RESEARCH ARTICLE **Open Access**

Designing and Validating the Model of Exit from Organizational Mobbing

Pouyan Zafari [1], Sayyed Mohammad Reza Davodi [2*], Alireza Shirvani [3]

Abstract
The present study was conducted to design and validate the model of exit from organizational mobbing in the Education Organization. It is an applied-developmental research. In terms of how to collect data, it is a cross-sectional survey. To achieve the research purpose, the exploratory mixed research design was employed. Qualitative meta-synthesis was used to identify the model categories and the partial least squares approach was utilized to validate the model. Data analysis in the qualitative phase was conducted via Maxqda software and in the quantitative phase via the Smart PLS software. The statistical population included managers and employees of the Education Organization. The sample volume was estimated equal to 140 persons by means of Cohen's statistical power analysis. Cluster-random sampling was used for sampling. Finally, the final indicators were categorized into 13 main categories and 72 subcategories. Conflict management and stress management led to exit from organizational mobbing in the Education Organization through improving the professional capability of employees, organizational intimacy, and emotional intimacy.
Keywords: *Organizational Mobbing, Deviant Behavior, Education Organization.*

Introduction

Organizational mobbing is a collection of improper, threatening, humiliating and harsh behaviors that are frequently occurred to the victim by some people in the organization environment. These behaviors include rumor mongering, secluding, verbal or physical violence, and discrediting of other employees (Gil-Monte et al., 2024). Such behaviors have destructive consequences for the victim that passivity and reduced efficiency and effectiveness are the first result of it. Fear, anxiety, job stress, reduced self-confidence and mental and psychological problems are other consequences that finally encourage the victim to leave the organization (Kras et al., 2023). Through considering the importance of the issue of organizational mobbing and the obtained negative results from it, gaining knowledge and preventing mobbing

behaviors have an effective role in improving mental and physical health of human resources and enhancing efficiency of the organization. For this reason, organizations actively try to control mobbing and are looking for a strategy to exit the problems accompanied by such misbehaviors in the organization (Mousavi et al., 2022).

Mobbing and bullying behaviors are one of the basic damages in any organization that decrease organizational performance at a high rate. Empirical evidences reveal that mobbing behavior is observed in public organizations more than the private organizations. The reasons for creating mobbing behaviors in the organization can be looked for in features such as weak organizational communications, narcissism, political behaviors, inefficient performance assessment, organizational climate and so on.

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1. Master's student, Department of Management, Dehaghan Branch, Islamic Azad University, Dehaghan, Iran
2*. Associate Professor, Department of Management, Dehaghan Branch, Azad University Islamic, Dehaghan, Iran.
    (Corresponding Author: smrdavoodi@ut.ac.ir)
3. Associate Professor, Department of Management, Dehaghan Branch, Azad University Islamic, Dehaghan, Iran

One of the severe forms of misbehavior in the organization and among employees in a work environment is organizational mobbing (Erten & Çögenli, 2024). Mobbing for organizations is a serious problem because it challenges their moral integrity. Emergence and prevalence of bullying and mobbing behaviors in the organization corrupts human resources' trust in the organization and leads to reduced constructive and multilateral communications at the work environment, and reduction of team and organizational performance (Glaveli et al., 2023). Mobbing at the workplace is a kind of mental aggression including continuous, repetitive and long encounter of employees with multiple insulting and intimidating behaviors that are seriously and negatively effective on mental and physical health of people and have nowadays become one of the organizational, moral and legal centers of attention (Ebadi Bashir, 2022).

Generally, mobbing behaviors are led to non-effective behaviors and lack of honesty in the organization (Ibrahim et al., 2021). Narcissistic executive directors in organizations entitle themselves to misbehave aggressively with others and thus consolidate their position in the organization (Yildiz et al., 2021). Now it is necessary for organizations to prevent mobbing at the work environment at the beginning and decrease its destructive and negative effects as much as possible. These negative effects are not only effective on reduced well-being of the victims of these behaviors and decrease quality of working life of human resources intensely but also have destructive outputs related to the individual, team and the organization. For this reason, researchers in the fields of psychology, sociology and management across the world are trying to obtain a strategy to exit from it besides identifying its roots (Fateh Nezhad & Zarei, 2021).

The issue of deviant behaviors in Education has a higher importance. Hostile behaviors of teachers and mobbing in schools and educational system has irreparable damages for the society. Such learning and educative issues severely influence children and adolescents and endanger health of communities in future (Chechi & Navdeep, 2023). On the other hand, mobbing behaviors among teachers and inside the education system have destructive consequences for the teachers. Organizational silence, reduction of job motivation and severe reduction of effectiveness of teaching are the issues that show suffering from mobbing in the educational system (Karatepe et al., 2022). Considering the key role of education in guaranteeing the future of country and since teachers and employees are the main source and the only asset of this organization, working conditions in the education should highly be suitable. Any shortage in working conditions in the Education Organization is led to reduced efficiency and effectiveness of its employees that will finally have irreparable damages for the country in future (Hosseini et al., 2024). Social pathology in the field of education and finding suitable strategies in order to eliminate them are the essential and basic needs of any society. Deviant behaviors are prevalent and debilitative disorders and damages which have challenges and problems for students, school principals and assistants, teachers and students' families. Increasing of behavioral abnormalities among the students in schools leads to their academic failure and getting away from purposes of human development (Khoshfekr Moghadam, 2023). In pathology of human resource management system in the educational system of Education in Iran, it was determined that one of the considerable components is organizational misbehaviors such as mobbing, bullying and hypocrisy (Mirsepasi et al., 2023). Pathology of administrative bureaucracy of the Education Organization in Iran also shows that the possibility to develop different kinds of deviant behaviors like organizational mobbing is one of the disadvantages of the traditional and hierarchical system (Susaraei et al., 2023).

Overall, it can be stated that organizational mobbing in the Education Organization in Iran is a destructive phenomenon that both has bad and long-term effects for teachers and

employees and endangers educational issues of children and adolescents. Given the key role of this organization in depicting societies in future, those problems which threaten quality of working life in this institution must seriously be considered. Given the importance of this issue in upstream documents like the comprehensive scientific map of the country, confronting any destructive behavior in the education environment and higher education of the country has been emphasized. Studying this phenomenon is highly important from a negative viewpoint too, as non-confrontation with organizational mobbing and strategic decision-making to exit from this phenomenon can encounter the education system with several problems. The direct effects of it will be appeared in teachers' silence and isolation, reduced motivation and job effectiveness, and hence, academic and educational failure of students. From scientific perspective, studying the phenomenon of organizational mobbing in education has been ignored from the viewpoint of researchers. Of course, some studies have been conducted which focus on deviant behaviors (Pourmokhtari & Karimi, 2016; Salajeghe et al., 2017; Khalili Abbasabadi, 2019; Hakak & Ghahremani, 2022; Khoshfekr Moghadam, 2023) in the Education Organization in Iran but no independent study has investigated organizational mobbing in the Education Organization in the country. This shows numerous research gaps in this field. Hence, it is essential to perform a scientific and applied study to propose a comprehensive model for encountering with organizational mobbing in the education actively and pioneeringly. Theoretical contribution and the role of this research in increasing knowledge is that it has been tried to recognize infrastructural constructs of exit from organizational mobbing in the Education Organization in Iran via an exploratory approach in order to fill the existing research gap and then determine and explain the model of relations among the constructs. This question will be responded: how is the model of exit from organizational mobbing in the Education Organization?

Theoretical Principles

Mobbing in Persian has been applied as mobocracy (Mobasheri & Teimuri, 2023), hooliganism (Mousavi et al., 2023) and spiritual terror (Nouri Samin et al., 2020) but it has mostly been translated as organizational mobbing. This concept was defined by Heinz Leymann (1996) as destructive and harsh behaviors that provide the ground for destructive stresses in an organizational environment by a group of people who violate norms. Leymann believes that mobbing behavior is a behavior that lasts for at least six months and one of its signs appeares each week; also, people should accept that they have been the victim of such behaviors (Bedzik et al., 2023). Mobbing is one of the common phenomena in several organizations which has considerable negative effects on various elements of the organization. From individual perspective, mobbing has numerous destructive effects (Savidi et al., 2017).

Organizational mobbing is a group of emotional and bullying attacks that target special people. Level of mobbing has recently been increased in organizations. Mobbing that sometimes is referred to as emotional tyranny causes to destroy the personality of an employee in terms of regular, continuous and permanent accomplishment of organizational tasks through creating mental pressures on the intended person (Martins et al., 2023). In the organizational world, mobbing occurs in different forms such as threatening, repressing, frustrating and depriving one person or a group of people. Mobbing sometimes occurs intangibly and sometimes tangibly that its aim is to convert an active employee into an inactive and passive employee and then omit him/her. Besides individual consequences, mobbing also affects the social environment governing the organization and employment conditions. Increasing of mobbing actions at the work environment can be led to stagnation of positive cultural values in the organization

and reduce employees' job motivation through weakening their trust and commitment toward the organization and imposes job burnout on employees (Saeidipour et al., 2021).

Organizational mobbing is a subset of "organizational misbehavior". Organizational misbehavior is applied to performing any action in the organization that the individual is not allowed to do it. Such behaviors have negative and destructive consequences for the organization (Ackroyd & Thompson, 2022). Mobbing is composed of three players including "mobber, victim, and witness". In this relationship, mobber is the individual that shows improper and destructive behaviors. Consequences of mobbing for the victim include physical, mental and emotional harm. The witness can also be in active form that attempts to interfere in the problem and solve it or be inactive and just sees the adventure (Acquadro et al., 2021). Mobbing in an organization is divided into three types, i.e. "downward" mobbing, "upward" mobbing and "horizontal" mobbing. Downward mobbing that is the most common type of mobbing is imposed on employees by managers and supervisors and its main reasons return to poor leadership style and inattention of managers. Upward mobbing occurs from low levels of the organization to high levels and finally, horizontal mobbing occurs among employees and colleagues. This issue is the result of weak structures, lack of adequate supervision, inefficient communications, improper culture and external pressures (Ciby & Sahai, 2021).

In literature related to deviant behaviors and organizational misbehavior, the concept of "mobbing" is sometimes considered synonymous with the concept of "bullying" but some theoreticians believe that these two concepts are different. The term "workplace bullying" is usually used in individual form. Bullying is mostly considered for managers who try to dictate their governance and power to the employees but mobbing in an organization is related to team behavior that a number of employees perform destructive behaviors such as rejecting a colleague,

dictating to colleagues, spreading rumors about colleagues and any case that is not among organizational etiquette (Hollis, 2023). The concept of organizational mobbing is defined in aggressive and physical injuries and has entered the work environment from the existing bullying in schools. This is while mobbing in the workplace controls more complex behaviors that explain this phenomenon and is accompanied by more annoying behaviors that cause too much negative pressure on other employees (Mhaka & Rampa, 2024).

Therefore, it can be said that the issue of organizational mobbing in the education in Iran has not been occurred integratedly. There are related research in the field under study which have been focused on deviant behaviors in education. There are also other studies in which organizational mobbing has been explored in other organizations. Lack of adequate studies reveal that in academic communities, researchers have not paid adequate attention to this topic. Inattention of researchers to organizational mobbing in education in Iran is a matter worthy of consideration and it seems that conducting a thorough study with a local viewpoint and an exploratory approach is necessary.

Methodology

This study is an applied-developmental research. It aims to propose a model to exit from organizational mobbing in the Education Organization in Iran. It is a cross-sectional survey in terms of how to collect data. In order to achieve the research purpose, exploratory mixed research (qualitative-quantitative) was employed.

In the first section, qualitative meta-synthesis was used to identify the research categories. In this section, the required information was collected based on various keywords. Also, authentic domestic and foreign sources were introduced for gathering the required data. In this study, data and information in cited resources and databases was used. Thus, through exploring and identifying the studies via search engines of the National Library and websites such as

Jahad Daneshgahi, Noor specialized magazines, National Publications Database and foreign magazines with keywords related to the research purpose, 33 studies were totally found.

In the quantitative section, the statistical population included managers and employees of the Education Organization. To estimate the sample volume, Cohen's power analysis (1992) and G*Power software were utilized. At the confidence level 95% and the effect size equal to 0.15 and power of test equal to 80%, the minimum sample size was estimated equal to 140 persons. Sampling in the quantitative section was carried out by means of cluster-random sampling.

Validity of the qualitative section was evaluated and confirmed based on Lincoln and Goba's suggestion, four indexes of transferability, verifiability, credibility and reliability from the viewpoint of associated professors. In order to explore reliability of the qualitative section, Holsti method was used and "Percentage of Agreement Observation" was obtained equal to 0.682 that is greater than 0.6; hence, validity of qualitative analysis is confirmed.

Having distributed the questionnaires in the selected sample to measure its validity, three methods of construct validity (external model), convergent validity (AVE) and discriminant validity were explored. AVE value for all variables should be greater than 0.5. Value of composite reliability and

Cronbach's alpha of all dimensions of the questionnaire should be greater than 0.7 (Azar & Gholamzadeh, 2019). The results related to each index have been represented in external fit of the model.

Categories of the model to exit from organizational mobbing in the Education Organization were identified through thematic analysis. In order to validate the model, partial least squares approach was used. Data analysis in the qualitative phase was conducted via Maxqda software and in the quantitative phase via the Smart PLS software.

Findings

In the quantitative section, viewpoints of 140 managers and employees of the Education were employed. In terms of gender, 99 persons (70%) were male and 41 persons (29%) were female. In terms of age, 25 persons (17%) had less than 35 years old, 62 persons (44%) had between 35 and 45 years old, and 53 persons (37%) had more than 45 years old. In terms of education, 33 persons (23%) had bachelor's degree, 65 persons (30%) had master's degree, and 42 persons (30%) had PhD. In terms of work experience, 37 persons (26%) had less than 10 years of work experience, 49 persons (35%) had between 10 to 15 years of work experience, and 16 persons (11%) had more than 20 years of work experience.

Table 1.
Demographic characteristics

Demographic characteristics		Frequency	Percentage
Gender	Male	99	71%
	Female	41	29%
Age	Less than 35 years old	25	18%
	35 to 45 years old	62	44%
	45 years old and older	53	38%
Education	Bachelor's degree	33	24%
	Master's degree	65	46%
	PhD	42	30%
Work experience	Less than 10 years	37	26%
	10 to 15 years	49	35%
	15 to 20 years	38	27%
	More than 20 years	16	11%
Total		140	100%

In the first step, key categories of the model were identified by means of meta-synthesis. Meta-synthesis is one of the methods of meta-study that evaluates other accomplished studies and from this aspect, it is referred to as evaluation of evaluations. In order to achieve the research purpose, meta-synthesis based on Sandelowski and Barroso's model was used.
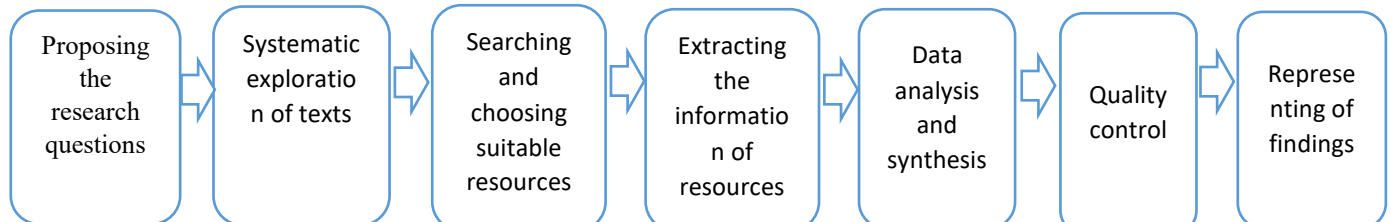
Proposing the research questions → Systematic exploration of texts → Searching and choosing suitable resources → Extracting the information of resources → Data analysis and synthesis → Quality control → Representing of findings

Figure 1. *The seven-step meta-synthesis method (Source: Sandelowski & Barroso, 2007)*

Proposing the research questions: These questions are compiled based on four indexes of what, who, when and how.

Table 2.
Research questions

Index	Question
(What)	What are the infrastructural categories of the model to exit from organizational mobbing in the Education Organization in selected provinces?
(Who)	Who are the role players in the model to exit from organizational mobbing in the Education Organization in selected provinces?
(When)	Choosing the existing works between the years 2010-2024
(How)	How is the relationship among the categories of the model to exit from organizational mobbing in the Education Organization in selected provinces?

Systematic review of texts: In the second step, the research data was gathered through previous reliable documents. As a result of this search and by inserting the related keywords, 33 studies were totally found.

Table 3.
Keywords

Keywords
Organizational hooliganism
Organizational bullying
Exit from organizational hooliganism
Hooliganism in education
Bullying in education

Searching and choosing suitable texts: In the third step, each article was evaluated qualitatively using CASP method with 10 conditions. This process is shown in Figure 2.
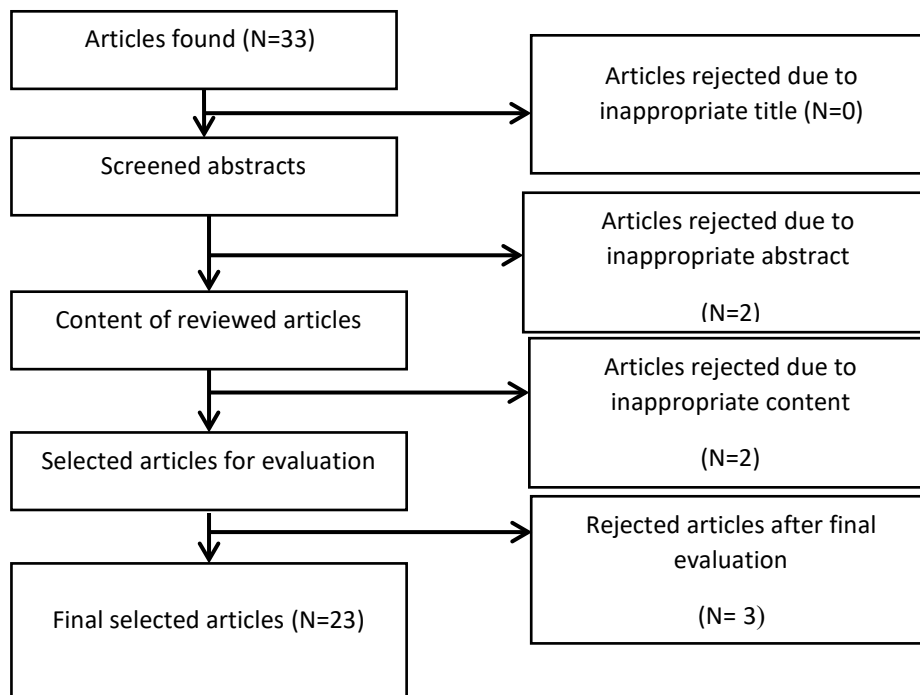
Figure 2. *Process of revision and selection*

Finally, after four stages of filtration, 7 articles among 33 articles were omitted and 26 articles were selected for data analysis.

Extracting the research data: In step four, data of the articles was categorized in a table. This table includes the below information: ID information of the research: title, name and family name of the authors and year of publication. Information of the key method: research method and purpose. Information of main findings: research results and findings.

Analysis of qualitative findings: First, all extracted factors from articles were considered as identifier and then similar concepts were categorized in larger and more comprehensive categories so that explanatory dimensions can be proposed in the form of main and secondary categories.

Quality control of analysis: In order to evaluate reliability of qualitative meta-synthesis, the selected results were given to the experts. After evaluation, the Kappa coefficient was calculated equal to 0.611 which is favorable, since it is greater than 0.6.
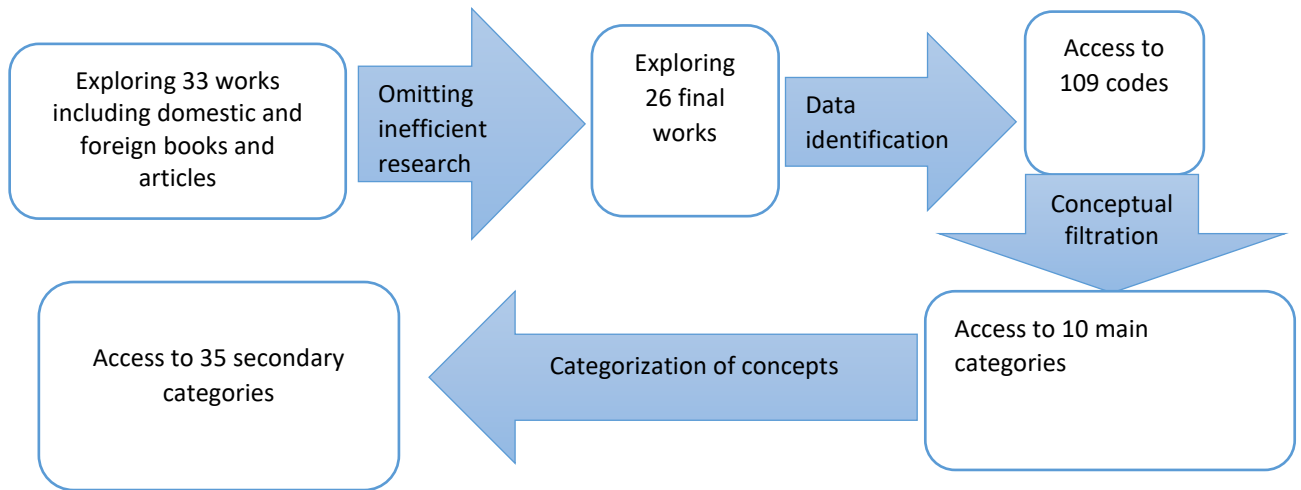
Figure 3. *Output process of quality control of research categories*

Representing the report and research findings: In the seventh step, findings of previous research are presented via meta-synthesis. Among the categories extracted from texts of related articles, 13 main categories and 72 secondary categories were obtained by omitting synonymous and frequent indexes and finally via categorization of final indexes. They are represented in Table 4.

Table 4.
Main and secondary categories of research

Dimensions	Main category	Secondary category	Source
Consequence	Exit from organizational mobbing	1) Reducing norm-breaking and behaviors contrary to common law of the organization	Mirzaei and Pourabbas Khader (2023)
		2) Reducing organizational misbehavior of employees	Hosseini (2023)
		3) Reducing rumors and lies in the organization	
		4) Reducing anomie and organizational abnormality	
		5) Lack of grouping and opposition in the organization	Fakharizadeh Najafabadi et al. (2023)
		6) Reducing absenteeism and circumvention	Buriro et al. (2022)
		7) Reducing colleagues' annoyance in the work environment	Kaur (2023)
	Professional capability of employees	8) Power of analysis of problems	Farmani et al. (2022)
		9) Creativity and innovation at work	Moffat et al. (2023)
		10) Human resources skill and proficiency	Mousavi et al. (2023)
		11) Alignment of individual and organizational purposes and values	Sepahvand et al. (2021)
		12) Accuracy and concentration at work	Hosseini (2023)
	Human resources development	13) Improving job skills	Molavi et al. (2019)
		14) Strengthening general and specialized knowledge	Kmieciak (2024)
		15) Development of individual competencies	Farmani et al. (2022)

Causal factors		16) Improving functional efficiency of employees	Mehmood et al. (2024)
		17) Improving effectiveness of performing job affairs	Tuckey et al. (2022)
	Emotional intimacy	18) Feeling of satisfaction of being together	Safaei et al. (2024)
		19) Employees' satisfaction with each other	
		20) Honesty and righteousness of employees	
		21) Criticizability and admitting mistakes	Agha Mirzaei and Nategh (2022)
		22) Employees' respect to each other	
		23) Recognizing personal spirit of employees from each other	Homayoni et al. (2015)
		24) Employees' developing friendly relations with each other	
	Organizational intimacy of employees	25) Employees' interest to cooperate	Mendiratta & Srivastava (2023)
		26) The spirit of teamwork	Kaur (2023)
		27) Joy and exhilaration in employee relations	
		28) Cooperation at the time of problems	Fath Alian et al. (2022)
		29) Attachment and interest among employees	
	Education management	30) Senior management's support from appropriate workplace behaviors	Bourrier et al. (2022)
		31) Capitulation and practical commitment of managers to norms of the organization	
		32) Managers' decisive and clear dealing with workplace mobbing	Taki et al. (2022)
		33) Clear management rules and regulations in the field of workplace bullying	Farmani et al. (2022)
		34) Lack of workplace bullying of senior managers	Fath Alian et al. (2022)
		35) Lack of sovereignty of directive management and delegation of authority	Mehmood et al. (2024)
	Organizational Structure	36) Flexible and collaborative structures	Mendiratta & Srivastava (2023)
		37) Improving and reinforcing organizational communications	
		38) Mobilization of resources and possibilities toward the objective	
		39) Development of informal and multilateral relations	Taki et al. (2022)
		40) Revision and reengineering of the structure	
	Culture of the Education	41) Creating an ingenious culture	Teke'ei et al. (2021) Hazratian et al. (2021) Molavi et al. (2019)
		42) Risk-taking culture	
		43) Growth and developer culture	
		44) Responsive culture	
		45) Culture of collaborative decision-making and teamwork	
		46) Learning culture	

Background factors	Organizational climate	47)Tolerance-oriented organizational culture	
		48) Problem-oriented culture	
		49) Atmosphere of cooperation	Hayat & Afshari (2021)
		50) Reinforcing positive and constructive behaviors of employees	
		51) Encouraging employees to cooperate	
		52) Sense of joy in the work environment	Kmieciak (2024)
		53) Feeling of trust in the work environment	
	Job factors	54) proportion of the individual's characteristics with the jobs	Nouri Samin et al. (2019)
		55) Promotion and meritocratic career advancement	
		56) Career development and variety of tasks	
		57) Job enrichment and delegation of authority	
		58) Lack of conflict among job roles	
		59) Clarity of job duties	
	Payment and compensation system	60) Providing welfare facilities to employees	Mousavi et al. (2022)
		61) Satisfying employees with adequate salary and benefits	Sawidi et al. (2017)
		62) Providing incentives and rewards based on tenure or record of service	
		63) Granting material and spiritual rewards proportional to employees' performance	Mendiratta & Srivastava (2023)
Interfering factors	Stress management	64) Creating peace in the workplace	Abdi et al. (2022)
		65) Responding to work issues and problems	
		66) Reducing ambiguity in roles and duties	Hayat & Afshari (2021)
		67) Alignment with employees' problems	
		68) Reducing job stress	Sepahvand et al. (2021)
		69) Lack of conflict in job duties and organizational departments	
	Conflict Management	70) Eliminating conflict of interests in organizational jobs and departments	Safaei & Galij (2022)
		71) Solving problems of employees and departments peacefully	
		72) Preventive recognition of potential conflict factors	

According to above results, the model of exit from organizational mobbing in the Education Organization has been displayed in Figure 4.
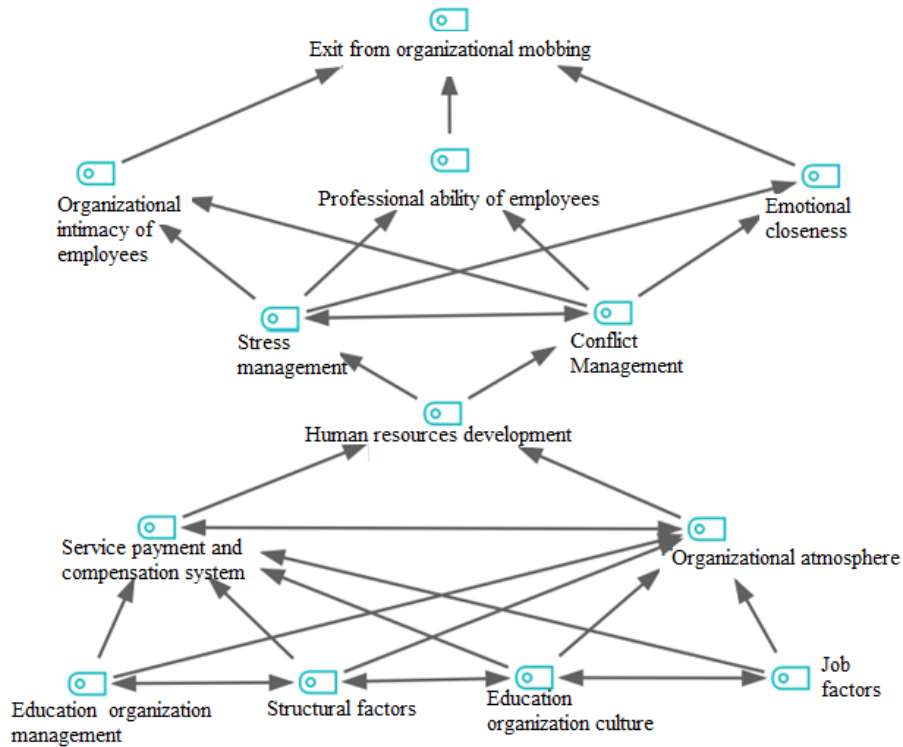
Figure 4. *Model of exit from organizational mobbing in the Education Organization*

Having proposed the model of exit from organizational mobbing in the Education Organization, the partial least squares approach was used for validation.
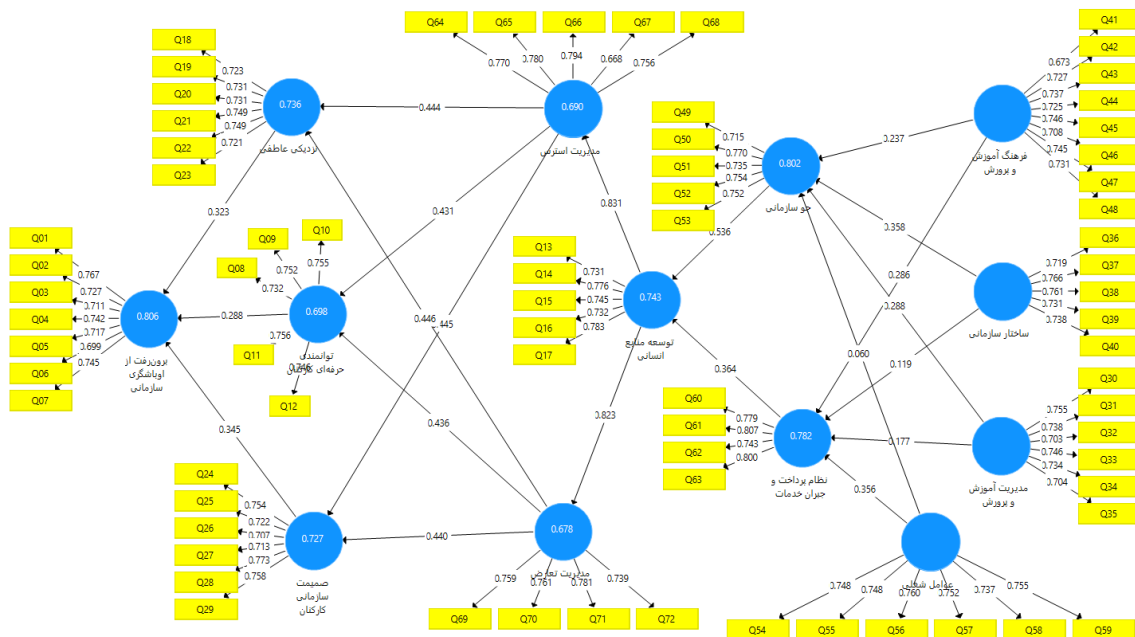

Figure 5. *Validating the model of exit from organizational mobbing in the Education Organization (standard estimation)*
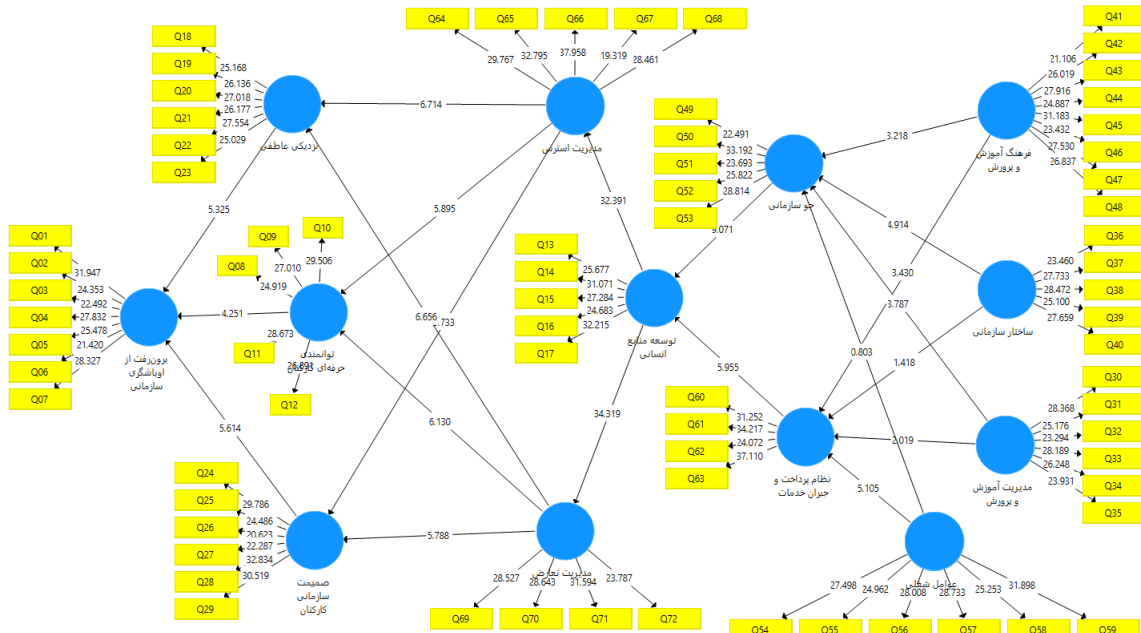
Figure 6. *Validating the model of exit from organizational mobbing in the Education Organization (significance)*

Summary of the results of evaluating goodness of fit of the measurement model is represented in Table 5.

Table 5.
Measuring the model of exit from organizational mobbing in the Education Organization

Main constructs	Cronbach's alpha	Composite reliability (CR)	Rho coefficient	AVE
Exit from organizational mobbing	0.854	0.854	0.889	0.568
Professional capability of employees	0.804	0.804	0.864	0.556
Human resources development	0.810	0.810	0.868	0.552
Organizational climate	0.800	0.800	0.862	0.545
Organizational structure	0.797	0.798	0.860	0.563
Organizational intimacy of employees	0.833	0.833	0.878	0.525
Job factors	0.845	0.848	0.885	0.533
Culture of education	0.870	0.871	0.898	0.570
Management of education	0.825	0.825	0.873	0.578
Stress management	0.810	0.811	0.868	0.539
Conflict management	0.756	0.756	0.846	0.612
Emotional intimacy	0.829	0.829	0.875	0.568
Payment and compensation system	0.788	0.789	0.863	0.556

Relations among main constructs are recognized as internal model (structural section) which were explored based on path coefficient and t-statistic. Summary of results of testing relations among the main constructs is represented in Table 6.

Table 6.

Testing relations of constructs of organizational mobbing in the Education Organization

Relation	Path coefficient	t-statistic	Significance	Effect size	Result
Professional capability of employees → exit from organizational mobbing	0.288	4.251	0.000	0.119	confirmed
Human resources development → stress management	0.831	32.391	0.000	2.224	confirmed
Human resources development → conflict management	0.823	34.319	0.000	2.107	confirmed
Organizational climate → Human resources development	0.536	9.071	0.000	0.353	confirmed
Organizational structure → Organizational climate	0.358	4.914	0.000	0.126	confirmed
Organizational structure → payment and compensation system	0.119	1.418	0.157	0.013	Rejected
Organizational intimacy of employees → exit from organizational mobbing	0.345	5.614	0.000	0.161	confirmed
Job factors → Organizational climate	0.60	0.803	0.422	0.004	Rejected
Job factors → payment and compensation system	0.356	5.105	0.000	0.137	confirmed
Culture of Education → organizational climate	0.237	3.218	0.001	0.050	confirmed
Culture of Education → payment and compensation system	0.286	3.43	0.001	0.065	confirmed
Management of Education → organizational climate	0.288	3.787	0.000	0.077	confirmed
Management of Education → Payment and compensation system	0.177	2.019	0.044	0.026	confirmed
Stress management → professional capability of employees	0.431	5.895	0.000	0.164	confirmed
Stress management → organizational intimacy of employees	0.445	5.733	0.000	0.193	confirmed
Stress management → emotional intimacy	0.444	6.714	0.000	0.199	confirmed
Conflict management → professional capability of employees	0.436	6.13	0.000	0.167	confirmed
Conflict management → organizational intimacy of employees	0.440	5.788	0.000	0.189	confirmed
Conflict management → emotional intimacy	0.446	6.656	0.000	0.201	confirmed
Emotional intimacy → exit from organizational mobbing	0.323	5.325	0.000	0.128	confirmed
Payment and compensation system → Human resources development	0.364	5.955	0.000	0.163	confirmed

Path coefficients in this section show intensity and direction of the relationship and as t-statistic is greater than 1.96, it shows that the path coefficients are significant (Cohen, 2013). Based on the results, effect size of all independent variables was above the average level in all cases, i.e. 0.15 and in some cases, it was greater than 0.35, i.e. it was strong.

Coefficient of determination (R^2) and predictive relevance (Q^2) were used to measure predictive power of the model (Chin, 1998). The predictive relevance was introduced by Stone and Geisser. For this reason, it is sometimes known as Stone-Geisser index too. If value of (Q^2) is positive, it shows that the model has a suitable predictive power (Hair et al., 2021). Indexes of predictive power of the model (R^2) and (Q^2) are reported in Table 7.

Table 7.
Predictive power of the model of exit from organizational mobbing in the Education Organization

Main constructs	Coefficient of determination	Adjusted coefficient of determination	Q2
Exit from organizational mobbing	0.806	0.805	0.401
Professional capability of employees	0.698	0.696	0.367
Human resources development	0.743	0.742	0.396
Organizational climate	0.802	0.799	0.415
Organizational intimacy of employees	0.727	0.726	0.371
Stress management	0.690	0.689	0.370
Conflict Management	0.678	0.677	0.371
Emotional intimacy	0.736	0.734	0.372
Payment and compensation system	0.782	0.780	0.450

Based on the results of Table 7, coefficient of determination of endogenous constructs of the model is favorable. Value of coefficient of determination of exit from organizational mobbing was estimated equal to 0.806. This reveals that variables of the model could explain 81% of changes in exit from organizational mobbing.

Goodness of fit of the model was evaluated using GOF, RMS, and SRMR indexes. For GOF index, values 0.01, 0.25 and 0.36 are acceptable as weak, moderate and strong values. For RMS_theta index, values below 0.12 show proportion of the model and for SRMR index, values below 0.1 and highly strictly less than 0.8 are acceptable (Habibi & Jalalnia, 2022). In this study, GOF index was obtained equal to 0.642 which is greater than 0.36. The RMS_theta index was obtained equal to 0.105 which is less than 0.12 and finally the SRMR index was calculated equal to 0.054 which is less than 0.08. Thus, goodness of fit of the model is favorable.

Conclusion and Suggestions

The present study was carried out to propose and validate the model of exit from organizational mobbing in the Education Organization. Based on the primary model, it was determined that cultural, structural and job factors and management of education are effective on organizational climate and payment and compensation system. This has been confirmed in studies done by Teke'ei et al. (2021), Hazratian et al. (2021) and Molavi et al. (2019). Similarly, it was shown that the above factors are effective on human resources development which is effective on conflict management and stress management. The above results have been referred to in studies performed by Molavi et al. (2019), Kmieciak (2024), Farmani et al. (2022) and Mehmood et al. (2024). The results demonstrated that conflict management and stress management cause to exit from organizational mobbing in the Education Organization through improving professional capability of employees, organizational

intimacy and emotional intimacy. These issues have been referred to in studies done by Homayuni et al. (2015), Mendiratta and Srivastava (2023), Kaur (2023), and Fath Alian et al. (2022). And from this aspect, they are consistent with the results of the present study.

Concerning professional capability of employees, it is suggested to enhance creativity and innovation at work besides improving the power to analyze the problems. What is important in exit from organizational mobbing is human resource skill and proficiency and of course alignment of individual and organizational purposes and values. This can be achieved through accuracy and concentration at work. Well-trained employees are totally aware of expectations, tasks and responsibilities. Hence, they need cheaper supervision that makes it possible for the organization to allocate these resources to its strategic attempts. Leadership has a considerable effect on success of each organization. As a result, preparation and retaining of talent is highly important for change in these roles. Offering better knowledge and skill to employees prepares them to reach the organization to a higher level. Clearly, high quality education and development of employees is highly important for organizational success. However, these plans do not occur randomly. They require accurate planning and implementation. Under such conditions, how to manage human resources and the compiled programs for employee's training become highly important.

Concerning human resources development, it is suggested to develop individual competencies via improving job skills and reinforcing general and specialized knowledge. Exit from organizational mobbing depends on improving functional efficiency of employees and effectiveness of performing job affairs. Total awareness of principles, characteristics and techniques of human resources development and meritocracy management is a definite and serious need for all public, private, profit and non-profit institutions and requires to adopt modern and more distinct managerial strategies than other competitors and creating competitive advantage to continue its survival.

Concerning emotional intimacy, employees' honesty and righteousness is necessary for employees' feeling of satisfaction with each other. In this regard, employees' criticizability and admitting mistakes and respecting each other are effective on exit from organizational mobbing. Likewise, recognition of employees' personal spirit from each other is an important element in this regard.

Concerning employees' organizational intimacy, it is suggested to improve the spirit of teamwork besides developing employees' friendly relations and creating interest for cooperation. Exit from organizational mobbing requires joy and exhilaration in employees' relations and cooperation while solving the problems. It is suggested to relevant managers to try to enhance attachment and interest among the employees.

Concerning education management, senior management support from accurate job behaviors and practical capitulation and obligation of managers from norms of the organization are suggested. In this regard, managers' crucial and obvious dealing with workplace mobbing is needed which can be achieved through compiling clear managerial rules and regulations in the field of workplace mobbing. Also, lack of workplace bullying of senior managers and lack of sovereignty of directive management and lack of delegation of authority should be taken into account in the above-mentioned management.

Concerning organizational structure, it is suggested to improve and reinforce organizational communications through creating flexible and participatory structures. Exit from organizational mobbing requires mobilization of resources and possibilities toward the purpose and of course developing informal and multilateral relations. Thus, it is recommended to relevant managers to review and re-engineer the construct in this regard.

Concerning culture of education, it is suggested to establish the growth and developer culture in the Education Organization by creating ingenious and risk-taking culture. Exit from organizational mobbing requires implementing a responsive culture and it is possible to help exit from organizational mobbing if there is participatory decision-making culture and teamwork. In addition to above cases, establishment of learning culture leads to create tolerance-oriented organizational culture and relevant managers can be effective on exit from organizational mobbing through the use of problem-oriented culture.

Concerning organizational climate, it is suggested to reinforce positive and constructive behaviors of employees besides sublimating the atmosphere of cooperation. Moreover, encouraging employees to cooperate creates sense of joy at workplace and what is important in exit from organizational mobbing is creating trust in the work environment which should be considered by relevant managers more than ever.

Concerning job factors, it is suggested to take action toward promotion and meritocratic career advancement by observing the proportion of the individual's characteristics with the jobs. Exit from organizational mobbing requires job development and variety of tasks and of course job enrichment and delegation of authority. Thus, lack of conflict among job roles and clarity of the related tasks will help exit from organizational mobbing.

Concerning the payment and compensation system, it is suggested to attract employees' satisfaction with adequate salary and benefits besides offering well-fare possibilities to employees. Exit from organizational mobbing requires offering incentives and rewards based on tenure or job experience and granting material and spiritual reward proportional to employees' performance improves their performance and creates motivation in them.

Concerning stress management, it is suggested to respond to work problems through creating peace in the work environment. Exit from organizational mobbing requires reduced ambiguity in roles and tasks and conformity with employees' problems. In the same vein, compiling a program by managers of education to decrease job tension is recommended. Indeed, stress is a basic risk factor to create mental disorders like depression. Cognition skills in training stress management along with modifying perceptual processes, decreasing signs of stress and reducing negative assessments enhance positive assessments of the individual.

Concerning conflict management, it is suggested to omit conflict of interests in organizational jobs and departments through eliminating conflict in tasks of organizational jobs and departments. Exit from organizational mobbing is facilitated via peaceful solving of problems of employees and departments and of course preventive recognition of potential factors of conflict.

In the end, achieving the purposes of exit from organizational mobbing including reduction of norm breaking and behaviors contrary to common law of the organization, reduction of organizational misbehavior of employees, reduction of spreading rumor and lie in the organization, reduction of anomie and organizational abnormality, lack of grouping and opposition in the organization, reduction of absenteeism and circumvention, and decreased annoyance of colleagues at the work environment will be possible through implementing the above strategies.

Suggestions for future researchers

- The use of the present model of exit from organizational mobbing in the Education Organization in different provinces and comparing the obtained results
- Exploring the relationship among mechanisms of criterions of the model of exit from organizational mobbing in the Education Organization

- Comparing exit from organizational mobbing in the Education Organization with other countries
- Prioritization of beneficiaries of the model of exit from organizational mobbing in the Education Organization

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