careful interpretation. The item "Working conditions in my school can be improved" recorded the highest mean score, which may initially appear contradictory within a generally high satisfaction construct. However, this result may be understood as reflecting a constructive rather than negative evaluation. It suggests that although respondents were broadly satisfied with their workplace, they still recognized room for further improvement in school conditions. This is an important nuance, as it indicates that high job satisfaction does not necessarily imply complete contentment in every aspect of the workplace. Rather, teachers may be generally satisfied while still expecting ongoing organizational enhancement.

The negatively worded items recorded low mean scores, further strengthening the interpretation of overall high job satisfaction. The lowest mean was reported for "Teaching does not provide me the chance to develop new methods" ( $M = 1.67$ ), followed by "The administration in my school does not clearly define its policies" ( $M = 1.73$ ) and "I do not have the freedom to make my own decisions" ( $M = 1.78$ ). These findings indicate that respondents generally disagreed with negative statements concerning professional restriction, weak administration, and lack of autonomy. Analytically, this suggests that teachers perceived themselves as having opportunities for professional creativity, clarity in administrative direction, and a reasonable degree of decision-making freedom in their work. Such conditions are important indicators of a supportive organizational climate and are likely to contribute to the overall positive perception of job satisfaction observed in this study.

Overall, the findings demonstrate that job satisfaction was experienced at a favorable level among the respondents, particularly in relation to working conditions, collegial support, supervisory guidance, and career security. Nevertheless, the results also suggest that teachers remain aware of areas where improvement is possible, especially in relation to school working conditions. Therefore, the findings should not be interpreted as indicating a perfect workplace, but rather as reflecting a generally positive environment with continuing opportunities for refinement and improvement. From a practical perspective, this implies that school administrators should sustain the existing strengths of the work environment while continuing to enhance institutional support, communication, and professional development opportunities in order to maintain high levels of teacher satisfaction over time.

## **DISCUSSION & CONCLUSION**

The findings of this study provide a descriptive overview of workplace bullying and job satisfaction among secondary school teachers in the Gombak District. Overall, the results show that workplace bullying was reported at a low level, while job satisfaction was reported at a high level. This general pattern suggests that the respondents perceived their school environment as relatively supportive, manageable, and professionally conducive. In descriptive terms, the findings indicate that most teachers did not frequently encounter severe bullying behaviours, and at the same time, they maintained favorable perceptions of their work, colleagues, supervision, and professional role.

Although the overall level of workplace bullying was low, the item-level analysis offers a more nuanced interpretation. The relatively higher mean scores for allegations, gossip and rumors, unmanageable workload,

teasing, and persistent criticism suggest that negative workplace experiences, when present, tend to appear in subtle and relational forms rather than in direct or extreme forms of mistreatment. This is important because indirect bullying behaviours are often less visible, more easily normalized, and more difficult to address formally within school organizations. Therefore, the low overall level of bullying should not be interpreted as indicating the complete absence of workplace tension. Instead, it suggests that while overt bullying may be limited, certain interpersonal and work-related behaviours still exist and may affect teachers' emotional comfort if they occur repeatedly.

In contrast, the findings for job satisfaction reflect a generally positive professional environment. High mean scores were recorded for items related to collegial relationships, supervisory support, career security, and interest in the teaching profession. These results imply that teachers generally experience constructive social relationships in school and perceive teaching as a meaningful and stable career. In particular, the high means for getting along well with colleagues and receiving suggestions from supervisors indicate that interpersonal support and leadership practices contribute positively to teachers' workplace experiences. Such findings suggest that the school environment in the Gombak District is not only relatively low in bullying, but also characterized by supportive professional interactions that may strengthen teachers' sense of satisfaction.

At the same time, the findings also show that teachers acknowledged room for improvement in certain aspects of their working conditions. The highest mean score for the item indicating that working conditions in school can be improved suggests that respondents, although generally satisfied, still recognize the need for further organizational enhancement. This is a meaningful finding because it shows that high job satisfaction does not necessarily imply that all aspects of the work environment are fully ideal. Rather, it reflects a generally favorable workplace in which teachers remain aware of areas that could be strengthened to further support their well-being and effectiveness.

Taken together, the findings suggest that the school environment experienced by the respondents is broadly positive, but not without minor relational and organizational challenges. The coexistence of low workplace bullying and high job satisfaction indicates that teachers generally function within a healthy professional climate. However, the presence of relatively higher mean scores for specific bullying-related behaviours highlights the importance of maintaining vigilance toward subtle interpersonal tensions, communication issues, and workload-related concerns. In this regard, school administrators should not focus solely on serious disciplinary incidents, but should also pay attention to everyday interaction patterns that may influence staff morale and workplace harmony over time.

From a practical perspective, the findings imply that school leadership plays an important role in sustaining a respectful and supportive work environment. Efforts to promote open communication, fair workload distribution, collegial respect, and responsive supervision are essential to ensure that teachers continue to experience low levels of workplace bullying and high levels of job satisfaction. In addition, schools should continue to strengthen professional support systems and cultivate a culture in which negative behaviours, even when subtle, are addressed early before they become normalized within the organization.

In conclusion, this study found that workplace bullying among secondary school teachers in the Gombak District was low, while job satisfaction was high. These findings suggest that the respondents generally work in a positive and supportive school environment. Nevertheless, some forms of subtle negative behaviour, particularly those related to allegations, gossip, workload, and criticism, remain present at a mild level and deserve attention. Therefore, maintaining a healthy school climate requires not only preserving the existing strengths of collegial support and supervisory guidance, but also continuously improving workplace conditions and monitoring interpersonal dynamics. Overall, the study contributes useful descriptive evidence on teachers' workplace experiences and provides practical insight for school administrators and policymakers seeking to enhance teacher well-being and organizational effectiveness.

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