

**Work Passion's Role in Mitigating Workplace Incivility:
Analytic Study for a Sample of Teaching Staff's Opinions in Private Schools in Al-Qadisiya
Governorate**

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Abstract

Purpose: This study examines the effect and correlation between work passion (by its four dimensions: enjoyment, self-motivation, self-identity and making sense of learning) and workplace incivility (by its four dimensions: hostility, invasion of privacy, gossiping, and withdrawal behavior).

Design/Methodology: Relying on a sample of 813 teaching staff members in the private schools in Al-Qadisiya Governorate, the analysis uses AMOS v.20 and SPSS v.24 statistical programs.

Research Results: The results show a moderate level of work enjoyment in the sample, which indicates that individuals in those private schools enjoy their work and they are willing to stay keep it. In addition, the level of enjoyment gives them some motivation to come to work and some satisfaction about it without feeling tired or bored in performing their work.

Research Recommendations: To clarify the toxic footprint of deviant behaviors and their risky consequences, it is important for the school administration to enact a code of conduct and standards rules of professionalism to include a set of guidelines and directions that help individuals conduct their work in accordance with the ethical and professional values that elevate the educational process.

Keywords: work passion and workplace incivility.

Introduction

There are many pressures and behaviors in the work environment that make it increasingly complex, leading to high level of stress and fatigue among employees. In order to respond effectively to these pressures, organizations need to focus more on human capital, because it is one of the important sources for gaining a sustainable competitive advantage. Those employees are the talent of excellence that the organization needs, because attracting individuals who are passionate about their work and maintaining them is one of the most

important success factors in overcoming environmental challenges, increasing creativity, and accelerating performance. This is because work passion is the feeling that drives individuals to be more efficient and productive, and leads them to use their abilities willingly. Attracting and retaining people who are passionate about work can also help create a work environment capable of overcoming the challenges posed by the excessive competition caused by business globalization, when the passionate employees are seen as energetic and enthusiastic people, who can communicate and inspire optimism and positivity.

Hence, in an attempt to understand the ways in which incivility can be reduced in workplace, this study seeks to empirically verify the contribution of work passion to reducing workplace incivility and investigate the explanatory mechanisms of this phenomenon.

Therefore, the study seeks to determine the occurrence of any of variables and to explore the nature of the relationship between work passion and workplace incivility by applying it to one of the conscious and educated segments of society represented by a sample of teaching staff members in private schools in Al-Qadisiya Governorate. The research is divided into four sections. The first section includes the methodology, the second is about the theoretical framework, the third is for the experimental aspect, and the fourth gives the results and recommendations.

Section I: Methodology

1. Study Problem

Work passion is one of the positive emotions that leads to the creation of positive experiences based on what many researches have indicated about the importance of passion and the characteristics it possesses to face complex challenges and unexpected events at work. Accordingly, the problem of this study is about the following main question: **Is work passion in school environment correlates to workplace incivility? Can individuals having a certain level of work passion mitigate it?**

2. Study Relevance

The importance of this study is evident by addressing one of the vital topics in management thought, which is focusing on the role of work passion and its role in influencing deviant behavior. The importance of the research can be stated as follows:

1. This study is a qualitative addition to the Arabic library, according to the researchers' knowledge, because it is considered one of the leading local and Arab research in dealing with work passion and workplace incivility as a contribution to the field.
2. This study acquires its importance from the current difficult period that educational organizations are going through due to the repercussions of the outbreak of the Corona pandemic, in an attempt to improve the status of these organizations.
3. Analyzing and diagnosing the level of work passion that teachers have.

4. Testing and clarifying the correlation and influence between the dimensions of work passion and the dimensions of work incivility.
5. The importance of this study lies in drawing attention to the significant consequences that may be inflicted on the school environment as a result of some rude practices, with the aim of mitigating or limiting their effects.

3. Study Objectives

The main objective of this study is to identify the role of the dimensions of work passion and its impact on work incivility, and the extent of its contribution to reducing the level of work incivility. This objective has the following goals:

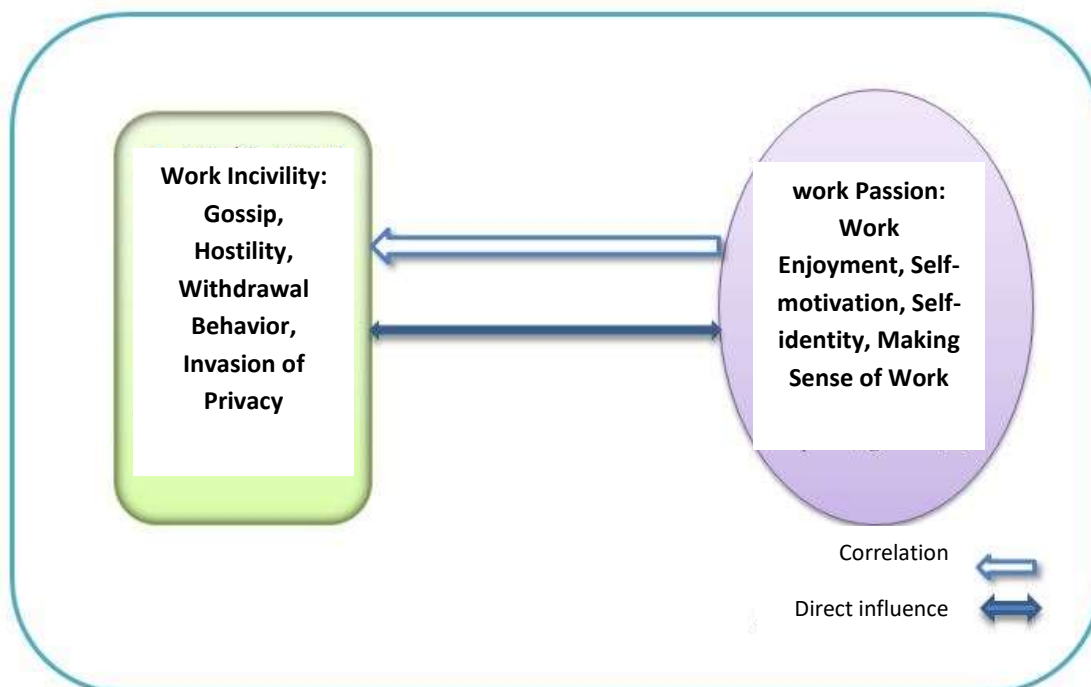
1. Analyzing and diagnosing the level of work passion that teachers have.
2. Testing the correlation and influence between the dimensions of toxic leadership and the dimensions of work incivility, with or without work passion.

4. Study Theoretical Framework

As in the study methodology, problem and objectives above, a theoretical framework is set to identify the correlation between the study variables as follows:

1. The independent variable: It is represented by work passion in its dimensions: work enjoyment, self-motivation, self-identity, and making sense of learning.
2. The dependent variable: represented by the dimensions: gossiping, hostility, withdrawal behavior, and invasion of privacy.

Figure 1: Study Frame work



Study Hypotheses

Correlation Hypotheses: There is a significant intercorrelation between the dimensions of work passion and workplace incivility, from which the following sub-hypotheses emerge:

- a. There is a significant correlation between work passion and hostility.
- b. There is a significant correlation between work passion and gossip.
- c. There is a significant correlation between work passion and invasion of privacy.
- d. There is a significant correlation between work passion and withdrawal behavior.

Effect hypotheses: There is a significant effect correlation between the dimensions of work passion and work incivility, from which the following sub-hypotheses emerge:

- a. There is a significant relationship between work passion and hostility.
- b. There is a significant relationship between work passion and gossip.
- c. There is a significant relationship between work passion and invasion of privacy.
- d. There is a significant relationship between work passion and withdrawal behavior.

6. Study Sample

For the purpose of achieving consistency with the study objectives and its theoretical content, the researchers used the improbable sampling method. All private schools located in the Al-Qadisiya Governorate were selected as a spatial sample for this study. The sample included 65 private schools in the city center. The researchers tried to include the largest possible number of teaching staff working in these schools, as the number of distributed questionnaire forms was 960, of which, 813 forms were valid for statistical analysis. The table below shows a description of the respondents' sample by gender, age, and education.

Table 1: respondents' sample by gender, age, and education

	Variables	Study community	Frequencies	%
1	Gender	Males	277	%34
		Females	536	%66
		Total	813	%100
2	Age	>23	27	%3
		30- 24	268	%33
		37-31	448	%55
		<38	70	%9
		Total	813	%100
3	Education	Deploma	150	%18
		BA	632	%78
		MA	22	%3
		PhD	9	%1
		total	813	%100

Section II: Review

1. Work Passion

A. Conceptualization

Philosophers have been interested in the concept of passion with the emergence of two distinct attitudes. The first postulates that passion entails a loss of reason and control. Accordingly, passionate individuals are seen as passive, enslaved to and controlled by passion. The second, more positive perspective, depicts people as being more active in relation to their passion (Vallerand et al., 2003:756-757), and often use the word 'passion' to express how much they enjoy or love something. In general, people attribute different characteristics (such as creative, disciplined, dedicated, hardworking, and inspiring) to individuals who display a passion for their work (Rabie, 2019:26).

Perttula (2004) defines work passion as "a psychological state characterized by the experience of intense positive emotions, intrinsic motivation to work, and a sense of purposeful connectedness toward 'work.'" He considers the conception of work passion to be a state consisting of both: an emotional component (joy and self-vitality) and a cognitive component (meaningful connection and self-motivation). On one hand, Meaningful connection refers to "how an individual's identity is intertwined with the work", and self-motivation reflects individuals' strong passion for work, while the emotional component deals with the enjoyment dimension in work passion that satisfies feelings of pleasure, happiness and love towards work. On the other hand, self-vitality refers to a feeling of energy at work (Johri et al., 2016:148).

Work passion also differs from other relevant structures such as motivation, engagement, flow, and workaholism. As for motivation, passion is a deeply held belief that becomes part of an individual's identity, and has a long-term impact on one's life compared to motivation. Self-motivation is the subjective drive that directs the relationship between the individual and a specific situation, while passion acts as a motivation because it builds enthusiasm for achieving goals (Pradhan et al., 2017:6). For example, many authors mention that teachers' passion for education and knowledge develops as a result of emotional attachment (Day, 2004; Day, et al., 2007; Elliot & Crosswell, 2002). Emotional attachment acts as an intrinsic motive that drives personal desire and passion. Such relation with desire and motivation generates passion, which forms a crucial link between work and individuals' level of personal commitment (Dasan, 2019:23) and performance excellence (Stoia, 2018:6).

B. Work Passion Dimensions

Johri and colleagues (2016) developed a work passion scale as an alternative to measure work passion. This scale is based on the operational definition of work passion, which consists of four dimensions: work enjoyment, self-motivation, self-identity, and making sense of learning. These dimensions fall under three components: Emotional, Cognitive, and Behavioral (Stoia, 2018:51). This study will adopt Johri's dimensions as it is best relevant.

1) Work Enjoyment

Work Enjoyment is the degree to which people work because they find work itself intrinsically enjoyable or joyful, as managers seek to bring pleasure or interest into the nature of work rather than the practice for example. Work Enjoyment is associated with increased positive affect, adaptation, and well-being, as well as improved work attitudes, learning, adaptability, and performance (Graves et al., 2012:1656). Work enjoyment describes the individual's feeling of happiness about work, which can be measured by the extent to which the individual feels pleasure (Srijaya et al., 2020:545).

2) Self-motivation

Self-motivation refers to a set of skills to improve an individual's morale, job satisfaction, performance through attitudes, flexibility and mental endurance (Zimmerman, 2006:3). It is defined as the ability to motivate oneself to do what needs to be done regardless of how the individual feels (Werner, 2008: 3).

3) Self-identity

The self is an organized process born of self-reflection, while identity is the tool (or in some cases perhaps an idea) by which individuals or groups categorize themselves and present their image to the world (Owens, 2006: 206), and self-identity is the product of a series of steps that endures over a long period of time (Bailey, 2003: 385).

4) Making Sense of Learning

It is described as an "integral and inseparable aspect of social practice" that involves building identity by changing the forms of sense-making of learning in different societies, represented by the basic processes of participation, identity building and practice. Making sense of learning is depicted as the center of the existing learning through which the development of identity and practices takes place (Handley et al, 2006: 3).

2. Workplace Incivility

A. Conceptualization

Abuse in the workplace is a topic that is widespread and diverse in nature and spans across all cultures and can range from negative acts of minimal intensity to assault, rape, and murder, victimization, social undermining, emotional abuse, harassment, sexual harassment, workplace violence, bullying, interpersonal conflict, abusive supervision, and incivility (Connolly, 2017:36). Among these concepts, there has been an increasing interest among scholars recently to focus on the least severe of abuse, which is abuse in the workplace (Raaj & Anju, 2018: 80). Although incivility is the minimum abuse in the workplace, it is the most common and most prevalent negative behavior in organizations. (Bibi et al., 2013: 318). It has been discovered in various fields, such as organizational behavior, management, education, and nursing (Taştan & Davoudi, 2015:37).

Some researchers, such as Caza and Cortina (2007), distinguish between two different types of incivility, namely: top-to-bottom and horizontal. Top-down incivility refers to encountering rude behavior from supervisors or other people of higher status, while horizontal refers to uncivilized behavior from colleagues or peers, i.e., incivility can have multiple sources within the work environment, including co-workers and leaders or supervisors (Jiménez et al., 2018: 160).

Andersson and Pearson's (1999) definition of workplace incivility formed the common basis for nearly all of the studies reviewed and is, therefore, the most widely accepted definition (Vagharseyyedin, 2015:4). They (1999:457) asserted that incivility is low intensity deviant behavior with a vague intent to harm a target and a violation of workplace standards of mutual respect. They added that uncivil behavior is characteristically rude and vulgar, which indicates a lack of respect for others. This definition has been widely used by a number of researchers (Bartlett et al., 2008:1). Incivility has also been defined as "disrespectful behavior that undermines workers' dignity and self-esteem and creates needless suffering. Disgraceful behaviors (Martin & Hine, 2005: 478) indicate a lack of concern for the welfare of others and are inconsistent with the way individuals expect to be treated (Zauderer, 2002: 38).

Martin and Hine (2005: 478) describe workplace incivility as rude and impolite behavior in the workplace that:

- violates the rules of mutual respect.
- does not necessarily cause damage to the target.
- does not physically threaten the target.
- occurs among colleagues within the organization.
- goes beyond the organizational hierarchy in that any employee may be rude to another employee regardless of position.

Estes and Wang (2008) state that workplace incivility is a type of behavior that targets others and can have harmful effects on individuals and the organization in which they work (Smidt, 2015:13). Shim (2010:7) defines uncivil behavior as deviant, vague, unclear and uncivilized behaviors that lead to a violation of work rules and mutual respect among workers, and it has several names like violent behaviors, harassment, bullying, attacking behaviors and aggression in the workplace.

B. Workplace Incivility Dimensions

This study adopts Schilpzand et al.'s (2016:62) scale according to the following dimensions:

1) Hostility

Hostility is a behavior of a particular individual with the intent of causing harm to people in the workplace, which may be normal behavior (hitting, property damage) or psychological and verbal behavior (verbal insults, neglect of goals), as well as it can be overt or covert (obvious or unknown, direct or indirect) (Dupre et al., 2006: 987).

2) Invasion of Privacy

Privacy is defined as the feelings with which one has the right to possess private information, either personally or collectively (Watkins et al, 2007: 14). While Warren and Brandeis (1890) define it simply as the right of individuals to be left alone (Life, 2004:32), privacy is a very valuable thing. Everyone wants a place where their privacy can be preserved sometimes (Bhave, et al, 2020:16).

3) Withdrawal Behavior

It is defined as the rejection or disregard of an individual or group of individuals by another individual or group, which impairs an individual's ability to build or maintain positive personal relationships, work-related success, or a favorable reputation at work (Hitlan, 2006: 217).

Withdrawal as a specific type of incivility is not only ambiguous, but is also characterized by the deprivation of resources in the form of withdrawal of social support. It is believed that withholding social support negatively affects individuals' basic need for acceptance and affiliation. This type of workplace is a treatment that harms employees' self-esteem and productivity (Sharp et al., 2019:2).

4) Gossip

It is the evaluative and informal talk in an organization about another member who is not in that organization, and it is called workplace gossip. Most studies focus on negative workplace gossip, which has gradually made the topic an important point in the field of organizational behavior. Several studies have looked at negative workplace gossip as individual factors (Kong, 2018: 26). When workplace gossip occurs, it is often in the form of rumors and some are said to be informal harmless methods of communication and may even facilitate work in the workplace. (Advisor, 2016:21).

3. Work Passion and Workplace Incivility Relation

Organizations today are looking to find employees who have a passion for their work. Passionate employees are seen as role models for other employees. Passion can enhance motivation and well-being, and provide meaning in everyday life (Ramzan et al., 2020:8283).

Passion refers to the self-absorption of work, where the work is important, enjoyable, part of the identity of the individual and makes the individual internalize work as part of self-concept. This becomes a motivational factor for behavior and emotions. Thus, this combination is more suitable for explaining individual differences in incivility (Birkeland & Nerstad: 2015:2). Passion is a motivational tendency that drives employees to use willpower and self-support to accomplish work. Passion arises from self-identity that is formed by an individual's self-absorption. When employees believe their work has high value and a sense of meaning, they are motivated to proactively and joyfully engage in the work. Therefore,

researchers generally conclude that passion generates positive effects. Work Passion affects Job satisfaction (Burke et al., 2015), work engagement and burnout (Trépanier et al., 2014), proactive work behavior (Gulyani and Bhatnagar, 2017), organizational citizenship (Astakhova, 2015), organizational identity and job performance (Astakhova and Porter, 2015; Ho et al., 2018), and emotional exhaustion (Chen et al., 2019). Accordingly, passion has significant effects on individuals' attitudes and behaviors (Hsiu-Yu Teng, 2019:35). Therefore, an individual who has a great work passion is not easily discouraged in the face of difficulties and deviant behaviors in the work. This means that there is perseverance and confidence. It is a burning desire, strong belief and encouragement that makes people achieve their vision (Purba & Ananta, 2018: 267).

Section III: Framework

1. Measurement Tool Testing

Consistency test represents the degree to which individual differences can be measured harmoniously and homogeneously when responding to a specific scale. Cronbach alpha is used here to validate the scale, the values of which, when reach 0.70, it is deemed valid. Table 2 shows that Cronbach alpha values for the study variables and their sub-dimensions are 0.94-0.70. These values are relatively acceptable, reliable and have an excellent level of consistency study because they are high values compared to the standard values of Cronbach alpha, and are characterized by accuracy.

Table 2: Cronbach alpha values of the study variables

Variables	Dimension	Value	Coefficient
Work passion			0.94
	Enjoyment	0.76	
	Self-motivation	0.89	
	Self-identity	0.93	
Workplace incivility	Sense of learning	0.89	
			0.93
	Hostility	0.70	
	Invasion of privacy	0.89	
	Withdrawal	0.91	
	gossip	0.90	

2. Statistical Analysis

A. Work Passion

The statistical analysis of work passion is shown by table 3 as it is measured in four dimensions. The mean is 2.94 and the relative importance is 59%. These results indicate that work passion variable was achieved within a moderate level according to the answers of the respondents. This indicates that the administration of private schools in the study sample has a moderate interest in the dimensions of work passion.

Dimensions of work passion in sample schools are arranged as follows: self-motivation, enjoyment, self-identity and sense of learning respectively according to the answers of the respondents, as shown in table 3. Figure 2 shows the mean for each dimension.

Table 3: means, SDs, response level and significance for work passion dimensions (n=812)

Dimensions	Mean	SD	Significance	Level	Ranking
Enjoyment	3.09	1.327	0.62	Moderate	Second

Self-motivation	3.10	1.359	0.62	Moderate	First
Self-identity	3.01	1.350	0.60	Moderate	Third
Sense of learning	2.57	1.382	0.51	Moderate	Fourth
Work passion mean	2.94	1.354	0.59	Moderate	-

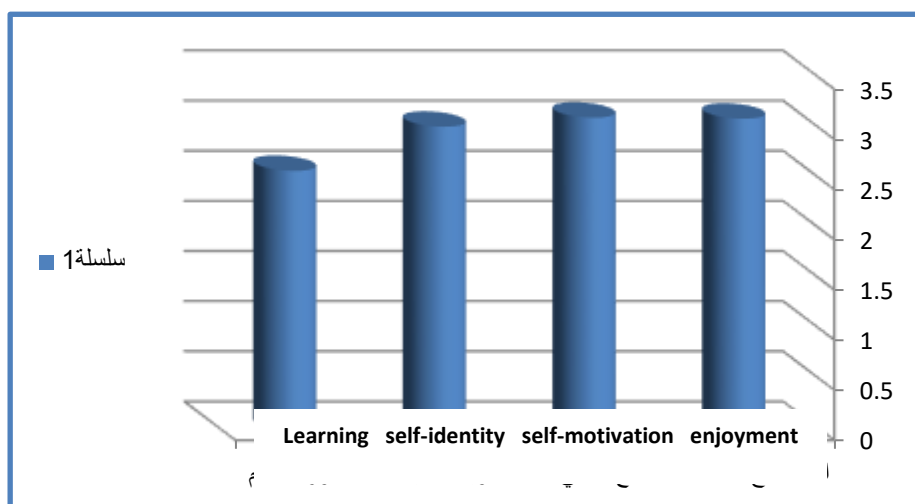


figure 2: work passion dimensions (mean)

B. Workplace Incivility

Table 4 shows the descriptive statistics of workplace incivility variable as measured in four dimensions. The total mean for this variable is 1.94 and its significance is 39%. These results indicate that the variable has been achieved at a low level according to the answers of the respondents. The results show that private schools have low level of workplace incivility.

The ranking of workplace incivility dimensions in the sample schools is as follows: hostile, gossip, withdrawal and invasion of privacy respectively according to the sample responses (Table 4). Figure 3 shows the mean for each dimension.

Table 4: means, SDs, level and ranking of workplace incivility dimensions (n=812)

Dimensions	Mean	SD	Significance	Level	Ranking
Hostility	2.22	1.312	0.44	Moderate	first
Invasion of privacy	1.81	1.098	0.36	Moderate	Fourth
Withdrawal behavior	1.86	1.110	0.37	Moderate	Third
Gossip	1.87	1.139	0.37	Moderate	Second
Mean	1.94	1.164	0.39	Moderate	-

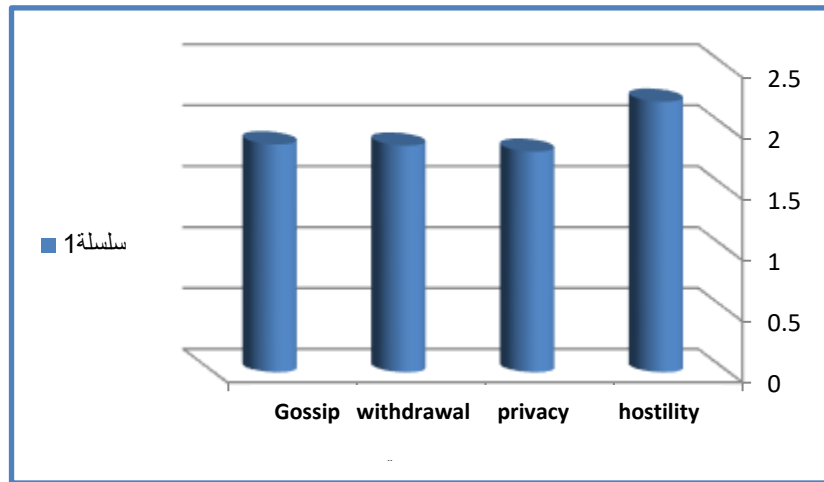


figure 3: workplace incivility dimensions (means)

3. Effect

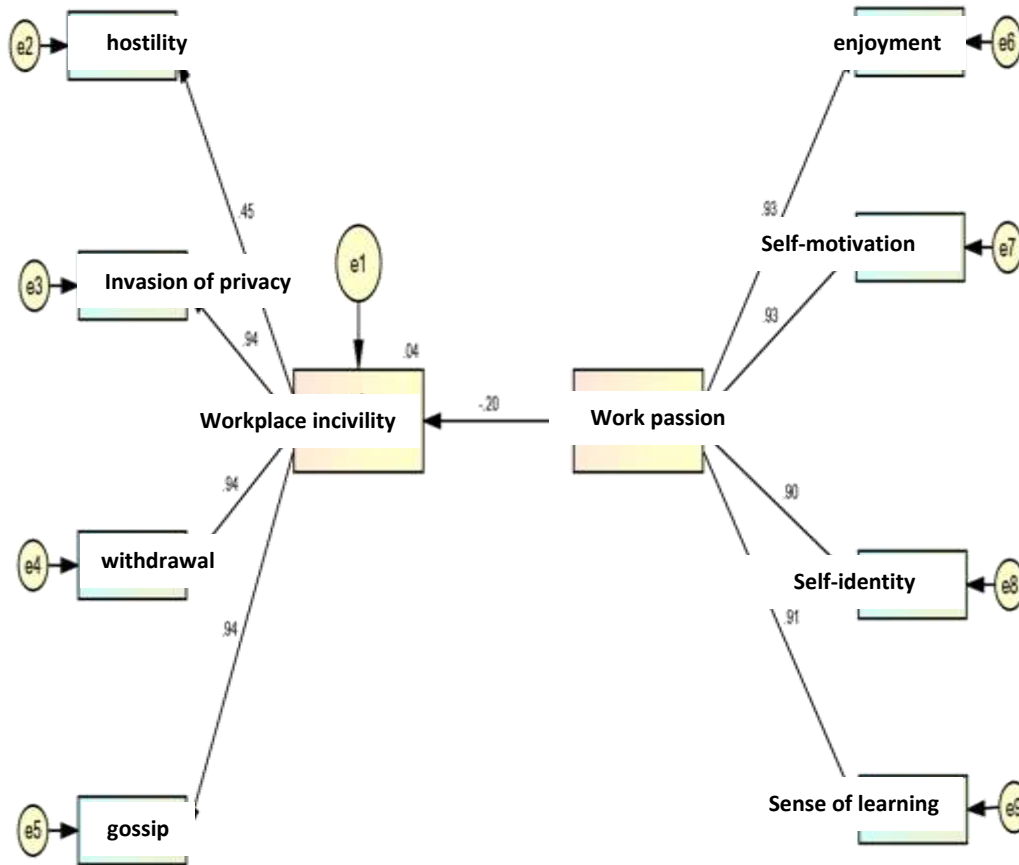
This hypothesis is concerned with testing the extent of the influence of the independent variable (work passion) on the dependent variable (workplace incivility), which states:

There is a significant effect correlation between the dimensions of work passion and work incivility

Figure 4 shows that there is a negative and significant effect of the work passion variable on the level of workplace incivility, and it is clear that the value of the standard effect factor has reached -0.20. This means that the work passion variable has an adverse effect at a rate of 20% on workplace incivility in the sample schools, which means that changing one unit of deviation from work passion will lead to an adverse change in the value of workplace incivility in the rate of 20%. This value is significant, because the critical ratio (CR) value shown in Table 5 is -2.258, as a significant value at a significant level (P-Value = 0.05).

Figure 4 also shows that the value of the interpretative coefficient (R^2) is 0.04, which means that work passion variable explains in a very small percentage the changes that occur in the presence of workplace incivility.

Accordingly, the fourth main hypothesis related to the existence of a positive effect between work passion and workplace incivility variable is acceptable and within a weak negative effect level.



hostility

Figure 4: main hypothesis regression

table 5: passion-incivility effect

Variable & dimensions	Course	Variables	S.R.W.	S.E.	C.R.	P
Incivility	<---	passion	-.203	.038	-2.258	.024
Enjoyment	<---	passion	.932	.039	27.940	***
Self-motivation	<---	passion	.929	.046	27.433	***
Self-identity	<---	passion	.905	.041	23.172	***
Sense of learning	<---	passion	.909	.040	23.774	***
Hostility	<---	Incivility	.446	.109	5.433	***
Invasion of privacy	<---	Incivility	.944	.036	31.265	***
Withdrawal	<---	Incivility	.944	.036	31.265	***
gossip	<---	Incivility	.944	.036	31.265	***

Source: Amos. V.23 results.

4. Correlation Hypotheses

A. Second Main Hypothesis

The main correlation hypothesis relates to testing the extent of the correlation by testing it between work passion and workplace incivility, which states:

there is a significant correlation between work passion and the workplace incivility.

Table 6 shows that there is a weak correlation between the work passion and workplace incivility. The value of the correlation coefficient between them is -0.203 and this value indicates the reverse correlation between work passion and workplace incivility, as the inverse correlation was at a level of significance at 0.05 with validity level of (95%). The above correlation indicates the existence of reverse correlation between the two variables from the study sample point of view which is weak between them.

These results indicate that the presence of work passion in the work environment is reflected in the reduction of the level of workplace incivility in the sample schools.

accordingly, the second main hypothesis of the correlation between work passion and workplace incivility is accepted.

Table 6: correlation in the dimensions of work passion and workplace incivility

Correlations							
		Hostility	Gossip	Invasion of privacy	Withdrawal	Passion	Incivility
Hostility	Pearson	1	.864**	.775**	.790**	.929**	-.195-*
	Sig. (2-tailed)		.000	.000	.000	.000	.033
	N	812	812	812	812	812	812
Gossip	Pearson	.864**	1	.775**	.777**	.932**	-.193-*
	Sig. (2-tailed)	.000		.000	.000	.000	.035
	N	812	812	812	812	812	812
Invasion of privacy	Pearson	.775**	.775**	1	.801**	.905**	-.185-*
	Sig. (2-tailed)	.000	.000		.000	.000	.044
	N	812	812	812	812	812	812
Withdrawal	Pearson	.790**	.777**	.801**	1	.909**	-.190-*
	Sig. (2-tailed)	.000	.000	.000		.000	.038
	N	812	812	812	812	812	812
passion	Pearson	.929**	.932**	.905**	.909**	1	-.203-*
	Sig. (2-tailed)	.000	.000	.000	.000		.026
	N	812	812	812	812	812	812
incivility	Pearson	-.195-*	-.193-*	-.185-*	-.190-*	-.203-*	1
	Sig. (2-tailed)	.033	.035	.044	.038	.026	
	N	812	812	812	812	812	812
**. Correlation is significant at the 0.01 level (2-tailed).							
*. Correlation is significant at the 0.05 level (2-tailed).							

Source: SPSS.V.25 results.

Section IV: Conclusions and Recommendations

1. Conclusions

- 1) Although there are many researchers who dealt with different dimensions to measure the research variables, but this study was able to identify the dimensions that help in measuring these variables (toxic leadership, work passion, and workplace incivility).
- 2) By reviewing the previous studies, the researchers indicated that there is an agreement among researchers that work passion is a strong feeling that one experiences when performing a specific activity, and leads to creating a positive effect on work engagement, and taking work as part of the individual's identity.
- 3) The study results show the presence of a moderate level of work enjoyment in the sample, and this indicates that the individuals in the sample schools enjoy their work and wish to keep it. In addition, they feel enjoyment that made them enthusiastic to come to work and being satisfied with it without feeling fatigue or boredom while performing their work.
- 4) The study results reveal the presence of a moderate level of the self-motivation in the sample, as it is the highest-level dimension among the other dimensions. This means that the sample is motivated to work in those schools, even if they did not receive sufficient wages, as the respondents confirmed that their enjoyment of work stems from intrinsic motives and not from material reward.
- 5) The study results reveal a moderate level of self-identity among the research sample, and this indicates the presence of a good sense of belonging on the part of individuals in schools towards their place of work, as they love their work and they are proud of it.

2. Recommendations

- 1) For the purpose of clarifying the harms of deviant behaviors and their risky consequences, it is important for the school administration to prepare a code of rules and standards of professional conduct that includes a set of instructions and directives to help individuals conduct their work in accordance with the ethical and professional values.
- 2) Private schools should work on selecting and attracting individuals who possess a level of awareness that helps them understand themselves, believe in their abilities, have good expectations for what they can do and maintain a positive attitude regardless of what is going on around them at work.
- 3) It is important for the school administration to have training programs to promote self-motivation for the staff, the importance of the work they do, making them proud of it, and improving their ability to learn to develop themselves. The availability of such qualities in individuals makes them love their work, get less responding to negative behaviors and have the ability to deal with such situations and address them and continue to complete their tasks in midst of pressure.

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