

THE SPECIFIC DIMENSIONS OF MENTAL WELL-BEING: EDUCATORS' PERCEPTION OF THE ETHICALITY AND RELATIONSHIP QUALITY

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Abstract

Consensus on ethical norms in faculty and healthy relationships among colleagues affect positively to mental health of academics. This study aims to explain the effects of perception of the ethicality in academic association and relationship quality among colleagues on mental well-being of the members. The conceptual model consists of the "perception of the ethicality" and "relationship quality" as independent variables and "mental well-being" as dependent variable. The research was conducted at Mustafa Kemal University located in Hatay, Turkey. Data were obtained from all of faculties (n= 101). To measure the structures in the conceptual model, we used scales from the existing literature (e.g. Warwick-Edinburg Mental Well-being Scale). Data analysis approach included Factor Analysis, Structural Equation Modeling and Baron-Kenny Procedure. Research findings show that perception of the ethicality is a strong predictor both of relationship quality and mental well-being. High level of the ethicality perceived by members of organization enhances relational quality among them. Additionally, relationship quality plays a partial mediating role in the relationship between perception of the ethicality and mental well-being. At last, theoretical and practical implications in the line with the findings were presented.

Keywords: Perception of the ethicality, relationship quality, mental well-being, university

INTRODUCTION

Although mental well-being has been seen as the field of only medical and health care for many years, managers are beginning put attention on it in the workplace, now. The World Health Organization have been drawing attention the concept of well-being in the workplace since 1948. Admittedly, positive mental well-being results in more energy and hope while negative

mental well-being brings disability and depression for employees. According to Karen Higginbottom, "Mental health is one of the last remaining taboos in the workplace. It appears as if attitudes towards mental health in the workplace remained in the dark ages" (Jul 8, 2016 in <http://www.forbes.com>). So it's important to draw attention to mental well-being of employees as well as profitability and productivity in workplace. The performance and effectiveness at workplace quite dependent on positive mental well-being of employees.

At the workplaces, managers should create supportive social conditions for personal development (Gao et al. 2008). Although there are a lot of factors influence to one's mental well-being, this study focus on ethical climate and relationships quality among employees. At the university context, ethical atmosphere in faculty and healthy relationships among colleagues may affect positively on mental well-being of academics. From view of this point, the presented study aims to explain the role of the ethicality degree and relationship quality established among colleagues on their mental well-being. Unfortunately, there are few studies related to the effects of ethical climate and relationship quality on mental well-being in the existing literature. This study is likely to make significant contribution by presented insights and towards understanding of this phenomenon.

This study is worth due to explaining the specific dimensions of mental well-being, such as acceptability of ethical norms and relationship quality among employees at the organization. Both of them are new identify areas needing particular attention to improve mental well-being of employees at the organization.

Moreover, the study is interdisciplinary owing to building connection between business ethics and psychology. This study is also going on one step further than the earlier researches by identifying the specific dimensions of mental well-being (e.g. Yıldız et.al, 2013; Gao et.al, 2008).

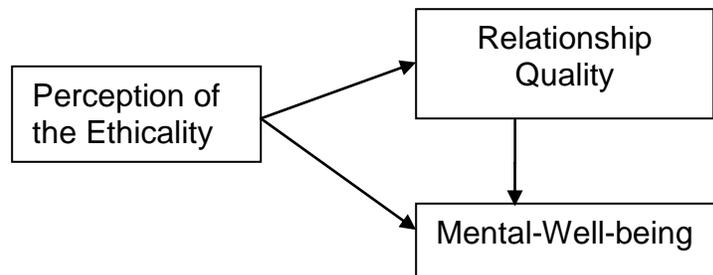
Mental well-being is defined now as "feeling good and functioning well". These feelings are provided by society, not government. Society can create supportive conditions for personal development (Gao et al. 2008). In the same vein, social conditions at the universities such ethical atmosphere and healthy relationships among colleagues may affect positively to mental well-being of academics.

On the other hand, to help academic associations for implementing the ethics codes and providing positive mental well-being of their workers, we need to know the academic's perception of the ethicality. From view of this point, the presented study also aims to measure the level of ethical acceptability of some specific unethical faculty behaviors.

CONCEPTUAL FRAMEWORK

The study's conceptual model shown in Figure 1 was developed to test the relationships among academic's perception of the ethicality, relationship quality with colleagues and their mental well-being.

Figure 1: Conceptual model: relationships among perception of the ethicality, relationship quality and mental well-being



The model was created based on ethics, relationship quality and mental well-being theories. There are a lot of theoretical perspectives related to the business ethics. Theories explain the fundamental ideas which stand back to ethical judgment when one makes a decision. Of all theories, following four, namely, moral philosophy, fairness/equity theory, social exchange theory and social contract theory have particular importance for this study. Moral philosophy is used to determine ethical decisions. Ethical decisions are made up of two types of moral philosophies: deontological and teleological philosophies (Hunt and Vitell, 1986; Hunt and Vasquez-Parraga, 1993). Deontological theories relate to specific actions or behaviors of an individual, while teleological theories focus on the consequences of the actions or behaviors. Individuals shape their ethical judgment or intention in basis of deontological factors and teleological factors. There is also a third, virtue ethics. "Virtue ethics (Hartman, 1998) refers to a qualitative characteristic, generally considered as part of a person's character, something within the person, although neither materially nor biologically identifiable. A virtue is closer to an internal value, something of the spiritual essence of the person" (Ndubisi et al., 2014, p.370). Of the three ethics perspectives, deontological norms or guiding principles that represent personal values or rules of behavior (Vitell, Rallapalli, and Singhapakdi, 1993) are the most useful in dealing with decision making process in ethical situations. Therefore, it is reasonable to think that ethical norms are likely to effect perceived relationship quality between two persons. Equity theory is another helpful theory for understanding how ethical norms can influence relationship quality. The meaning of ethics in terms of fairness is deciding what is right or wrong. In this decision process, a person heavily use the rules of behavior (Connock and Johns,

1995). According to Orme and Ashton (2003), ethical climate is achieved by applying these rules consistently in all daily business situations. Adams (1963) states if these rules are violated, inequity will occur. Then, this situation can result in a sense of dissatisfaction, resentment, anger, guilt or even conflict. A person who perceives tension will be the desire to reduce the tension of inequity or to restore inequality. This atmosphere may influence negatively to the quality of relationship between each other. Whereas, if a person perceives others as ethical, this can lead to enhance relationship quality (Palmer et al. 2000).

Social contract theory admits that each community has its own ethical norms. The essence of this theory for code development and implementation is that emphasis on the role of consensus among the individuals potentially abide by the code. Donaldson and Dunfee (1999, p.50) have argued that "the rules of business ethics should be based on norms determined by local communities. Communities determine what is appropriate or not, bounded by time and space. In other words, what is appropriate for one community in a certain time and space may be different for other communities bounded by a different time and space". Therefore, a code of ethics of any organization has to be based on the ethical norms of their own community. The academy should allow its code of ethics to reflect the educators' views of what is acceptable or unacceptable faculty behavior. Donaldson and Dunfee (1994) further address the concept of ethical norms developed by the local community in terms of hypernorms. Hypernorms are ethical norms considered highly legitimate and obligatory. They represent norms sufficiently fundamental to serve as a source of evaluation and criticism of community-generated norms. Finally, the social exchange theory explains that social relationships are a source of emotions and can be characterized the different emotional effects of different exchange structures. In a relationship, when a positive experience is felt by one party then the party would also act positively in the relationship (Lawler, 2001). This is known as the ethics of reciprocity or reciprocity norm (Gouldner, 1960). In keeping with this line of argument, our study assumes ethical norms as a determinant of perceived relationship quality. "Exchange relationships that are characterized by high ethical norms and behaviors have the potency to shape perceived relationship quality by exchange parties positively. Relationship quality is described as the overall depth and climate of a relationship" (Ndubisi et al., 2014, p.372). The condition of a relationship including high ethical norms and behaviors can result in favorable perception of relationship quality.

Therefore, it is also reasonable to think that the level of the ethicality are likely to effect on perceived relationship quality. The first hypothesis can be formulated as:

H1. A positive relationship occurs between perception of the ethicality and relationship quality.

The social scientists understand well-being to be something that is dependent on income, employment, education and environment. But, according to a research conducted in UK (Office for National Statistics-ONS, 2011), which was asked members of UK general public to rank determinants of well-being in order of importance, determinants of well-being came up with the following - health, good connections with friends and family, job satisfaction, economic security, and present and future conditions of environment. General public thus put their personal health and the quality of their interpersonal relationships above the determinants which tend to be ranked as most important by the social scientists (Brown, 2015). Positive mental well-being leads to energy, empathy, hope, adjustment, awareness and peace while negative mental well-being leads to fatigue, disability, pain, anger, anxiety and depression (Higginbottom, 2016). It is seen that good relationships among colleagues may lead to higher level of mental well-being. Therefore, following hypothesis is developed:

H2. A positive relationship occurs between relationship quality and mental well-being.

Widely consensus on ethical norms not only might enhance the quality of relationship, but also might influence directly to mental well-being. Psychologists whom work to increase public health care have focused on the three components of well-being for more understanding of it: psychological, mental and emotional components (Ryff, 1989; Ryff and Keyes, 1995). Psychological well-being reflects to a person's autonomy, agency, confidence, optimism and the capacity for healthy relationships (Seligman, 2002). These attributes create positive states of mind. Psychologists view them as the skills that need to be cultivated by the individual in order to achieve lasting happiness. Moreover, in recent years, social scientists referred to the fact that mental well-being and happiness or life satisfaction concepts have same meaning (Ryff, 1989). Therefore, it's reasonable to think that the more ethical climate is established in faculty, the more academics feel happiness. In the line with these two main ideas, this study suggests a positive relationship between perception of the ethicality and mental well-being. Following hypothesis is developed:

H3. A positive relationship occurs between perception of the ethicality and mental well-being.

The mediating role of relationship quality in the relationship between perception of the ethicality and mental well-being has been also examined. The conceptualization of relationship quality as mediator is consistent with our conceptualization of the ethicality as one of antecedents of relationship quality which in turn influences positively mental well-being of a person. "An important belief about mental well-being, is that it refers to recover to both mental and physical diseases, being able to overcome individuals for life's ups and downs. In this context, mental

well-being can be seen not just as one part of well-being, "but as the preeminent part, one that supports from below physical health through its influence internally on the neuroendocrine environment, and externally on the health behavior and the interpersonal relationships that dictate social well-being"(Brown, 2015, p.385).Therefore, following hypothesis is developed:

H4. Relationship quality mediates the relationship between perception of the ethicality and mental well-being.

METHODOLOGY

Sample and data collection

The research setting is Hatay-Turkey. To test the hypothesized associations, the survey was conducted among academic-personnel whom works at the Mustafa Kemal University. Each academic working in the university was selected as key informant apart from research assistants. Sample size were determined by following formula:

$$n = p*q / (e/z)^2 = 0.50*0.50 / (0.10/1.96)^2 = 96 \text{ persons}$$

(confidence level: 0.95, tolerance level: 0.10, max. variance p=q: 0.50).

The sample consists of 101 persons (n=101). The sample was randomly generated from databases of the university. Managers from the university were asked to allow their people to participate in the study. Personal interview was used for communication, and the survey questionnaire was self-administered.

Measurements

To measure the perception of the ethicality, we used the scale developed by Gao, et.al. (2008).Gao and friends created an original scale which measures the ethicality as the degree of acceptability of unethical behaviors. Original scale contains six sections. However, we used only one section of the scale related to the role of educators as professional colleagues and including 19 items for our study (see Appendix for the scale items and Table 1). All of items were accompanied with 5-point rating scales [(I believe this is very acceptable (1)... I believe this is very unacceptable (5)]. Asking respondents to rate the degree of acceptability of a variety of potentially unethical behaviors provides us to identify hypernorms. Academic's hypernorms are defined as unethical behaviors which are perceived unacceptable by the vast majority of educators.

Short version of Warwick-Edinburg Mental Well-being scale was used for measurement of mental well-being. All of items were accompanied with 5-point rating scales [(None of the time (1), Rarely (2), Some of time (3), Often (4), All of the time (5)].This scale is very well

validated and widely accepted by diverse populations (Brown, 2015). Each participant's raw score was converted to metric score as suggested by developers of original scale (see Appendix for the scale items).

Relationship quality was measured the scale developed by Ndubisi (2007). All of items were accompanied with 5-point rating scales [(Strongly disagree (1), Strongly Agree (5)]. (see Appendix for the scale items).

The questionnaire was pre-tested to ensure whether the mean of items would be understood properly by respondents and to eliminate redundant items. This effort resulted in good for scale items and questionnaire overall.

Table 1: Sources of the Scales

Educators in their Role as Professional Colleagues Scale	T. Gao, P. Siegel, J.S. Johar and M.J. Sirgy, (2008).
Relationship Quality Scale	Ndubisi, 2007
The Short Warwick-Edinburg Mental Well-being Scale(SWEMWBS)	NHS Health Scotland, University of Warwick and University of Edinburg, (2008). Brown S.S. (2015)

ANALYSES

Descriptive statistics of the sample

The demographic profile of the sample respondents is as follows: The sample consists of educators with varying occupational titles (50,5 % assistant professor, 28,7 % associate professor and 20,8 % professor).The majority were male (68,3 %) and 38,6 % were responsible for management.

Reliability of the scales

Internal consistency of the instrument was tested via reliability analysis. Reliability estimates (Cronbach's alpha) for the scales were found as follows: Perception of the ethicality scale 0, 85; Relationship quality scale 0, 89 and, Mental well-being scale 0,88. Of all are above 0,70 which are commonly accepted in the literature as enough score for the reliability of a scale.

Analytic techniques for determining of hypernorms

At first, in order to identify behaviors which are found as clearly unacceptable by most academic people and that agree on them being unethical (hypernorms), we used the analytic techniques

developed by Gao et al.(2008): a) complete method, b) sum score method and, c) standard deviation being less than 1.00.

We identified the hypernorms of academics according three criteria: 1) a mean of 4 or above and 2) a combined frequency percentage of 75% (three fourth) for judges rating a behavior as either 4 (unacceptable) or 5 (very unacceptable) on a scale varying from 1 (very acceptable) to 5 (very unacceptable). 3) Standard deviation being less than 1.00. Of all three criteria indicate that unacceptable behaviors judged as hypernorms have a great deal of consensus among respondents. The results of the analysis are shown in Table 2.

Table 2: Mean, standard deviation and complete ratio

Items for Academics in their Role as Professional Colleagues	Mean	Standard deviation	Complete ratio %
1. Criticizing other faculty in front of students or staff.	4,13	0,961	70,2 %
2. Voting against a colleague for tenure and/or promotion based on non-professional criteria.	4,51	0,820	90,1 %
3. Say unflattering things about a colleague who has applied for a position at some other institution when people from that institution call for a reference check, thus ruining the colleague's chances of getting the position.	4,29	0,931	83,2%
4. Not respecting a colleague because the colleague's academic research is perceived not to be very meaningful.	4,17	1,030	81,2%
5. Not respecting a colleague because the colleague's academic research is perceived to be very weak.	4,23	0,915	86,1%
6. Not respecting a colleague because the colleague's student teaching evaluations are perceived to be not up to standard.	4,08	1,007	78,2%
7. Treating a colleague with contempt because the colleague is perceived not to have enough experience in the "real world of business".	4,52	0,701	94,1%
8. Disclosing information about a professor colleague's performance to others who are not authorized to have this information.	4,51	0,730	92,1%
9. Disclosing negative, non-performance information about a colleague to others.	4,40	0,861	89,1%
10. Accepting to review a paper of a friend for a journal as an impartial referee.	3,06	1,310	38,6%

11. Accepting to objectively evaluate the performance of a friend for tenure & promotion.	2,19	1,294	18,8%
12. Recommending a colleague for a position in another school for the purpose getting rid of that person from one's own institution.	3,90	1,171	73,2%
13. Using ideas or works of authors of papers under review to enhance own research agenda.	4,65	0,754	91,1%
14. Not providing a constructive review that is intended to help the author.	4,10	1,025	84,2%
15. Agreeing to review a paper and then have a graduate student complete the review.	4,67	0,650	96,1%
16. Recommending a paper for acceptance to an editor that was not understood merely to avoid acknowledging to the editor a lack of expertise in the paper's subject matter.	4,31	1,046	81,1%
17. As editor, displaying favoritism to friends and personnel associates.	4,63	0,703	96,1%
18. As editor, selecting reviewers that have a strong bias in order to ensure acceptance or rejection.	4,70	0,539	98,1%
19. As editor, rejecting a paper even though the author has revised the paper to the satisfaction of the reviewers.	4,73	0,527	98,0%

The items (or behaviors) which are shown as bold in the Table 2 are found as hypernorms (2., 3., 5., 7., 8., 9., 13., 15., 17., 18. and 19. items). Behaviors believed ethically unacceptable by community of academic people include these hypernorms. Of all items, items related to editor's responsibility have highest score as unacceptable behaviors.

The relationships among perception of the ethicality, relationship quality and mental well-being: structural models and path analyses

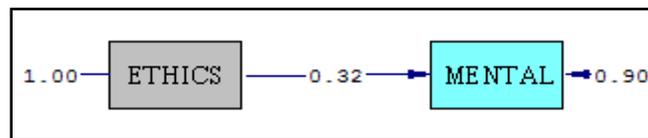
Because we want to test the mediating effect of relationship quality as well as the effect of perception of the ethicality on relationship quality and mental well-being, we lead to the specific way which will provide us to see both direct effects and mediating effect together.

To establish mediation we lead to Baron and Kenney (BK) procedure (1986). In order to understand relationships hypothesized, two structural models were estimated by using path analysis with observed variables. Total score has been used for each three scales in the analyses. According to BK recommendation "that a variable functions a mediator when it meets the following conditions: (a) variations in levels of the independent variable significantly account

for variations in the presumed mediator, b) variations in the mediator significantly account for variations in the dependent variable, and c) when item (a) and item (b) are controlled, a previously significant relation between the independent and dependent variables is no longer significant or it is significantly decreased" (Ndubisi et al., 2014, p.374).

To achieve the objective mentioned above, the first structural model was identified for one direct relationship between perception of the ethicality of academics and their mental well-being. When the model was tested, the results showed that the model has high overall fit whereby indicated by the parameters such as; RMSEA: 0,00 ; χ^2 : 0,00 ; df: 0 ; p value: 1. The fit of model is perfect. The results also showed that there is significant and positive relationship ($\beta = 0,32$; p:0,00) between two variables. As thus, H3 hypothesis is supported (Figure 2). First condition of Baron Kenny procedure is also supported.

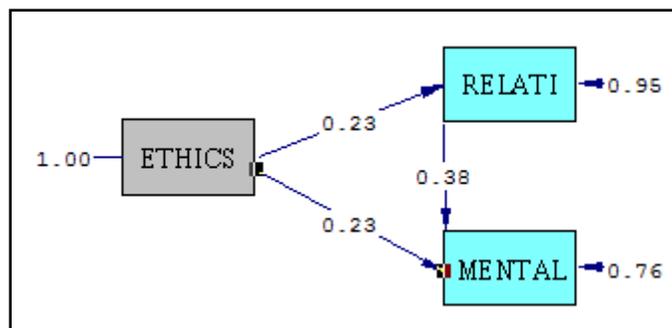
Figure 2: Direct effect between perception of the ethicality and mental well-being: structural model/ standardized coefficients



The mediating role of relationship quality in the relationship between perception of the ethicality in faculty and academics' mental well-being was examined in the second model (Figure 3). Firstly, the structural model was identified for two direct relationships between perception of the ethicality and relationship quality and between relationship quality and mental well-being. The results showed that the model has low overall fit by indicated with parameters such as; RMSEA: 0,23 ; χ^2 : 6,25 ; df: 1 ; p value: 0,01 ; AGFI: 0,76 ; CFI: 0,83 ; NFI: 0,81 and IFI: 0,84 values. Then, we added a path between perception of the ethicality and mental well-being and the model was tested again. The results showed that the latter model has clearly higher overall fit than the first model. The values were found as RMSEA: 0,00; χ^2 : 0,00; df: 0; p value: 1. The fit of the model is perfect. Difference of χ^2 test between two models shows that this increment is significant ($\Delta\chi^2= 6,25$; p: 0,012). Two direct relationships between perception of the ethicality and relationship quality and between relationship quality and mental well-being are supported. Therefore, H1 and H2 hypotheses are supported. The second and third conditions of BK procedure are supported, as well. The standardize coefficient between perception of the ethicality and mental well-being ($\beta = 0,23$; p:0,00) decreases from 0,32 to 0,23. As thus, it may be said that the relationship between perception of the ethicality and mental well-being is provided partially by relationship quality. Relationship quality plays partial mediating role

between perception of the ethicality and mental wellbeing. Therefore, H4 hypotheses are supported.

Figure 3: The relationships among perception the ethicality, relationship quality and mental well-being: structural model/standardized coefficients



RESULTS AND DISCUSSION

The relationships among the perception of the ethicality in terms of unacceptable unethical behaviors, relationship quality and mental well-being have been examined in the context of university. The model of the study was developed from the existing theories in the literature-ethics, equity, relationship quality, social exchange and social contract theories. Findings and implications of the study are presented following.

Theoretical implications

Perception of the ethicality was found to be strong predictor of relationship quality and mental well-being. This outcome provides an advance over earlier studies by locating the connection between ethical climate and mental well-being constructs. The empirical evidence for a direct effect of perception of the ethicality on relationship quality and mental well-being, and indirect effect of perception of the ethicality on mental well-being through relationship quality, supports the integration of relationship quality in our model.

The findings provide academic information about academic people behaviors considered universally unacceptable. The study results can also help other Turkish academic associations to develop and improve their code of ethics. We understand that a code of ethics should not be developed solely based on theoretical perspective but it is identified by stakeholders. This point is necessary in order to accept and implement an ethics code. Because academic people's community is an important stakeholder in education system of a country, broad acceptance and internalization of the academy code of ethics by members should be established. Although many universities have developed ethical codes for educators, sole existence of ethical codes

is not enough to guarantee ethical behavior. Voluntary compliance to implement an ethics codes helps to achieve ethical climate in universities.

The hypothesis support the perspective that perception of the ethicality can enhance relational outcomes. This finding also supported by Ndubisi et.al. (2014). Moreover, ethical climate and high degree of relationship quality can enhance a person's positive mental well-being in the academy. The study also contributes to the theories of ethics, equity, and social exchange by presenting them the appropriate lenses for understanding ethical norms and relationship outcomes in academic field.

Managerial implications

According to our findings, most commonly perceived as unethical behaviors are related to tasks of an editor. "Selecting reviewers that have a strong bias in order to ensure acceptance or rejection" is accepted by academic people as unethical behavior. "Rejecting a paper even though the author has revised the paper to the satisfaction of the reviewers" is also accepted as unethical behavior. It's not surprising these findings because academic people in Turkey have often talked about this possibility occurring in various journals. "Agreeing to review a paper and then have a graduate student complete the review" is accepted as another unethical behavior. "Disclosing information about a professor colleague's performance to others who are not authorized to have this information" and "Treating a colleague with contempt because the colleague is perceived not to have enough experience in the "real world of business" are other behaviors which are reacted by academic people. "Accepting to objectively evaluate the performance of a friend for tenure & promotion" and "Accepting to review a paper of a friend for a journal as an impartial referee" are accepted as ethical behavior. This finding may be due to the way of doing business in Turkish culture. Turkey has collectivist culture which is predicated on strong relationships among friends.

In terms of practice, the results suggest if we want to create relationship quality among colleagues leading to positive mental well-being of the members, we should establish ethical norms based on accessibility of educators.

Policy implications

Several universities have developed their own codes of ethics to regulate its members' behaviors. University managers should develop training workshops regarding the ethics codes in order to internalize of them. The managers at the universities should provide their members a tool to monitor ongoing changes in ethical climate. This could help the faculty better implement a code and enhance the ethical performance of members.

University managers should create a culture of openness about mental health that encourage staff with mental health issues to come and talk about their experiences with them. This approach will demonstrate the employees at all levels to be supported by university management. It also demonstrates that each person can have mental health issues and be a valued member of the faculty.

Rather than creating more codes and regulated laws there may be a need to create greater consciousness about unethical behaviors. This is important way for government policy makers who want to contribute to establish ethical climate at universities in general.

LIMITATIONS AND FURTHER STUDIES

Because of sensitiveness of ethics issues and hesitating of faculty members to respond questions, sample size consisted of smaller than we expected. Future research can try to improve the response rate of academic people. A replication or adaptation of the study in other context will add much value by enable generalization of outcomes. Future research in this area may consider the possible effect of the dimensions of relationship quality such as trust, commitment etc., and demographic characteristics of the respondents such as gender, culture etc. Especially, future research may test the culture dimension by replication the study in different countries due to the fact that the relationships of the model might be changed by culture as a covariate factor. Despite the study limitations, these findings will make important contribution to the literature of academic ethics, relationship quality and, mental well-being.

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APPENDIX

Scale items

Educators in their role as professional colleagues scale

(T. Gao, P. Siegel, J.S. Johar and M.J. Sirgy, 2008)

1. Criticizing other faculty in front of students or staff.
 2. Voting against a colleague for tenure and/or promotion based on non-professional criteria.
 3. Say unflattering things about a colleague who has applied for a position at some other institution when people from that institution call for a reference check, thus ruining the colleague's chances of getting the position.
 4. Not respecting a colleague because the colleague's academic research is perceived not to be very meaningful.
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5. Not respecting a colleague because the colleague's academic research is perceived to be very weak.
 6. Not respecting a colleague because the colleague's student teaching evaluations are perceived to be not up to standard.
 7. Treating a colleague with contempt because the colleague is perceived not to have enough experience in the "real world of business".
 8. Disclosing information about a professor colleague's performance to others who are not authorized to have this information.
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 12. Recommending a colleague for a position in another school for the purpose getting rid of that person from one's own institution.
 13. Using ideas or works of authors of papers under review to enhance own research agenda.
 14. Not providing a constructive review that is intended to help the author.
 15. Agreeing to review a paper and then have a graduate student complete the review.
 16. Recommending a paper for acceptance to an editor that was not understood merely to avoid acknowledging to the editor a lack of expertise in the paper's subject matter.
 17. As editor, displaying favoritism to friends and personnel associates.
 18. As editor, selecting reviewers that have a strong bias in order to ensure acceptance or rejection.
 19. As editor, rejecting a paper even though the author has revised the paper to the satisfaction of the reviewers.

I believe this IS very acceptable (1), I believe this MAY be acceptable (2), I believe this may be Unacceptable (3), I believe this IS Unacceptable (4), I believe this IS very Unacceptable (5).

Relationship quality

(Ndubisi, 2007)

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1. My relationship with the colleagues is desirable.
 2. My relationship with the colleagues meets with my goals.
 3. My relationship with the colleagues fulfills my expectations.
 4. The colleagues show a high level of professionalism.
 5. Overall, I have a good relationship with the colleagues.

Strongly disagree (1), Disagree (2), Undecided (3), Agree (4), Strongly Agree (5).

The short Warwick-Edinburg Mental Wellbeing scale (SWEMWBS)

(NHS Health Scotland, University of Warwick and University of Edinburg, 2008. by S.S. Brown (2015))

1. I've been feeling optimistic about the future
2. I've been feeling useful
3. I've been feeling relaxed
4. I've been dealing with problems well
5. I've been thinking clearly
6. I've been feeling too close to other people
7. I've been able to make up my own mind about things.

None of the time (1), Rarely (2), Some of time (3), Often (4), All of the time (5).
