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Role of Social Undermining: A Study of Academia in  
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**Rubina Shaheen, Dr. Safia Bano, and Dr.  
Jameel Ahmed**



## **Impact of Emotional Support on Wellbeing, Mediating Role of Social Undermining: A Study of Academia in Balochistan.**

Rubina Shaheen

Ph.D. Scholar, Institute of Management Sciences, University of Balochistan.

Dr. Safia Bano

Assistant professor, Institute of Management Sciences, University of Balochistan.

Dr. Jameel Ahmed

Assistant professor, Institute of Management Sciences, University of Balochistan.

Corresponding Author's Email: [Rubinaphdscholar@gmail.com](mailto:Rubinaphdscholar@gmail.com)

### **Abstract**

**Purpose:** The concept of negative behaviors in organizational psychology is at its emerging stage. Negative behaviors not only affect the well-being of the employees but also the overall performance of the organization. The purpose of this study was to investigate the association between emotional support (from co-workers) and employees' wellbeing in the presence of social undermining as a mediator.

**Materials and Methods:** This study was quantitative. Cross-sectional and convenience sampling design (non-probability sampling technique) was applied to collect the data through questionnaires from the participants by using the survey method. Data was gathered from 287 Lecturers, Assistant Professors, and Professors from different public and private universities of Balochistan. Process Macro was applied to find the direct and indirect effect of emotional support on employees' wellbeing.

**Findings:** Results showed that emotional support positively influenced wellbeing while social undermining partially mediates the relationship between emotional support and wellbeing.

**Recommendation:** These findings can be applied in organizations to improve the wellbeing of the employees and minimize the negative behaviors in an organizational setting.

**Keywords:** *Social undermining, emotional support, employees' wellbeing, mediation analysis.*

## 1. Introduction

According to Cobb (1976), emotional support is information that enables the community to believe that they have someone who cares and loves them, admires them, and makes them realize that they are part of a social network where they have mutual responsibility. Cutrona and Russell (1990) defined emotional support as the need for assistance and security during stressful times, resulting in an individual sense of caring for others. They further suggested that emotional support is the emergence of imperviousness to the other direction to seek comfort and safety during stressful times and to direct the person to feel others' attention. Similarly, Sarafino (1998) stated that emotional support is a feeling of affection, friendship, care, attention, love, and confidence that others show to someone, as well as the person's sense of comfort and belonging while interacting with them. Empathy, confrontation, compassionate engagement, care, encouragement towards other, love that appears in caring and attention, valued feelings, and solid friendship relationships are all examples of emotional support (Gregory, et al., 1996; Campbell & Wright, 2002). Emotional support provides psychological growth, healthy human contact, and intimate personal ties such as friends, family, or emotional partnerships (Burlinson, 2003). Emotional support also demonstrates care and attention, whether expressed vocally or nonverbally, and includes listening empathy, and reassurance. It also allows people to express feelings that can help them cope with adversity, develop interpersonal relationships, and give some of the aims or purposes of their lives (Cohen, 2004).

Emotional support is an efficient component of social support and is defined as “different types of connections between individuals (Piferi & Lawler, 2006; Yao et al., 2015), while the connection can be summarized as the relationship between actual support that is obtainable and perceived support available (Franks, Stephens, & Rook, 2006; Lyyra, & Heikkinen, 2006; Thong et al., 2007). Reblin and Uchino (2009) characterize emotional support as a connection with friends, family, and other groups. According to Atoum and Al-Shoboul, (2018), emotional support is one of the aspects of human development, and some people consider it to be the most essential component of a person's conduct, personality, dreams, and ambitions. The majority of people are defined by powerful emotions as a result of a combination of unbalanced physiological and psychological elements (Phelps, 2004; Um et al., 2012).

In an organizational setting, Rook (1984) firstly introduced the word social interaction to accomplish the organizational goals. Vinokur and Van Ryn (1993) differentiated the positive and negative interaction, the negative social interaction also known as social undermining (Taherpour et al., 2016). According to Vinokur and Van Ryn (1993), in a place where two or more people work together, social undermining is inevitable. It plays a significant role in employees' functioning and performance. Social undermining behavior is usually endorsed to particular emotions such as disliking, anger, criticizing the actions, efforts, or characteristics (Joseph et al., 2011). The behavior is expected to obstruct after some time and not allowing somebody to decide or keep up social connections. The term social undermining is the expression of negative feelings and reflects negative work connections that may make employees show negative reactions (Duffy et al., 2002). Furthermore, Taherpour et al. (2016) explained that the social undermining is expanding vital attribute to its connection and its aggregate effect on individuals and their relationships. It also influences work performance.

Social undermining is regarded as a public health issue because it produces societal harm such as mood swings, lower productivity, loss of initiative, general apathy, and cognitive alterations (Cranford, 2004; Duffy et al., 2006). Furthermore, Asa and Lasebikan (2018) identified that social undermining might disrupt teachers' daily activities, particularly at work, affecting their performance. It is critical to recognize this problem so that prevention tactics can be developed to address the situation. In this light, the purpose of this study was to investigate the presence of social undermining in teaching faculty of public and private sector universities.

Research in wellbeing has been growing in recent decades (Seligman, 2011; Stratham & Chase, 2010; Keyes et al., 2002; Kahneman, Diener, & Schwarz, 1999; Diener et al., 1999). Warr (1987) defined wellbeing as an affective state characterized by both arousal and pleasure. In addition, wellbeing is described as the degree to which a person feeling hopeful, happy, and good about oneself (Waite & Gallagher, 2000), satisfied with his or her entire existence (Van Tran, 1987), and being free of depression (Wilhoite, 1994). Self-acceptance, environmental mastery, autonomy, purpose in life, meaningful relationships with others, and realization of potential are some of the components of wellbeing highlighted by Ryff (1989) in particular, Work-related wellbeing, integrates the characteristics of satisfaction, arousal, tension, and depression to represent an employee's overall quality of work experience. Recent research identified wellbeing as the ability to achieve life satisfaction (Diener & Suh, 1997; Seligman, 2002a), happiness (Pollard & Lee, 2003), and objectives (Foresight Mental Capital and Wellbeing Project, 2008). Wellbeing, according to the researchers, is a multi-dimensional concept (Stiglitz, Sen, & Fitoussi, 2009; Michaelson et al., 2009; Diener, 2009). Meanwhile, Shin & Johnson, (1978) explained it as, it is a global assessment of an individual's quality of life according to his own chosen standards (cited by; Zikmund, 2003; Stratham & Chase, 2010; Rees, Goswami, & Bradshaw 2010).

This study identified the research problem that; organizations face many difficulties in dealing with their employees' emotional sensitivity and fluctuating moods that are often noticeable in their performance (Bolger et al., 1996; Latkin & Curry 2003). This could lead to problems between management and employees (Nahum-Shani, Bamberger & Bacharach, 2011). Employees need emotional support from those who care for them such as parents, teachers, friends, and other significant people. Yet, no study has been found a direct link between emotional support, and employees' wellbeing (Leme, Del Prette, & Coimbra, 2015; Meng et al., 2018; McCloskey et al., 2015). The mechanism of the association between emotional support and wellbeing was also tested in presence of negative behavior (social undermining) to find the direct and indirect effect. Particularly, this study tried to explore the nature and strength of the association between emotional support and wellbeing. The study aimed to find out to what extent the emotional support provided by co-workers can enhance the wellbeing of the teaching faculty of universities in Balochistan.

The importance of the current study stems from the fact that it examines the importance of these variables in the lives of instructors. Research on emotional support is rare in Balochistan and limited researches has been conducted to examine the association between emotional support and wellbeing in Balochistan. The practical importance of this study is to provide information that helps employees towards their wellbeing by providing them emotional support. The results of the study can reflect in increasing awareness about the influence of emotional support on wellbeing and the development of awareness programs, training, and guidance to improve their practices in providing such support.

This study would benefit both the individuals and the organizations. For individuals, this study will decrease the level of negative behavior and enable them to perform their jobs effectively. For the organizations, the beneficial effects of the employee's wellbeing may result in high organizational effectiveness. Results of the study will add value to the literature of many variables, and provide support for the theoretical model of employee wellbeing.

## **2. Review of literature**

### **2.1 Emotional support and wellbeing**

Previously, Casper et al. (2011) linked supervisor emotional support with employees' well-being. They argued that emotional assistance should focus on assisting people in balancing their job and personal life. They found that supervisors' emotional support is measured by how much they appreciate and care about their employees' wellbeing. These results indicated that emotional support from someone improves one's well-being to the extent that it is given as part of an exchange pattern that maximizes resource gain while minimizes resource loss. Russo, Buonocore, Carmeli, & Guo (2015) conceptualized that emotional support has been linked to the accumulation of additional resources, such as psychological flexibility, context-dependent resource. Bennete et al. (2017) aimed to analyze employee well-being at work, concluding that workplace conditions help workers grow across higher levels of well-being, with the goal of assisting workplace managers and leaders in making wise decisions about how to create or leverage such conditions based on existing knowledge (evidence). Kelly et al., (2020) stated that Employees recognize the investment of resources toward schedule flexibility when supervisors are emotionally supportive and regard the work environment as family-friendly, which leads to pleasure and success.

Emotional support is also linked to many factors related to wellbeing. Lopez-Zefra (2019) examined the protective effects of psychosocial factors such as emotional intelligence, social support as well as their interfaces, on a cognitive dimension of wellbeing: depression (negative wellbeing) and life satisfaction (positive wellbeing). He concluded that social support is directly related to well-being. Previously, Gregory et al., (1996) indicated that people continue to develop different and evolving strategies of comfort, consolation, and empathy, so they can be able to provide emotional support in the form of sensitive, knowing, cooperative and conscious emotions to the other persons who need emotional support. Emotional support from family or friend is the most important factors that develop emotional support skills (Mashburn et al., 2008). Caldwell et al., (2004) investigated the relationship of emotional support from a family with self-esteem, and emotional well-being using a sample of Mexican American adolescents. The study found a positive correlation between emotional support provided by mothers and emotional well-being and self-esteem among adolescents. An increasing volume of research has highlighted the relevance of social support in improving overall well-being and reducing stress (Umberson et al., 1996; Sarason, Sarason, & Gurung 1997). When an individual perceives a pattern of helpful exchange as reciprocal, Nahum-Shani, Bamberger, and Bacharach (2011) found that receiving emotional support is connected with increased wellbeing. These previous studies showed that there is a positive link between emotional support from different sources and employees' wellbeing. It can be hypothesized:

H1: There is a positive relationship between emotional support and wellbeing.

## 2.2 Social undermining and wellbeing

Social undermining behavior is subtle, occurring over time, and less likely to be noticed by organizational experts (Duffy et al., 2002). Employees may be able to get away with undermining more easily than other forms of hostility as a result of this. Individuals who connect with groups with whom they experience a sense of belonging and loyalty prefer to participate in helpful, social conduct (Tajfel, 1994). Studies have shown, on the other hand, that inadequately shared identities frequently produce aggression or enmity (Epstein, 1966). Abramis and Caplan (1985) revealed that negative behaviors (e.g. social undermining) inversely affect social wellbeing which further affects social help as social wellbeing originated from various accomplices in a social organization. Kammeyer-Mueller et al., (2012) concluded that the effects of early support and undermining on work results were more substantial. Joseph et al. (2011) stated that the association between family members, personal relationships, friends, and coworkers are all examples of social undermining. This conduct is frequently related to negative emotions like as dislike or anger, as well as criticizing the acts, efforts, or traits of others, all of which have an impact on a person's mental health (including an increase in depressive symptoms). Undermining behaviour is employed in the workplace to sabotage a coworker's capacity to create a good reputation success, and sustain healthy interpersonal relationships (Greenbaum, Mawritz, & Eissa, 2012). According to previous research, social undermining actions have negative organizational effects, such as lower job satisfaction and increased unproductive work behaviors which is also a dimension of wellbeing (Lyubomirsky & Lepper, 1999; Yoruk & Yoruk, 2012; Seligman, 2002). Negative personal effects such as sadness, low self-esteem, and psychosomatic problems might result from these practices (Duffy et al., 2006). As a result, social undermining can have negative impact on interpersonal connections and co-creation in the workplace (Taherpour et al., 2016).

Joseph et al. (2011) reported that social undermining behavior is employed in the workplace to prevent coworkers from establishing and maintaining a good reputation, achievement, and healthy interpersonal relationships. The negative evaluations of people can include criticizing their actions, efforts, or characteristics, which can have an impact on their mental health (including an increase in depressive symptoms). Only if the person's observed conduct is designed to hamper their objective is this activity termed social undermining (Greenbaum, & Eissa, 2012). Sabeen and Arshad (2018) explored the social undermining of faculty members from public and private universities in Pakistan and investigated the implications and impacts of social undermining on their performance. They came to the conclusion that social undermining had a direct impact on emotional and general well-being. It also has an impact on faculty work performance, resulting to retreat abstention from intended activities. Previously Duffy, Ganster, and Pagon (2002) stated that there is extensive literature on positive social relationships at the workplace, little knowledge is available on the effect of negative work interactions on wellbeing. This study hypothesized that:

H2: There is a negative relationship between social undermining an employee's wellbeing.

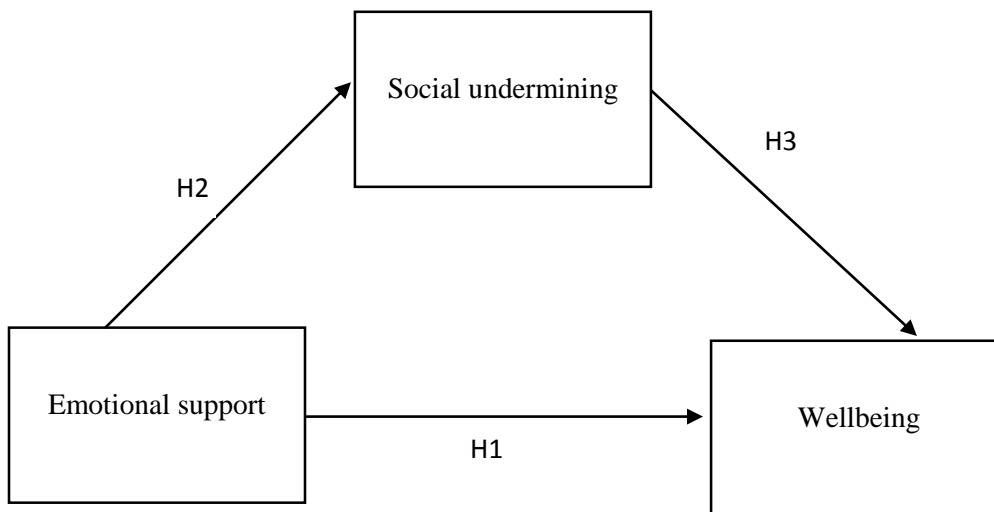
## 2.3 Social undermining as a mediator between Emotional support and wellbeing

Hart and Cooper (2014) considered employee well-being as a critical function in achieving greater organizational performance and stated that the performance of the employees in the organizations can only be settled by removing the negative behavior. Besides, social undermining is a negative behavior at the workplace which were tested directly with the organizational outcome (e.g. Duffy, Ganster & Pagon, 2020; Dietrich et al., 2020).

Social undermining is seen as a negative type of a social relationship (Rook, 1984; Vinokur & Vinokur-Kaplan, 1988). Literature explored the relationship between emotional support and dimensions of social undermining. Frederick, Gwen, Dimitiri and Wayne (2005) conducted a study to reveal the relationship between emotional support in children and bullying. The results showed that emotional support for children at 4 years of age was negatively associated with bullying. Also, Sabihat (2011) conducted a study in Palestine aimed at revealing the relationship between forms of bullying and psychological security and emotional support. The results showed that the forms of bullying were inversely related to the level of emotional support for the students.

Several pieces of research have reported that psychological wellbeing is influenced by a variety of individual and organizational factors, including relationships with family, spouse and friends, social support and so on (Yoruk & Yoruk, 2012; Lavasani et al., 2011; Eldeleklioglu, Yilmaz & Gultekin, 2010), and favorable environment (Phillips, Siu, Yeh & Cheng, 2005). Workplace undermining has a stronger link to poor performance (Rubenstein & Song, 2013). Rubenstein and Song (2013) intended to see how newcomer hedonic tone and proactive socializing practices are related to social support and undermining. The findings proposed that once newcomers become adjusted, they will continue to require assistance (Wanous, 1992; Fisher, 1986). According to Rubenstein and Song (2013), companies should recognize that supervisor and colleague undermining exists and should be eliminated as much as possible because it reduces sentiments of social acceptance and encourages disengagement and turnover. They also discovered that coworker undermining reduced social integration and withdrawal tendencies, and that supervisor undermining was linked to voluntary turnover in a unique way. Although the beneficial effects of emotional support about the reduction of social undermining and the improvement of well-being have been well established separately (Nahum-Shani, Bamberger, & Bacharach, 2011; Song & Lin, 2009; Lincoln, Chatters, & Taylor, 2005), this study hypothesized the mediating role of social undermining between the relationship of emotional support and wellbeing as:

H3: Social undermining mediates the relationship between emotional support and employee's wellbeing.



**Figure 2.1 conceptual framework**

### **Theories supporting the study**

This study was based on the behaviors of the employees within an organization, after Review of literature; the researchers could identify the relevant theories supporting this study. As it was stated by Weiss and Cropanzano (1996), the affective events theory explains how emotions and the moods influence the job performance and job satisfaction. The theory explains the relationship between employees' internal influences; such as personality, emotions, cognition and their reactions to incidents that occur at work. This study is going to apply the psychological model designed to explain the connection between emotions and feelings in the workplace and job performance, job satisfaction and behaviors. Affective event theory (AET) is underlined by a belief that human beings are emotional and that their behavior is guided by emotion.

### **3. Methodology**

#### **3.1 Population and sample**

The target population for the current research was the teaching faculty of universities in Balochistan, while the sample for the current study is consisted of lecturers, assistant professors, and professors currently teaching in universities. The questionnaire was distributed to 350 participants as MacKinnon and Lockwood (2001) mentioned in their book that; 350 sample size is best to test the mediation effect. This study used the limit of sample size as mentioned by MacKinnon and Lockwood (2001) for mediation analysis (e.g. for generalizability). Out of 350 questionnaires, 287 questionnaires were received back via online and hard copy. Data was collected from 287 respondents with an 82% response rate; hence the standard for a minimum acceptable response rate is 49% (as mentioned by Baruch & Holtom, 2008). The sample was selected conveniently because this is often readily and easily available. Furthermore, convenient sampling is tending to be the favored sampling technique as compared to other techniques as this is inexpensive due to time and budget constraints (Ackoff, 1953).

#### **3.2 Research instrument**

The data was collected through a closed-ended questionnaire which was comprised of four sections (demographic variables, emotional support, wellbeing, and social undermining). Demographics of the respondents were tested by age, gender, education level, marital status, work experience, and nature of the organization. The items were recorded on a five-point Likert scale.

To measure emotional support, Hisada, Senda, and Minoguchi, (1989) scale of sixteen items was adopted. The sample of the questions was; “He/she cheers you up when you are depressed; When something good happens to you, he/she is as happy as if it were his/her good fortune; If he/she finds out that you failed in an important thing, he/she will sincerely try to console you”. For wellbeing, this study used a scale developed by Warr (1990) and adopted by Springer and Hauser (2006), having 10 items including: “To what extent does your job have negative characteristics (e.g. high demands; requires a lot of effort; little consultation on change; role conflict; issues with other members of staff); To what extent does your job have positive characteristics (e.g. control over what you do or how you do it; support from colleagues; support from managers; appropriate rewards)?”. Social undermining was measured by 11 items scale developed by Duffy et al., (2002). Original scales of emotional support, wellbeing, and social undermining showed high validity and reliability values. This study also tested the reliability and validity of the questionnaire in the context of the higher education institutions of Balochistan. The questionnaire was designed in



English as it is an official language of correspondence for professional organizations in Balochistan (De Clercq *et al.*, 2019).

Content validity of the questionnaire was used to measure the accuracy of the words and structure of the sentences. Two experts of HR and one expert of English were chosen to check the content validity of the questionnaire. After some minor changes, the scale was tested by a statistical method using factor analysis (principal component analysis technique). Results of factor analysis showed high KMO value (KMO=0.75, Sig= .000) as mentioned by Hair *et al.* (2010), and each item of the scale showed a factor value above 0.5 as mentioned by (Saundas *et al.*, 2005).

#### 4. Data analysis and findings

For further analysis, the collected data was entered into SPSS software (version 26.0). After screening the data for normality, missing values, and outliers, frequency distribution was applied to the demographic variables, and descriptive analysis was used to determine the nature of the data. Mean, standard deviation showed the characteristics of the data, skewness, and kurtosis were applied for normality of the data. The value of skewness and kurtosis lies within the range (+2,-2) (mentioned by: George & Mallery, 2010; Trochim & Donnelly, 2006; Field, 2009; Gravetter & Wallnow, 2012).

**Table 4.1: Mean, S.D. and Normality of data**

	Mean	S.D.	Skewness	Kurtosis
Wellbeing	4.25	0.21	.13	-.44
Emotional support	4.30	0.17	-.03	.28
Social Undermining	1.93	0.24	.15	.35

#### Demographic characteristics of the respondents

Results showed that both males and females participated in this research. The majority of the respondents were male (54.2%), while only 45.8% of females participated in this research. The ages of the respondents were between 21 to 50 years and above (distributed in four groups). The majority of the respondents were from the age of 31-40 years (44.5%). Based on age the respondents were classified respectively, from the age of 21-30 the number of participants was 104 (36.4%), from the age of 41-50 the respondents were 38, and from age of 50 and above the respondents were only 17. Qualification of the respondents was tested through three levels (Master, MS/M.Phil. and Ph.D.). 75 respondents reported master-level education, 180 respondents showed they have MS/M.Phil level education and 31 respondents had Ph.D. Marital status was also tested as it affects emotional support and wellbeing directly. 34.3% were single, 62.6% were married, and 1.7% of the total was divorced. These participants were from private (45.8%) and public sector (54.2%) universities of Balochistan. The job experience of the respondents was tested by five groups, 35.7% showed that they have 1-5 years of job experience, 45.5% of respondents reported 6 to 10 years of experience, 12% respondents showed that they have a total of 11 to 15 years of job experience while remaining 6 respondents were highly experienced respondents with 20 and above job experience.

**Table 4.2: Demographic characteristics of respondents**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	155	54.2
Female	132	45.8
Total	287	100.0
<b>Age</b>		
21-30	105	36.4
31-40	127	44.4
41-50	38	13.3
50 years and above	17	5.9
Total	287	100.0
<b>Marital status</b>		
Single	99	34.3
Married	179	62.6
Divorced	5	1.7
Total	282	98.6
System	4	1.4
Total	287	100
<b>Work experience</b>		
1-5 years	102	35.7
6-10 years	131	45.5
11-15 years	34	11.9
16- 20 years	11	3.8
20 years and above	6	2.1
Total	283	99.0
System	3	1.0
Total	287	100
<b>Education level</b>		
Master	76	26.2
MS/M.Phill	180	62.9
Ph.D.	31	10.8
Total	287	100.0
<b>Nature of organization</b>		
Public Sector	155	54.2
Private Sector	132	45.8
Total	287	100.0

Correlation results illustrated the linear relationship between the variables and all the variables showed significant correlation. It was found that emotional support is positively linked with wellbeing ( $r=.85$ ), and negatively linked with social undermining ( $r= -.78$ ). Social undermining and wellbeing also showed negative and moderate relationships ( $r= -.57$ ). It can be concluded from the results that an increase in emotional support will also increase the well-being of the employees. Furthermore, the inverse relationship between social undermining and well-being showed that an increase in social undermining will lead to a decrease the well-being.

**Table 4.3: Relationship between the variables (Correlation)**

	Wellbeing	Emotional support	Social Undermining
Wellbeing	(.92)		
Emotional support	.85**	(.89)	
Social Undermining	-.57*	-.78*	(.95)

Note:\* Correlation is significant at the 0.05 level (2-tailed).

\*\* Correlation is significant at the 0.01 level (2-tailed).

N=287

Reliability is checked by Cronbach alpha. A Cronbach's alpha of .70 or greater is often accepted as an adequate indication of internal consistency, though higher is preferred if there are many items (Cortina, 1993; Lyubomirsky & Lepper, 1999). The internal consistency of the emotional support scale was .89, for wellbeing the internal consistency was .92, whereas, the consistency of the social undermining scale was .95. These results suggested that the overall scale was highly reliable.

The first hypothesis of the study was to find the impact of emotional support on wellbeing. Results showed that emotional support influences well-being by 73% ( $R^2=.73$ , Sig= .000). The beta coefficient value showed that the impact is positive and significant ( $b= .0613$ ). The second hypothesis of the study was to find the impact of social undermining on wellbeing. Results showed that social undermining influences well-being ( $R^2=.69$ , Sig= .000). The beta coefficient value of the relationship showed a negative and significant relationship ( $b= -.0385$ ).

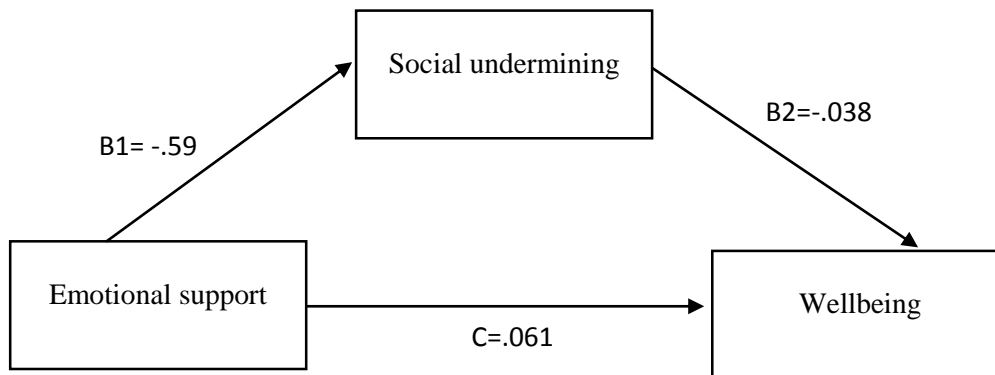
**Table 4.4: Results of regression analysis**

Independent variable	Dependent variable	R value	R square Value	Beta value	S.E	F value	Significance value
Emotional support	Wellbeing	.085	0.73	.0613	0.212	2.71	.000
Social undermining	Wellbeing	.183	0.69	-.038	0.321	1.93	.000
Emotional support	Social undermining	.96	.08	-.010	0.716	2.85	.026

The next hypothesis of the study was to find the mediating role of social undermining between the relationship of emotional support and wellbeing. The value of the direct relationship between emotional support and wellbeing is .0613, while the indirect effect is .038 (LLCI=.0282: ULCI=.1507). Both upper and lower limit values are positive (no zero included in this range), so the mediating effect is significant ( $t= 1.34$ , S.E= .454,  $p=.021$ ). These results suggested that social undermining partially mediate the relationship between emotional support and wellbeing.

**Table 4.5: Direct and indirect effect**

	Effect	SE	t-value	P-value	LLCI	ULCI
Direct effect	.0613	.045	1.348	.0176	.0282	.1507
Indirect effect	.038	.0054	.0045	.021	.0045	.0168



**Figure 2.2: Results of the hypothesized model**

## 5. Discussion

The basic objective of the study was to find the relationship between emotional support and the wellbeing of the employees. This study also aimed to identify the mechanism of this relationship with the help of social undermining as a mediator between these relationships.

The first hypothesis of the study was to find the relationship between emotional support and the wellbeing of the teaching faculty of universities. Results showed that there is a strong positive and significant relationship between these two variables. While other results also illustrated that emotional support causes variance in wellbeing positively and significantly. The first hypothesis of the study is supported by these results. The results are also consistent with previous findings of Hammer et al. (2009) that emotional support is a critical sort of supervisor actions and family support that focuses on the supervisor's expressions of care and concern for workers' non-work difficulties. Kelly et al., (2020) linked a supervisor's emotionally supportive behavior with an employee's satisfaction that is the dimension of wellbeing.

The second hypothesis of the study was to find the link between social undermining and wellbeing. Results showed that there is a negative association between social undermining and wellbeing. A higher level of social undermining will minimize the well-being of the employees. These results suggested that social undermining might be an unpredictable wonder in the working environment; it can profoundly affect the person. Social undermining encounters a person's mental harmony negatively; associate undermining is seen as a negative type of a social relationship (Rook, 1984; Vinokur & Vinokur-Kaplan, 1988).

To find the results of the third hypothesis, this study applied the mediation test (process Macro). Results showed that mediation exists between emotional support and wellbeing. So this study illustrated that emotional support increases the well-being of the employees, but social undermining weakens this relationship because of its high negative characteristics. These results suggested that the victims' reactions are mostly determined by their perceptions of the crime, and have negative organizational consequences such as increased unproductive behavior and lower job satisfaction such as well-being (Duffy et al., 2006). These results also suggested that social undermining is a behavioral aspect in human relationships that it also a significant predictor of what occurs in any organization, including how it operates and how employees interact, communicate, and execute activities (Duffy et al., 2002). Crossley (2009) said that the consequences of social undermining are numerous and varied, ranging from personal reputation damage to organizational culture and well-being. The identification of socially undermining behavior can help to build good workplace relationships, however, this is sometimes difficult to accomplish. As social undermining is observed in the workplace, the activity is utilized to obstruct the ability of coworkers to form and maintain healthy interpersonal relationships (Greenbaum et al., 2012). Social unfair criticism can harm a person's mental health, leading to an increase in depression symptoms.

## **6. Conclusion**

Human behavior is an expression of symbols in human relationships (Sabeen & Arshad, 2018), as well as a major priority for any workplace. The purpose of the study was to find the direct and indirect impact of emotional support on wellbeing. Results indicated that emotional support significantly influences the wellbeing of teaching faculty of the universities in both the public and private sectors of Balochistan. More specifically, the teaching faculty of universities showed that emotional support from coworkers will help them to increase their wellbeing at the workplace. The indirect effect of emotional support and wellbeing was tested in presence of social undermining which one of the vital aspects in an organizational is setting (Taherpour et al., 2016). It is concluded that the well-being of the employees can be improved by reducing the negative behaviors among the employees at the workplace. Based on these results it can be concluded that it is essential for employees of an organization to perform their tasks with the support of coworkers, harmony, and peace.

### **6.1 Practical Contribution of the study**

This study would benefit both the individuals and the organizations. For individuals, this study will decrease the level of negative behavior and enable them to perform their jobs effectively. For the organizations, the beneficial effects of the employee's wellbeing may result in high organizational effectiveness. Results of the study will add value to the literature of many variables, and provide support for the theoretical model of employee wellbeing. This study will try to balance the literature by focusing on negative interaction specifically social undermining. However, in order to foster trust and collaboration among faculty members, it is critical to investigate and prevent social undermining in the workplace, particularly in academic contexts. Failure to do so can have a negative impact on an employee's success, reputation, and job retention. Understanding and regulating victims' reactions to social undermining preventing conflict from escalating and will improve trust and cooperation (Crossley, 2008).

## 6.2 Limitations and Future recommendation of the study

This study is not beyond the limitations, this study has taken social undermining as a mediator while other negative behaviors can also be tested between emotional support and wellbeing. The resilience of negative behavior such as workplace bullying and negative affect emotional support can also be discussed in the future.

Despite the significance of teaching faculty in higher education institutions, the negative interpersonal interactions and strategies to overcome the negative behaviors are still at their infant stage which can be the focus on by researchers and scholars.

Employee wellbeing and its theoretical model can be studied in a different context (as suggested by Takemura & Ramaswamy, 2016) with emotional support.

Supportive behavior such as emotional support is discussed only concerning the coworker while emotional support of family and friends can also be tested in the future. Emotional support can also be tested with demographic variables such as age, gender, marital status, and job experience.

Whereas this study has aimed to highlight the influence of social undermining on individual wellbeing, numerous key concerns about how and why social undermining affects supportive behaviour and interactions in organizations remain unanswered (Taherpour et al., 2016).

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