The Relationship between Faculty Members' Perception of Emotional Blackmail and Their Organisational Trust in Jordanian Universities

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This study aimed to determine faculty members' perception of emotional blackmail (EB) and the relationship to organisational trust (OT) in Jordanian Universities. A quantitative approach used a correlational design with a random sample of a total 289 faculty members in public Jordanian universities. Used in this study, the EB scale had three subscales; fear, obligation and guilt, with 25 items, and OT had a total of 12 items. The results revealed that participants perceived EB and OT at a medium level. There were no significant differences in EB levels according to participants' gender and college. There were significant differences in EB levels according to teaching experiences in favour of less than five years, 5-10 years, and more than 20 years. There are significant differences in EB levels according to academic rank variables in favour of associate and assistant professors. No significant differences in OT levels were perceived according to participants' gender, college or teaching experience, whilst there were significant differences in OT levels perceived according to participants' academic rank in favour of associate, assistant and tutor. There was a negative correlation between EB and OT perceived by faculty members. The researchers recommended that the Jordanian universities should pay attention to EB and OT in their universities.

Keywords: *Emotional Blackmail, Organisational Trust, Faculty Members, Jordanian Universities, Jordan.*

Introduction

This study explores the relationship between emotional blackmail and organisational trust in Jordaniain universities as well as seeking to measure the levels of emotional blackmail and organisational trust of faculty members. The study proposes that higher levels of emotional blackmail are associated with decreased organisational trust.

A sense of subjective well-being in emotional and mental levels has become an essential factor in employees' effectiveness. Over the past few decades, unethical behaviours in organisations could have directly decreased overall morale (Giacalone & Promislo, 2010). Emotions are a field of research that is attracting growing attention in different areas of organisational studies (Smith & Bolton, 2002).

Recently, empirical and theoretical research on emotions has extended into many fields. Although many emotional issues are frequently discussed, the concept of emotional blackmail in organisational studies is rarely mentioned. Emotional blackmail (EB) is defined as when one person asks another to do something by using verbal or body language in order to achieve his or her goals, and this person's behaviour will lead to uncomfortable feelings in the other (Forward, 1997).

EB, a concept originally coined by Forward & Frazier (1997) is a "powerful form of manipulation in which people close to us threaten, either directly or indirectly, to punish us if we don't do what they want" (p. x). Some key impacts of EB are a loss of trust, integrity and wholeness in close relationships when emotional tactics such as fear, obligation and guilt are employed by perpetrators to exact punishment on the victim so that they will submit to the demands of the perpetrator. When the victim yields to the tactics, this cycle is reinforced, ultimately degrading the emotional stability of partners and satisfaction from the close relationship (Chen, 2010; Liu 2010; Liu & Jhuang 2016).

Forward (1997) clarifies that EB is a six-step process that is referred to as "the six deadly symptoms" consisting of a demand, resistance, pressure, threats, compliance and repetition. EB can be divided into four profile types including punishers, self-punishers, sufferers and tantalisers, which may be used alone or collectively. All of these describe means of using asymmetric coercive power to achieve compliance. Most people believe that EB is immoral and also that it should be illegal (Robinson, Cahill, & Bartels, 2011). The mechanism of EB uses specific weapons to accomplish the goal of controlling and manipulating the behaviour of another person and occurs between people in all kinds of human interaction relationships within all social settings. EB behaviour will generate intense and conflicting emotions (Deutsch & Coleman, 2000).

Liu (2010) conducted research on the relationship between EB and well-being by collecting 299 questionnaires from employees in 15 companies in Taiwan. According to their results, only the threaten factor was significantly negatively correlated with social well-being. EB using threats was significantly associated with reduced employee wellbeing, although the effect size was small, as the variance in the EB threaten factor explained only 4% of the variance in social well-being.

Forward (1997) explains that blackmailers have certain traits, which centre on winning at all costs. Emotional blackmailers are willing to employ any tactic deemed necessary to achieve their goals even if that means they must abuse the victim. This trait arises from the intolerance to frustration that the emotional blackmailer feels when their wishes are denied. Their frustration drives them to pressure and threaten their victims into compliance. Another trait is the feeling of deprivation that arises from their inability to tolerate frustration or to soothe their fears of loss and other frustrations when they don't get what they want. The past can play a significant role in influencing emotional blackmailers. Often, it is the situation from their past that is being projected into the present situation they are experiencing with the victim. However, a common thread shared by emotional blackmailers is to make everything about themselves, their ideas, their needs and their desires. Emotional blackmailers do not think they are harming the victim, rather they are maintaining order in the situation because that is how things ought to be.

Chen (2010) conducted research on the relationship between EB orientation, which describes the communication strategies employed by emotional blackmailers and Machiavellianism in salespeople in Taiwan. Three hundred and twenty-four questionnaires were returned. Results showed that Machiavellianism was positively correlated with EB orientation in salespeople in Taiwan. This indicated that Taiwanese salespeople with higher Machiavellianism used more EB-oriented statements in conducting their sales activities. Liu & Jhuang (2016) studied the EB perception of shopping consumers in Taiwan and their purchase intent and evaluated whether the relationship between EB perception and purchase intent was mediated by self-esteem. Results from 450 consumers showed that EB perception is positively correlated with purchase intent. In addition, self-esteem mediates this relationship.

In this regard human resources managers are faced with the continuous challenge of restructuring the organisation. Consequently, developing organisational trust in a turbulent environment will become an extremely important topic for managers in the future (Shockley-Zalabak, Ellis & Winograd, 2000). According to Kramer, Brewer, and Hanna (1996) it is assumed that trust is predicated on general ethical convictions and intrinsic values that individuals associate with group membership. Nyhan and Marlow (1997) believe that trust is interrelated with attitudinal and behavioural characteristics of workers, their jobs and organisations. Argyris (1964) argues that trust is positively associated with openness, experimentation with new behaviours, and non-threatening feedback on performance.

Trust has an impact on the quality of group problem solving and decision-making, high levels of trust are the key factors in effective problem solving (Zand, 1972; Boss, 1978; Hollon & Gemmill, 1977). Scott (1980) declares that trust is a positive force from where cooperation is derived. Savage and Waters (1982) believe that merely creating an atmosphere of trust can positively affect productivity without new programs or expense. According to Nyhan and Marlow (1997) high levels of trust are positively and causally linked with organisational commitment and job satisfaction. Peters and Waterman (1982) state that trust is the key to people-oriented strategies of successful organisations. Pritchard (1990) and Larson and LaFasto (1989) state that the first lesson in Theory Z is trust. Productivity and trust go hand-in hand.

Knight, Cummings and Chervany (1998) define trust to mean that one believes in, and is willing to depend on, another party (e.g., Mayer et al., 1995). Luhmann's (1979) conceptualisation states that trust represents the level of confidence that one individual has in another to act in a fair, ethical and predictable manner. Culbert and McDonough (1986) contend that trust pertains to whether or not one individual is able to value what another is up to and demonstrate respect for him or her particularly when the individual's need and those of the person taking the action monetarily compete. Carnevale and Wechsler (1992) find that trust involves faith or confidence in the intentions or actions of a person or a group, the expectation of ethical, fair and non-threatening behaviour, and concerns for the rights of others.

Organisational trust (OT) is the expectation of the operators of an organisation of competence, fairness, goodwill and rational behaviour of the other party in the organisation (Robbins, 2010). Trust is a multidimensional concept and has different dimensions and meanings. Trust includes meanings such as reliability, predictability, capacity, competence, expertise, goodwill, open management, interest, acceptance and so on. Trust is defined as believing others because we are dependent on others to achieve our demands. Trust is a dynamic phenomenon that depends on the interaction of various factors that can be effective in building trust. In the definition of interpersonal trust, three elements must be considered: the potential cognitive effects, dependence, and a sense of security (Begzadeh, & Nedaei, 2017).

Trust is necessary for someone to consider engaging in some form of cooperation with another and trust is an essential component of successful collaborative teams. Whenever individuals join with others in a formal or informal setting or work group, functioning effectively as a group generally requires interdependence among all those involved (Porras, Collins, & Collins, 2004). The notable increase in workforce diversity has resulted in workplaces where people with widely varied backgrounds need to come together in supportive work relationships. In these environments, mutual trust is essential to build the interdependence that once came easier due to the homogeneity of the workforce (Jamieson & O'Mara, 1991). Trust also helps to

promote a safe climate among employees and establishes situations where people in collaboration have a long-term and recurrent relationship (Daley & Vasu, 1998). LaPorte and Metlay (1996) have suggested that employees' trust in their leadership is also a potential determinant of the extent to which outsiders trust the organisation's services. Trust-based work environments where employees experience high levels of job satisfaction and organisational trust may serve as a conduit that leads to a greater attachment and identification with the corporate goals and values.

Theoretical Framework

Forward (1997) explained that emotional blackmailers employ the emotions of fear, obligation and guilt, which she abbreviates with the acronym fog. In addition, fog is used as a metaphor to explain the lack of insight and visibility that victims have when they encounter EB. She explains that this fog blinds the EB victim so that they become uncertain of their own thoughts, feelings and behaviours. Most human beings have some kind of fear: some are afraid of anger, conflict, abandonment, objects or situations.

Fear is the most basic emotion that emotional blackmailers use against their victims. Obligation, especially to those who are close to us, can be exploited by blackmailers. Blackmailers use this knowledge to extract compliance from victims by demonstrating to them that this is their obligation. Regarding the contribution of obligation to the cycle of emotional blackmail; the values, beliefs and culture form and shape people and are translated into rules and norms that are used to shape thinking, feeling, duty and behaviours. Guilt also, is exploited by blackmailers against their victims. Guilt is what victims feel when they act against their ingrained beliefs or what their conscience tells them is right. In order to stop the guilt, the victim tries to rectify the condition. Often the blackmailer will use blame to create the sense of guilt in the victim. According to Polman and Ruttan (2012), guilt is the feeling after engaging in a behaviour that is morally unethical. According to Behrendt and Ben-Ari (2012), guilt is an emotion that arises in interpersonal contexts precipitated by wrongdoing or injury that threaten the relationship (Tangney, 1996).

Organisational Trust; Cummings and Bromiley (1996) define trust as organisational action based largely on good faith effort, honesty in exchange, and limited opportunism. Trust is of major theoretical and instrumental significance in the study of organisations (Nachmias, 1985); and, most organisational scholars connect trust with high positive effects on performance (Lane, 1998). From an organisational perspective, the higher the intraorganisational trust, the more satisfied and productive the employees tend to be (Schnake, 1991).

This study, to our knowledge, is the first one that focuses on EB behaviours toward faculty members and their OT among higher education institutions' in Jordan. Considering the lack of

previous empirical research, this research was an attempt to make preliminary constructive suggestions for EB and OT and to provide some solutions and techniques for dealing with EB in Jordanian universities.

Problem of the Study and Research Questions

A survey of the related literature in Jordan indicated paucity of research that addressed the relationships between perception of EB and OT as perceived by faculty members in Jordanian universities, and to determine if EB and OT vary according to faculty members gender, college, education, teaching experience, and academic rank.

In order to investigate the relationship between faculty members' perception of EB and OT as perceived by themselves, in Jordan, and if these perspectives vary according to faculty members' demographics, this study proposed to answer the following questions:

Question One: How do faculty members at Jordanian universities perceive the EB of their administrators?

Question Two: How do faculty members at Jordanian universities perceive the OT?

Question Three: Does the perception of EB differ based on faculty members at Jordanian universities gender, academic rank, college and teaching experience?

Question Four: Does OT differ based on faculty members at Jordanian universities gender, academic rank, college and teaching experience?

Question Five: Are there significant relationships between the perception of EB and OT as perceived by their faculty members?

Significance of Study

This study is important for several reasons. EB influences the OT at any given organisation, specifically universities. The findings of this study will contribute to the knowledge of EB and OT, revealing strategies that will help leaders establish an organisational trust among faculty members.

From an academic perspective this study is expected to yield additional insight into these relationships, which should support further research in this body of knowledge. Research reveals that the concept of trust plays a significant theoretical and instrumental role in the study of organisations (Camevale, 1988; Wekselberg, 1996).

This data will further help leaders of universities recognise how leadership may have an effect on OT and EB. The study may also suggest areas where additional research in EB and OT is needed. It is likewise anticipated that these findings could improve the way higher education institutions operate and leaders lead.

Methodology

A detailed description of the analysis and the validation of the scale are given in the following section.

Study Design

The purpose of this study was to learn about the relationship between EB and OT. The study is a quantitative approach using a correlational design with a convenience sample of faculty members in Jordanian universities.

Population Sample of Study

The population of the study consists of all faculty members who are working in three public Jordanian universities allocated in the North, Middle, and South of the country selected randomly (Yarmouk University from the North region, The Hashemite University from the Middle region, and Mutah University from the South region).

The intended participant group was a sample of 289 faculty members who currently work at Jordanian universities (The Hashemite University, Yarmouk University, and Mutah University). The majority of respondents, 214 (74%) were male, and 72 (26%) were female. Sample by faculty rank showed that 58 (20.1%) were full professors, 92 (31.8%) were associate professors, 77 (26.6%) were assistant professors, and 62 (21.5%) were of tutor rank. Of the sample institutions 134 (46.4%) were classified as scientific colleges and 155 (53.6%) were humanities colleges. In relation to teaching experience 45(15.6%) were grouped as less than 5 years, 80 (27.7%) were 5 to 10 years, 74 (25.6%) were 10 to 20 years, and 90 (31.1%) had more than 20 years of teaching experience.

Instrumentation

Participants provided demographic details including their gender, college, teaching experience and academic rank.

The emotional blackmail scale initially constructed for this study consisted of the three subscales of fear, obligation and guilt. The items were constructed based on the features described within Forward's (1997) acronym fog. The instrument consisted of a total of 25 items, used a 5-point Likert scale with options 1=never, 2=rarely, 3=sometimes, 4=often, and 5=always. The fear subscale consisted of 10 items, the obligation subscale contained 7 items and the guilt subscale contained 8 items.

To measure organisational trust (OT), a questionnaire suitable to the research topic was used, depends on Cummings, & Bromiley (1996) instrument. Cummings, & Bromiley (1996) developed the 12-items OT-Short form. It uses a 5-point Likert response scale that ranges from 1 (disagree very much) to 5 (agree very much). According to Cummings and Bromiley, higher scores indicate higher levels of organizational trust.

The statistical package for social sciences was used to analyse the data. Means, standard deviations, and ANOVA analysis were calculated for the research questions. Regarding the cut points, the response scale of each item that ranged from 1 to 5 was determined as follows: 1-2.33 = low, 2.34 to 3.67 = moderate, and 3.68-5.00 = high.

Instruments Validity and Reliability

For the purpose of examining the validity of the instruments in this study (face validity evidence) it was presented to six experts in educational administration, research and evaluation and educational measurement. They were asked to check whether the statements in the instrument are clear and linked appropriately with the problems of study. Based on the experts' comments, some revisions regarding the language were made to the instrument.

Regarding the reliability of the instruments in this study, an internal consistency procedure (to estimate the consistency across the items) was used. A pilot study of 23 participants had been conducted. Those participants did not participate in the final study. The instructions were clear and all of the items of the instrument were functioning in appropriate manner. The values of alpha (the internal consistency coefficient) for the three subscales of "Emotional Blackmail" instrument were as follows: (1) Fear, Cronbach alpha: 0.77; (2) Obligation, Cronbach alpha: 0.79; (3) Guilt, Cronbach alpha: 0.78, the total, Cronbach alpha= 0.75. The values of alpha (the internal consistency coefficient) for the "organisational trust" instrument as =0.78. The previous values can be considered reasonably satisfactory to achieve the objectives of the current study.

The researchers followed Brislin's (1970) backwards translation method for converting the survey from English to Arabic. The original English version was first translated into Arabic by a professional translator. Then the Arabic version was translated back into English by a second

native speaker who was unfamiliar with the original version. The two versions were then compared with discrepancies identified and discussed, and refinements made to the Arabic version.

Results

How do Faculty Members at Jordanian Universities Perceive the EB of Their Administrators?

Means and standard deviation were used to answer this question. It is observable that the level of EB perceived by members at Jordanian universities was medium (M= 2.86, SD=0.57). The highest mean of the EB was for the Obligation subscale with (M=2.94, SD=0.70), followed by the Guilt subscale with (M=2.88, SD=0.72), followed by the Fear subscale with (M=2.79, SD=0.62). With regards to the means and standard deviation for all subscales, a medium level was perceived.

How Do Faculty Members at Jordanian Universities Perceive the OT?

Means and standard deviation were used to answer this question. It is observable the means and standard deviation for all items of OT (M=3.12, SD=0.84) was of a medium perceived level.

Does the Perception of EB Differ Based on Faculty Members at Jordanian Universities Gender, College, Teaching Experience, and Academic Rank?

To answer this question, descriptive statistics includes means and standard deviation were used. Table 1 includes the mean and standard deviation for perceived EB based on faculty members gender, college, teaching experience, and academic rank.

Table 1: Means and standard deviation for the perceived EB as perceived by faculty members based study variables

Variables	Level	Fear		Obligation		Guilt		Emotional blackmail	
		M	SD	M	SD	M	SD	M	SD
Gender	Male	2.79	.59	2.86	.66	2.90	.68	2.85	.56
	Female	2.77	.72	3.18	.74	2.79	.81	2.89	.61
College	Scientific	2.77	.59	2.74	.62	2.80	.64	2.77	.56
	Human	2.80	.65	3.12	.72	2.95	.77	2.94	.58
Teaching experience	Less than 5 years	2.95	.59	3.12	.79	2.98	.78	3.00	.62
	5-10 years	2.79	.65	3.02	.71	2.87	.73	2.88	.56
	More than 10-20 years	2.65	.63	2.71	.64	2.73	.67	2.69	.58
	More than 20 years	2.82	.59	2.99	.65	2.98	.70	2.91	.54
Academic rank	Professor	2.77	.63	2.90	.67	2.87	.67	2.84	57
	Associate	2.81	.59	2.93	.62	2.98	.71	2.90	.55
	Assistant	2.87	.61	3.15	.70	2.92	.71	2.96	.56
	Tutor	2.67	.67	2.75	.78	2.71	.76	2.70	.63

To achieve the significant differences in the perceived EB by faculty members at Jordanian universities based on their gender, college, academic rank, and teaching experience variables, Multivariate analysis of variance (MANOVA) was used, the results of MANOVA are presented in Table 2.

Table 2: MANOVA results of perceived EB based study variables

Source	Dependent variable	Sum of squares	df	Mean of squares	F	Sig
Gender	Fear	0.081	1	0.081	0.211	0.64
	Obligation	2.039	1	2.039	4.733	0.06
	Guilt	1.351	1	1.351	2.703	0.10
	Emotional blackmail	0.007	1	0.007	0.023	0.87
College	Fear	0.008	1	0.008	0.020	0.88
	Obligation	5.157	1	5.157	11.968	0.07
	Guilt	1.383	1	1.383	2.767	0.09
	Emotional blackmail	0.954	1	0.954	3.016	0.08
Teaching experience	Fear	3.400	3	1.133	2.045	0.03
	Obligation	3.247	3	1.082	2.512	0.05
	Guilt	3.592	3	1.197	2.396	0.06
	Emotional blackmail	3.332	3	1.111	3.511	0.01
	Fear	2.393	3	0.798	2.072	0.10

Academic rank	Obligation	6.528	3	2.176	5.050	0.00
	Guilt	5.141	3	1.714	3.429	0.01
	Emotional blackmail	4.064	3	1.355	4.283	0.00
Error	Fear	107.763	280	0.385		
	Obligation	120.653	280	0.431		
	Guilt	139.931	280	0.500		
	Emotional blackmail	88.576	280	0.316		
Corrected total	Fear	112.812	288			
	Obligation	142.577	288			
	Guilt	150.195	288			
	Emotional blackmail	96.796	288			

(**Note:** Gender (Wilks Lambda= 0.933, F= 6.610, sig=0.00), college (Wilks Lambda=0.935, F= 6.484, sig=0.00), teaching experience (Wilks Lambda= 0.959, F= 1.312, sig=0.22), academic rank (Wilks Lambda= 0.035, F= 2.097, sig= 0.02))

Table 2 shows that there are no significant differences in the level of EB perceived by faculty members at Jordanian universities according to their gender and college variables. Table 2 also shows that there are significant differences in the level of EB perceived by faculty members at Jordanian universities according to teaching experience and academic rank variables. To achieve the significant differences in the level of EB perceived by members at Jordanian universities according teaching experience and academic rank variables, a post hoc test (LSD) was used, the results of the LSD test show that significant differences in the level of EB perceived by faculty members at Jordanian universities according to their teaching experience was in favour of less than five years (M=3.00), 5-10 years (2.88), and more than 20 years (M=2.91) compared with faculty members who have 10 -20 years (M=2.69) of teaching. Also, the results of the LSD test show that significant differences in the level EB perceived by faculty members at Jordanian universities according their academic rank was in favor of associate professor (M=2.90) and assistant professor (M=2.96) compared with faculty members who have tutor (M2.70) academic rank.

Does OT Differ Based on Faculty Members at Jordanian Universities Gender, College, Teaching Experience, And Academic Rank

To answer this question, descriptive statistics includes means and standard deviation were used. Table 3 includes the mean and standard deviation for the perceived OT based on faculty members gender, college, teaching experience, and academic rank.

Table 3: Means and standard deviation for the perceived OT based on faculty members study variables

Variables	Level	Organisational trust	
		M	SD
Gender	Male	3.00	0.89
	Female	3.44	0.55
College	Scientific	2.98	0.89
	Human	3.23	0.77
Teaching experience	Less than 5 years	3.22	0.57
	5-10 years	3.39	0.76
	More than 10-20 years	3.06	0.89
	More than 20 years	2.87	0.90
Academic rank	Professor	2.74	0.92
	Assistant	3.06	0.81
	Associate	3.42	0.72
	Tutor	3.18	0.80

To achieve the significant differences in the perceived OT by faculty members at Jordanian universities based on their gender, college, teaching experience, and academic rank a four-way ANOVA analysis was used. The results of ANOVA are presented in Table 4.

Table 4: Four-way ANOVA result of the perceived OT based faculty members study variables

Source	Sum of squares	Df	Mean of squares	F	Sig
Gender	4.286	1	4.286	6.669	0.07
College	1.934	1	1.934	3.009	0.08
Teaching experience	0.687	3	0.229	0.365	0.78
Academic rank	5.483	3	1.828	2.844	0.03
Error	179.965	280	0.643		
Corrected total	205.527	288			

Table 4 shows that there are no significant differences in the level of OT perceived by faculty members at Jordanian universities according to their gender, college and teaching experience variables. Table 4 also shows that there are significant differences in the level of OT perceived by faculty members at Jordanian universities according to their academic rank variable. To achieve the significant differences in the level of OT perceived by faculty members at Jordanian universities according to their academic rank variable, a post hoc test (LSD) was used. The results of the LSD test show that significant differences in the level of OT perceived by faculty members at Jordanian universities according to their academic rank is in favour of associate professor (M=3.06), assistant professor (M=3.42), and tutor rank (M=3.18) compared with faculty members who have professor (M=2.74) academic rank. Also, the results of the

LSD test show that there are significant differences in the level of OT perceived by faculty members at Jordanian universities according to academic rank in favour of assistant professor rank (M=3.42) compared with faculty members who have associate professor (M=3.06) academic rank.

Are there Significant Relationships between the Perception of EB and OT as Perceived By Faculty Members?

To answer this question, Person correlation between EB and OT was used. There is a significant negative relationship between EB and OT perceived by faculty members at Jordanian universities (r=-0.28). Also, there is a significant negative relationship between EB subscales and OT perceived by faculty members at Jordanian universities ranging from r= -0.21 for Fear, r=-0.24 for Guilt and r= -0.27 for Obligation.

Discussion and Recommendations

The purpose of this study was to better understand OT. However, a literature search on EB yielded only a few articles with EB relating to business, such as one that studied the EB behaviours of customers on frontline staff in the financial industry (Chen, 2009), another that compared EB and well-being of employees (Liu, 2010) and one that employed EB as a sales tactic to influence purchase intention (Liu & Jhuang, 2016). This study surveyed a convenience sample of 289 faculty members at Jordanian universities. Participants provided demographic data and completed an EB instrument and OT constructed for this study.

There is a significant negative relationship between the EB of the administrator and OT with faculty members in Jordanian universities, so that with increased EB of administrator, OT among faculty members' decreases. The EB scale was negatively correlated with OT. This result is understandable as these subscales of EB represent administrator behaviours that might most enlist emotions of fear and guilt among faculty members. Interestingly, EB was negatively correlated with OT, and these faculty member behaviours would be expected to elicit emotions of fear or guilt or evoke obligatory behaviour.

There were no significant differences in the level EB perceived by faculty members at Jordanian universities according to their gender and college variables. There were no significant differences in the level OT perceived by faculty members at Jordanian universities according to their gender, college and teaching experience variables.

Results showed that there are significant differences in the level EB perceived by faculty members at Jordanian universities according to their teaching experiences in favour of less than five years, 5-10 years, and more than 20 years compared with faculty members who have 10-

20 years of teaching experience. Academic rank variable was in favour of associate professor and assistant professor compared with faculty members who have tutor academic rank. For teaching experience, participants with less than five years, 5-10 years, and more than 20 perceived higher levels of EB compared to those with 10-20 years of teaching experience. Also, for academic rank, participants of associate and assistant professor perceived higher levels of EB compared with tutor rank.

There are significant differences in the level of OT perceived by faculty members at Jordanian universities according to their academic rank variable in favour of associate professor, assistant professor, and tutor compared with faculty members who have professor academic rank. Also, there are significant differences in the level of OT perceived by faculty members at Jordanian universities according to academic rank in favour of assistant professor compared with faculty members who have associate professor academic rank. For academic rank, participants of associate, assistant professor and tutor perceived higher levels of OT compared with professor. Also, assistant professor perceived higher levels of OT compared with associate professor.

There may be various reasons for this. First, participants with less than five years, 5-10 years, and more than 20 teaching experience may feel as vulnerable to EB from their administrators when compared to participants with more than 20 years of teaching experience that they may be better at defending themselves from intimidating tactics employed by their administrators. Second, participants who ranked associate and assistant professor may perceive EB higher than tutor, that may reflect tutor having less experience compared to assistant and associate professors and not taking part in deep administrative and academic duties compared to assistant and associate professors. Third, participants with associate, assistant professor, and tutor may perceive OT higher than professor, may feel more empowered and may have better communication skills to express their trust to their institution.

Although results did not reveal any significant differences in EB and OT due to gender and college, it may be possible that female and male faculty members are perceiving EB and OT with no differences from their administrators. Meta-analytic studies by Joseph and Newman (2010) have shown that women have higher emotional intelligence (EI) than men, indicating that women perceive and comprehend emotions better than men. In another meta-analytic study, Thompson and Voyer (2014) also found that women were better at recognising non-verbal displays of emotion compared to men.

It is recommended that universities leaders consider the following approaches as possible opportunities to build or, as the case may be, rebuild organisational trust and reconsider emotional blackmail. This includes ongoing skills-enhancement programs; faculty members will take note of the university determination to stay competitive, and to increase their feelings

of value and belonging, as well as their potential for fulfillment of other important university-related needs.

As this was the first study to explore emotional blackmail and organisational trust as perceived by faculty members in Jordanian universities, there are a number of recommendations for future research. This study was operationalised by asking the participants to provide their perceptions of their administrator's EB. It may be useful to also understand how their administrators perceived their own behaviour by creating a perpetrator version of the EB scale, and OT. Thus, studying this relationship from both sides might be able to provide further light on EB and OT. Furthermore, the researchers are confident that the results from this study, in all probability, be generalised to similar universities across the country due to the similarities among so many aspects of public universities, as long as the level of trust faculty members had in the leadership was consistently positive.

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