RESEARCH ARTICLE

Academic environment of nursing faculty staff and their potential leadership and creativity abilities

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Manuscript Info	Abstract
  Corresponding Author **Fathya Abdelrazek RN, PhD.**	Aim To study the relationship between academic environment of nursing faculty staff regarding emotional abuse and leadership environment and their potential leadership and creativity abilities. Background Any university with its faculties has certain responsibilities for their community welfare, and their staff ride the train of its development with their leadership and creativity abilities. Hence, the positively contribution of academic environment to that is a needed issue and must expectation. Methods Using a correlational and descriptive design, all staff working at faculty of nursing were assessed for their potential leadership and creativity abilities, and their academic environment using four tools/instruments. Results The findings indicated that emotional abuse degree was around moderate level and leadership environment was too low level to leadership development. Most of faculty staff had high potential leadership ability, whereas they had an average level of creativity ability. Conclusion and implications Academic environment is characterized by emotional abuse and discouraging leadership development, which had no significant correlation with creativity ability but push faculty staff having potential leadership ability. So, measures should be taken towards improving leadership environment attributes, managing the incidents of emotional abusive environment and encouraging staff to face and report about the emotional abuse behaviors.

Introduction:-

Leadership and creativity of faculty staff whether nursing or others are needed abilities for academic society's contribution success in community welfare and development. This could be achieved through certain environment characterized by positive climate contributing to their energizing and development (Grossman and Valiga, 2013; Sage, 2014; Candela et al., 2015), never negative one as emotional abuse (Taylor, 2012; Beckmann et al., 2014; Elçi et al., 2014; Gorlewski et al., 2014; Jerido, 2014; Leon and Halbesleben, 2015).

Emotional abuse and violence is an increasing phenomenon (Flannery, 1996; Serantes and Suarez, 2006) in workplace (International Labor Office, 2013). It is invasive across cultures and different situations (Serantes and Suarez, 2006; Monks et al., 2009; Kernan et al., 2011), in society (Koloski et al., 2005; Karatepe et al., 2009; Robinson and Chenoweth, 2012; Niolon et al., 2015) and work (Brotheridge and Lee, 2010; Li and Zhou, 2013; Vickers, 2014). In this regard, Keashly (2001) showed that emotional abuse becomes the most frequent form of work aggression. It is a generalized form of psychological violence (Mayhew and Chappell, 2007) which considered by International Labor Organization as the most significant problem in the workplace at the beginning of the new millennium (Yildirim and Yildirim, 2007).

Workplace violence is described by Serantes and Suarez (2006 p. 229) based on International Labor Organization in 2003 as "all actions, incidental or behavior which is beyond reason, or acceptance; by which a person is hurt,

threatened, humiliated or injured by another, as a direct result of carrying out their professional activity". Whereas, emotional abuse is defined as "interaction between organizational members that are characterized by repeated hostile verbal and nonverbal, often nonphysical behaviors directed at a person/s such that the target's sense of him/herself as a competent worker and person is negatively affected" (Keashly, 2001 p.234). It is also described as psychological abuse that causes emotional/psychological pain and hurt. This emotional wound, the hurt and the pain, both are perceived and suffered, and the potential of getting into trauma increases depending on the value of who carry it out in addition to the situation and context as a whole (Keashly, 2001; Serantes and Suarez, 2006). It isn't only a crime and level of violence that is justified, excused, tolerated and/or accepted, in the home, community and workplace (Pejic, 2005; Newell, 2007; Monks et al., 2009; Leon and Halbesleben, 2015), but also is considered as an assault behavior by number of researchers whether in law (Serantes and Suarez, 2006; Newell, 2007) or others (Şenol et al., 2015).

Verbal abuse also causes this type of pain/harm. It is one of emotional abuse forms. It could be such as using derogatory names, yelling, screaming at someone for disagreeing, swearing in a hostile manner, name calling, jokes, humiliating or ridiculing someone in front of others, putting some down in public (Einarsen, 2000; Keashly, 2001; Mayhew and Chappell, 2007; International Labor Office, 2013). Whereas nonverbal abuse could be such as aggressive eye contact (silent treatment), obscene or hostile gestures/remarks, silence and hostility when entering a conversation, socially exclusion from work group, and any other hostile and unethical communication humiliating and demeaning a person as exposure to gossip or rumors on his/her behalf or insinuations about the person's mental health. Other behaviors directly related to work activities and considered as emotional abuse are such as withholding/restricting needed/essential information to get the job done, forgetting to inform of a meeting, not acknowledging of doing good job or possession of important document, constantly devaluation and criticism of person's work, efforts and results, sabotage a target's performance, giving the person too few or overly simple tasks, constant workload/excessive work intensification, deprivation of key work tasks and responsibilities, restricted access to job benefits/entitlements (such as denial of annual leave) or intimidating by use of job loss (Keashly, 2001; Serantes and Suarez, 2006; Mayhew and Chappell, 2007; Monks et al., 2009; International Labor Office, 2013).

Other forms of emotional abuse could be such as bulling, mobbing, workplace harassment and mistreatment (Einarsen, 2000; Keashly, 2001; Mayhew and Chappell, 2007; International Labor Office, 2013). Regarding Harassment, Einarsen (2000) adopted the definition of Brodsky (1976) clarifying that harassment is each repeated and persistent activity geared to torment, wear down, or frustrate a person, and ultimately would provoke, frighten, intimidate, or bring discomfort to the target (Monks et al., 2009). Bulling could be any of aforementioned behavior but the situation should include imbalance of power between the target and actor (Newell, 2007; Monks et al., 2009). The same is found for harassment and mobbing. However, harassment includes physical and sexual abuse in addition to the emotional one, and mobbing is the situation where the aggressive behaviors are directed against an individual (Einarsen, 2000; Yildirim and Yildirim, 2007) as a collective harassment compared by individual harassment in case of bulling (Chappell and Di Martino, 2006; Tepper and White, 2011; International Labor Office, 2013).

Emotional abuse is classified as abusive behavior when it is repetitive, unwelcome, experienced as a lack of recognition of human integrity, resulted in injury or harm the target (the abused person), harassing according to the social consensus as a violation of standards of conduct and unsolicited nature of behavior whether associated with the actor/perpetrator's intent to harm the target (do abuse) or not, when the actor could have controlled the behavior itself, and have or not a powerful position relative to the target regardless the type of power, and could be exercised by anyone, one or more actor/s toward one or more target/s (Einarsen, 2000; Keashly, 2001; Monks et al., 2009), making the target's job performance more difficult (Tepper and White, 2011). It humiliates human being dignity and could manipulate target's reputation, abilities of performing work tasks, communicating with coworkers, and/or social circumstances (Einarsen, 2000) causing psychological harm and stresses over mental status (Keashly, 2001) with no physical remark (Miles, 1999). It is a preferred way of older abuser/aggressor as it may be more socially acceptable and difficult to be caught (Monks et al., 2009). In court, it could be identified just as an inappropriate behavior (Mayhew and Chappell, 2007).

Emotional abuse is costly for individuals and organization (Keashly, 2001). It has a similar rate of physical illness as physical attack, a higher rate of psychological distress such as stress, nervousness, apathy, hypersensitivity, low self-esteem, depression in addition to loss of memory and lack of concentration, and disruption of work life such as

higher sick leaves, turnover, absenteeism and cost, lower productivity, organizational commitment, quantity and quality of provided services (Einarsen, 2000; Keashly, 2001; Monks et al., 2009; Cantera et al., 2008). As its negative impact extends to gather both of them, emotional abuse management could be extend from energizing the personal traits to supportive organization environment using certain resources of both; the personal such as high self-esteem, self-determination and conflict management skills, and the organizational such as coworker and supervisors support, relevant workplace policy and effective implementation of it (Keashly, 2001; European Agency for Safety and Health at Work, 2010).

Globally, as a form of violence, emotional abuse is a phenomenon that is usually occurs with the weakest human beings; children (DiClemente et al., 2005; Antônio and Hokoda, 2009; Eslick et al., 2011; ElBcheraoui et al., 2012; Oliver et al., 2014), elderly (Joshi and Flaherty, 2005; Post et al., 2010; Melchiorre et al., 2013; Fulmer et al., 2014; Yan et al., 2014) and women (James and MacKinnon 2010; Beydoun et al., 2012; Dillon et al., 2013; Du Mont & Forte, 2014). In addition, in workplace, it is a worldwide behavior (Cantera et al., 2008) whether in developed countries or developing ones (Mayhew and Chappell, 2007), whether in Europe/USA (Einarsen, 2000; Keashly, 2001; Monks et al., 2009) or others. It occurs in all professions, mostly in health care (Serantes and Suarez, 2006; Cantera et al., 2008) and specifically among nurses, it is world widely, (such as Camerino et al., 2008; Spector et al., 2014; Aivazi and Tavan, 2015) and Arabians and Egyptians (such as Abdou, 2011; Abou-ElWafa et al., 2014; Alswaid, 2014). Finally, it is worthy mentioned that the available evidences indicated to the risk of probable increasing of violence and hence emotional abuse over time specific in service-sectors jobs (Mayhew and Chappell, 2007) and higher education is one of these sectors.

On the other hand, there is the academic environment with positive climate. This environment whether academic, nursing or not, is the environment that provide a positive climate and healthy work environment (Hollis, 2014) for quality work life, contributing to high productivity, quality service and higher level of performance of its staff, encouraging them for continuous excellence (Ruben, 2007; Goldberg et al., 2013; Pandey and Jha, 2014; Candela et al., 2015; Leon and Halbesleben, 2015). This environment is expected to be characterized by respect (Hollis, 2014), supportive leadership represented in authentic (Leroy et al., 2012) or transformational (Carter et al., 2012) leadership styles, job satisfaction (Kamel and Hashish, 2015; Mehrad et al., 2015), empowerment, strategies to staff development (Ruben, 2007; Froeschle and Sinkford, 2009; Joyce and O'Boyle, 2013). It is a motivated environment for work engagement (Ruben, 2007), commitment (Gebremichael and Rao, 2013), leader emergence and development (Jing and Avery, 2008; Backstrom, 2014) in addition to creative work (Jafri, et al., 2016). Both leadership and creativity abilities is the ax of growth and development of nations, which their importance is maximized in education and university, the train of community welfare and development (Abdelrazek, 2004; Ruben, 2007; Pandey and Jha, 2014).

Academic environment is in need to effective leaders and their development, rather than individuals who in leadership positions. It needs to identify faculty staff that has potential leadership abilities, providing them with needed development in addition to practicing these leadership abilities (Joyce and O'Boyle, 2013). As leader could be made, it is just save the chance for his/her development. This chance isn't only based on the acquired needed courses and training on leadership, but also the encouraging environment that helps/contributes to leader emergence and development (Moorosi, 2014; Joyce and O'Boyle, 2013); it is the leadership environment. In this regard, Grossman and Valiga (2013) clarified that leadership environment, is the organizational environment that facilitates/encourages leadership development. This environment characterized by open channels of communication, individuals' openness mind, challenged and initiative spirit that takes risk, valuable, acknowledged and built upon talents, supportive group characterized by healthy competition in an environment pushing individual to excellence, and giving opportunities to develop and emergence as leader (Glennon,1992; Grossman and Valiga 2013).

Leadership is the cornerstone of excellence in higher education organizations (Ruben, 2007), and effective leadership contributes to optimal organizational effectiveness whether regarding its goal achievement or high levels of individual performance (Hong, 2013). It requires certain abilities/skills interacted with leadership environment. Leadership abilities/skills could be as "knowledgeable about organizational politics and the economics of higher education; creating consensus on priorities; facility for consultation in thought and action; the ability to defer or sublimate one's own point of view; facilitating and coordinating the contributions of others; joined with putting recognition of the department/institution and others' accomplishments and careers first before his/her own achievements (Ruben, 2007). Other leadership abilities are related to personal attributes such as self-confidence, trustworthiness and motivation, initiative, commitment, and ability to work in team. These leadership skills'

development is dependent on how individual see him/herself as leader, how people see him/her in addition to other factors such as backgrounds and contexts of individuals (Moorosi, 2014).

Creativity is one of the needed abilities to leader (Sage, 2014). It is the engine of leader role. The leader creates new ideas represented in vision, and the pathway to reach this vision whether the action plan or pushing/motivating people to reach and achieve the vision. The leader creates these new ideas based on his/her intuition in addition to the experiences (Grossman and Valiga 2013). Creativity is described as original and appropriate thinking. It is the ability to make/generate new entity whether product, service, and process (Marzano et al., 1988; Woodman, et al. 1993; Almeida et al., 2008). It is an important skill for problem solving and generating new ideas (Chan, 2012). It could be at three levels/types or more; individual, group, and organizational (Woodman, et al. 1993; European University Association, 2007; Lozano, 2012). The individual creativity is the core of others levels/types that are built upon it (Woodman, et al. 1993; Lozano, 2012). Individual creativity had been viewed in variant perspectives by different scientists: psychoanalysis perspective see that personality is the main characteristics of creativity; Guestaltists see that problem concept and how to handle it mentally to reach its solution are basics of creativity; the cognitive one gathers between the personal and social as contributing factors to creativity (Almeida et al., 2008). However, two types of measures are commonly used to test creativity. One focuses on cognitive functions (fluency, flexibility, originality, and elaboration) which is Torrance Tests of Creative Thinking (Kim et al., 2006; Karpova et al., 2011), whereas the other is personality-based which focuses on personality traits, interests and attitudes of creative thinker (Clapham, 2004).

In conclusion, many researches showed how various educational programs are the way for leadership development in different fields (such as Goetter, 2009; Moorosi, 2014; Stiehl et al., 2015). But no identified researches studied how could open environment be contributing to leadership development or motivating leadership emergence compared to few researches were conducted on creativity and leadership in higher education (Zacher and Johnson, 2014). Also, few researches studied the relation between creativity ability, leadership ability and work environment such as DiLiello and Houghton (2006) who indicated to the effect of strong self-leadership of individuals on having more creativity potential that likely to be practiced when perceiving strong support from the workplace than who have less, and Amundsen and Martinsen (2015) who clarified that self-leadership influence creativity of subordinates. However, no research studied the relationship between creativity and emotional abuse, although emotion researchers studied how the negative mood affect individual creativity (To et al., 2015), nor leadership environment whether in academic field or not, compared to many conducted on emotional abuse in its other forms such as bulling, mobbing or others (Taylor, 2012; 2014; Hollis, 2014; Jerido, 2014; Şenol et al., 2015) among faculty staff in academic field in general or specific in nursing (Goldberg et al., 2013; Beckmann et al., 2014; Davis, 2014). However, there is no research studied the relationship between academic environment whether the negative side represented in emotional abuse or the positive side represented in leadership environment, and leadership and creativity abilities among nursing faculty staff. So, the aim of the present research was to study the relationship between academic environment of nursing faculty staff regarding emotional abuse and leadership environment and their potential leadership and creativity abilities.

The study objectives were to:-
- Identify the degree of emotional abuse of nursing faculty staff at the academic environment.
- Assess the availability of leadership environment for nursing faculty staff at the academic environment.
- Determine the level of potential leadership and creativity abilities of nursing faculty staff.
- Find out the relationship between academic environment of nursing faculty staff regarding emotional abuse and leadership environment and their potential leadership and creativity abilities.

The research questions were:-
- To what extent the academic environment is characterized by emotional abuse and leadership environment?
- To what extent the nursing faculty staff have potential leadership and creativity abilities?
- What relationships could be found between the study variables?

Methods:-

Design

The study had a correlational and descriptive design, and the data were collected at faculty of nursing in Port Said, Egypt.

Sample:-

All faculty staff (Forty eight) working during the academic year 2008/2009 participated in the study except the staff working in leader's positions had been excluded. All faculty staff were female with mean age 30.1 years (SD 7.1) and mean years of experience 5.3 (SD 4.6). The highest percentages of them were assistant lecturer with master degree (45.8%) whereas the least percentages of them were lecturer with doctorate degree (20.8%). The characteristics of sample are presented in Table 1.

Table 1 Sample characteristics

Characteristics	Groups	No 48	% 100
Age	< 25 yrs	10	20.8
	25 – 29	11	22.9
	30 – 34	18	37.5
	≥ 35	9	18.8
	Rang	22 – 43	
	Mean ± SD	30.1 ± 7.1	
Job level	Instructor	16	33.3
	Assistance lecturer	22	45.8
	Lecturer	10	20.8
Experience	≤ 5 yrs	15	31.2
	6 -10	24	50.0
	≥ 10	9	18.8
	Rang	1 – 17	
	Mean ± SD	5.3 ± 4.6	

Procedures and Data collection:-

Before data collection, a pilot study was conducted on twenty five faculty staff at faculty of nursing in Ismailia as both faculties of nursing in Port Said and Ismailia use the same educational bylaw, policy and procedures in conducting the educational activities and both were affiliated to the same university (Suez Canal University) at this time. Then the study was conducted after checking content validity and reliability of the study tools/instruments based on pilot study results. The data was collected using structured interviews after explaining the study aim, construction of data collection's tools/instruments and how to fulfil them.

Questionnaires:-

Four tools/instruments had been used to study the academic environment and its relationship with leadership and creativity abilities of faculty staff. Emotional Abuse questionnaire was used to measure to what extent emotional abuse had been found in academic field. It was developed by Pejic (2005) and modified by the researcher through adding new factors for all tool parts based on literature review for more suitability to academic field. It was divided into 4 parts. The first two parts were incidents of emotional abuse (23 items) and its impact (personal = 11items and professional = 10 items). Answers to these parts were 3-1on a rating scale (usually, sometimes and rarely). The other two parts were reason for non-taking measures against emotional abuse (10 items) using "Yes" and "No" responses, and who do emotional abuse (6 items). The degree of emotional abuse categorized into low (0 - 0.33%), moderate (0.33 - 66%) and high (0.66 - 100%). The Leadership Environment Assessment Survey was used to check to what extent the academic field facilitates/is opened for leadership development. It was developed by Glennon (1992). It includes 22 items checked against "Yes" and "No" responses. "Yes" responses to most questions suggested that organization support, encourage and expect leadership among its members. Leadership Ability Survey was used to measure to what extent the participants are ready to be leaders by determining the priorities that are cross matched with their characteristics or practices when they are the leaders in the academic field. It was developed by Kouzes (1996). It included 20 items. Responses to these items ranged from 5-1 along rating scale (highest, high, important, modest and low). According to total score, the potential ability to be leader was determined (≥80 = leader and 60-80

need to work on fundamental areas to improve leadership performance), and the same scoring system was used to determine the level of leadership environment. Creativity Ability Scale was used to measure the level of creativity. It was developed by Raudsepp (1981). It included 30 items. Responses to these items were answered along likert scale (agree, in between and disagree). Each item had its separate/different score that ranging between -1 to 4. The levels of creativity depended on the total score of questionnaire: uncreative = -15 – 7, below average = 8-15, average = 16-29, above average = 30-48, very creative = 49-64 and exceptionally creative = 65-75. Regarding validity and reliability, all tools had been exposed to two groups of jury to determine content validity of them for the Egyptian context. This jury included professors of medical and nursing education, nursing administration and educational psychology. More than 90% of tools' factors were judged as valid content for each tool. Based on pilot study results, the reliability scores of total factors of emotional abuse tool were 0.80 for incidents, 0.80 and 0.89 for personal and professional impact, and 0.40 for non-taking measures against emotional abuse; the reliability scores of total leadership environment was 0.63; the reliability scores of total leadership ability was 0.32; the reliability scores of total creativity ability was 0.84.

Ethical considerations:-
The data were collected after having the staff agreement to participate in the study. Besides, the staff had been assured on the anonymity and confidentially of the collected data in addition to their right to withdraw from the study.

Data analysis:-
Data were analysed using the Statistical Package for the Social Sciences (SPSS) version 15.0 (SPSS Inc., Chicago, IL, USA). The reliability of tools/instruments factors was measured using Cronbach's alpha. Descriptive statistics had been used for characteristics of the sample and all studied variables whether using number and percentages or mean and standard deviation. For studying the relationships among the study variables, spearman's correlation coefficient (r_s) was used, and a 5% level of significance was set for all tests.

Results:-
Academic environment: emotional abuse and leadership environment:-
Regarding the incidents of emotional abuse, it was found that total incidents scored around moderate level (64.2% ± 11.5). Besides, a number of emotional abuse incidents scored highest mean percentages as overworking (85.3), displaying inconsistent emotions (77.7%), not allowing to make own reasonable choices (75.7%), and bullying (73.7%). In addition, the total impact of emotional abuse scored a moderate level (43.7% ± 8.5). Besides, a number of its factors scored highest mean percentages for personal impact as increased stress level (86%) and negative effects on physical health (81.3%), feeling of anger (84.7%), and unsupported (82.7%), compared to professional impact as decreased sense of relaxation/wellbeing in the job setting (77%), decreased job satisfaction (75.7%), and reluctance to go to work (71.7%). Regarding reasons for non-taking measures against emotional abuse, a number of reasons scored the highest mean percentages as there is nothing will be done or changed against the types of emotional abuse (87.0%), too polite to report about the verbal abuse (81.0%), and understanding of person (73.0%). Finally, it was found that coordinators/heads of departments scored the highest percentages followed by colleagues as sources of emotional abuse.

Concerning leadership environment, totally it scored too low level (40.5% ± 18.1) to leadership development. In addition, about half of factors scored the least mean percentages such as competition among group members is healthy and productive (6%), group members are expected to guide, encourage, and support each other as they continue to grow (8%), strengths and talents of individual members are built upon (15%), and recognized (21%), group members allowed and encouraged to address issues that are of significance to them and the profession (21%), mistakes accepted as part of the learning process for group members (25%), leaders are allowed to emerge in the organization (27%), and different group members are given opportunities to develop as leaders (35%).

Table 2 Emotional abuse, mean (SD)

A- Emotional abuse incidents	Mean%	SD
A person yells or raises their voice at you in an angry fashion	64.0	21.3
A person swears at you	53.3	22.0
A person makes insulting comments about you	53.7	21.7
A person speaks a humiliating or abusive comment disguised as a joke	62.7	22.3
A person ignores you	52.7	21.7
A person controls the conversation	2.15	19.3
A person refuses to comment	71.7	21.3
Leaving you when talking	49.3	23.7
Keeping you away from faculty activities	57.0	27.3
Overworking	85.3	20.7
Extreme verbal threats	60.3	24.3
Threatening to prevent a favorites object	64.0	23.7
Displaying inconsistent emotions	77.7	21.1
Bullying	73.7	23.7
Mobbing	55.7	26.0
Exclusion from key work activities,	68.0	22.7
Silent treatment	66.7	24.7
Putdown in front of others	59.0	26.0
No taking credit for work	70.7	23.3
Constant criticism	60.3	24.3
Not allowing to make own reasonable choices	75.7	24.7
Preventing participating in activities outside the faculty	66.7	27.7
Refusing to discuss activities and interests	70.0	27.0
Total	**64.2**	**11.5**
B- Impact of emotional abuse	**Mean%**	**SD**
Personal:		
Feeling tearful/crying	66.7	22.7
Feeling of incompetence	60.3	25.3
Feeling of indifference	59.7	27.3
Feeling of less creativeness	57.0	22.7
Feeling of anger	84.7	21.7
Feeling unsupported	82.7	22.7
Loss of interest to develop self	62.7	25.3
Increased stress level	86.0	22.7
Negative effects on mental health	69.3	24.7
Negative effects on physical health	81.3	22.7
Decreased self-esteem	64.0	24.7
Total	**70.4**	**13.9**
Professional:		
Reluctance to go to work	71.7	24.7
Decreased ability to engage in critical thinking	69.3	19.3
Decreased job morale	64.0	23.7
Decreased sense of relaxation/wellbeing in the job setting	77.0	20.7
Contribution to negative atmosphere	64.0	23.7
Inability to concentration the task at hand	68.0	23.7
Hating your job	64.7	28.0
Decreased job satisfaction	75.7	22.7
Negative effects on job performance	60.3	22.3
Loss of enthusiasm of work	68.7	24.3
Total	**68.3**	**14.6**

Total of impact	43.73	8.47
C- Reasons for non-taking measures against emotional abuse	**Mean%**	**SD**
Not consider important enough	35.0	48.0
Situation handled/resolved	63.0	49.0
Concern for a vulnerable situation	69.0	47.0
Understanding of person	73.0	45.0
Too busy to complete the paper work	52.0	50.0
Fear of blame or retribution	67.0	48.0
Considered to be part of the job	33.0	48.0
Nothing will be done/changed	87.0	33.0
Use non verbal abuse associated with nice words	67.0	48.0
Too polite to report about the verbal abuse	81.0	39.0
Total	**62.7**	**18.0**
D-Who use emotional abuse?	**No**	**%**
Dean	16	33.3
Vice Dean	12	25.0
Employee	18	37.5
Coordinators or Heads	32	66.7
Workers	7	14.6
Colleges	27	56.3

Table 3 Leadership environment, mean (SD)

Factors	Mean%	SD
The organization is open to new ideas and new ways of doing things.	79.0	41.0
Members of the organization free feel to raise questions.	75.0	44.0
Members of the organization free feel to raise questions about what is being doing.	69.0	47.0
Members of the organization free feel to raise questions about how thing are being done.	58.0	50.0
Members of the organization free feel to raise questions about why things are being done at all.	58.0	50.0
Members of the organization free feel to raise questions about why things are done in a particular way.	40.0	49.0
A questioning attitude is accepted, encouraged, and expected in the organization.	50.0	51.0
The organization puts individuals into "boxes" out of the faculty.	48.0	50.0
The organization pushes members to strive for excellence.	48.0	50.0
Competition among group members is healthy and productive.	06.0	24.0
The strengths and talents of individual members are recognized.	21.0	41.0
The strengths and talents of individual members are built upon.	15.0	36.0
Group members are expected to guide, encourage, and support each other as they continue to grow.	08.0	28.0
Leaders are allowed to emerge in the organization.	27.0	45.0
Followers are seen as valuable, contributing members of the group.	50.0	51.0
Individual group members are encouraged to take risks and try new things.	50.0	51.0
Mistakes are accepted as part of the learning process for group members.	25.0	44.0
Different group members are given opportunities to develop as leaders.	35.0	48.0
Channels of communication are clear and open.	42.0	50.0
Group members are allowed and encouraged to address issues that are of significance to them and the profession.	21.0	41.0
Information is shared.	38.0	49.0
Accomplishments of group members are acknowledged and rewarded.	27.0	45.0
Total	**40.5**	**18.1**

Potential abilities of nursing faculty staff: leadership and creativity:-
Most of nursing faculty staff (83.3%) had the potential ability to be leader, with range 70-100 of leadership ability whereas the highest percentages of them (58.3%) had the potential ability to be creative in average, with range 12-49 of creativity ability.

Table 4 Potential abilities of nursing faculty staff: leadership and creativity, mean (SD)

Factors	Mean ± SD	Rang
Leadership ability score	87.52 ± 8.01	70 – 100
Leadership ability Levels	No	%
Leader (≥80)	40	83.3
Ready to be a leader (need improvement) (60 - < 80)	8	16.7
Creativity score	29.67 ± 7.19	12 – 49
Creativity Levels	No	%
Above average (30 – 48)	20	41.7
Average (16 – 29)	28	58.3

Relationships between academic environment and potential abilities of nursing faculty staff:-
Emotional abuse incidents had a positive significant correlation with emotional abuse impact and a negative with leadership environment. However, it was positive with leadership ability. Finally, creativity ability had no significant correlation with all variables.

Table 5 Relationships between academic environment and potential abilities of nursing faculty staff

Variables	1	2	3	4	5
1- Emotional abuse incidents	___				
2- Emotional abuse impact	0.57***	___			
3-Leadership environment	-0.46**	-0.44**	___		
4-Leadership ability	0.35*	0.00	-0.18	___	
5-Creativity ability	-0.05	-0.12	-0.12	0.21	___

* = P-value <0.05, ** = P-value <0.01, *** = P-value <0.001

Discussion:-

Regarding total incidents and impact of emotional abuse, they scored around moderate level for incidents and moderate level for impact, with personal impact related to psychological reaction higher than professional one related to work reaction. This is partially in agreement with Yousef et al. (2013) whose study results showed that mean score of psychosocial reactions is higher than counter-productive work behaviors related directly to job. Besides, the current study results assured on the negative impact of emotional abuse incidents in spite of their moderate level, in addition to the presence of emotional abuse that is not just a source of feeling shame in nursing as a health professional field (Oweis and Diabat 2005; Felblinger, 2008) but it is entirely considered the shame itself in higher education professional field.

Concerning the incidents of emotional abuse, a number of emotional abuse incidents scored highest mean percentages as overworking, displaying inconsistent emotions, not allowing making own reasonable choices, and bullying. For the highest result of overworking, it disagrees with Divincova and Sivakova (2014) who indicated that overworking is one of emotional abuse incidents which scored lower values. Whereas, the higher result of bullying is congruent with Keim and McDermott (2010) who clarified that bullying is very common among faculty members. In regard to the result of not allowing making own reasonable choices in job, this could be negatively interfere with one's autonomy, whereas the result of displaying inconsistent emotions may precipitate a doubt about one's competence and performance. These both results together, are expected to contribute to feeling of job insecurity. In this regard, Broeck et al. (2013) indicated that high levels of frustration of the basic psychological needs (autonomy, belongingness, and competence) of work associate with feeling insecure about one's valued job aspects and hence organizational and interpersonal counterproductive work behavior.

Regarding the impact of emotional abuse, a number of its factors scored highest mean percentages for personal impact as increased stress level and negative effects on physical health beside to feeling anger and unsupported as a personal impact. For the higher result of feeling anger, it is in agreement with Rowe and Sherlock (2005), and Samir et al., (2012) whose study results pointed out to anger whether on leaving or continuing the work as a reaction towards workplace violence compared to Oweis and Diabat (2005) and Kisa (2008) who showed anger as the highest emotional reactions to verbal abuse. Besides, the higher result of feeling unsupported is assured by Hollis

(2014) who indicated that a higher percentage of targets found no relief from bully. However, both feelings (anger and unsupported) are negative emotion that could be negatively contributing to job performance and professional success as a whole. This is supported by Awang et al. (2015) whose study results showed that positive feeling as organizational happiness is positively correlated to job performance. In addition, concerning the highest mean percentages of increased stress level and negative effects on physical health, many studies indicated to stress as negative prominent impact of emotional abuse in its different forms (such as Einarsen, 2000; Keashly, 2001; Mayhew and Chappell, 2007; Monks et al., 2009). Besides, this result is congruent with study results of Yousef et al. (2013) conducted on different faculty staff and Yildirim and Yildirim (2007) conducted on nurses, who indicated that a higher percentage of staff feel stressed and tired as a result of mobbing. Also, suffering from work stress is an indicator of being a bullied one according to the study results of Ariza-Montes et al. (2014). For the result of negative effects on physical health, Mayhew and Chappell (2007) assured on the negative impact of psychological violence on health. However, both current study results are generalized supported by Cemaloğlu (2011) who indicated to the negative relationship between organizational health and workplace bullying. Besides, these results are in agreement with Thomas (2006) who pointed out to headaches, fatigue, and stress as the most commonly reported health consequences of being bullied, and that they are associated with a decrease in workplace morale, and negative effect on efficiency and effectiveness (Serantes and Suarez, 2006) of work performance (Divincova and Sivakova, 2014). So, even personal emotional abuse impact is negatively contributing to organizational performance.

On the other hand for professional impact, a number of its factors scored highest mean percentages as decreased sense of relaxation/wellbeing in job setting, decreased job satisfaction, and reluctance to go to work. For decreased sense of relaxation/wellbeing in job setting, it is in agreement with Mayhew and Chappell (2007) who indicated that people who experience more emotional abuse incidents in workplace have greater negative impact on their psychological/emotional well-being, and Monks et al. (2009) who clarified that many research studies have found that individuals experience negative well-being as a result of being bullied (Abdou, 2011). Besides, the higher mean percentage of decreased job satisfaction agrees with Einarsen and Mikkelsen (2003) who stated that bullied targets generally report lowered wellbeing and lowered job satisfaction (Ariza-Montes et al., 2014), and supported by Penney and Spector (2005) who showed that job satisfaction is negatively related to incivility that is considered as similar as bulling by Hodgins et al. (2014). In addition, the higher mean percentage of reluctance to go to work is supported by a group of studies which indicated to many ways used by the target to satisfy the reluctance to go to work as a professional impact such as coming in late (Taylor, 2012), taking more sick time (Hollis, 2014), planning and taking measures to change or leave the job (Taylor, 2012), even retire on the job (Keashly and Neuman, 2010) or other ways for escape (Yousef et al., 2013). Consequently, emotional abuse economically costs organization and individuals as intellectual human capital (Serantes and Suarez, 2006). However, it is not legally and/or administratively acknowledged or considered as accountable. But it may be now considered (have an attention) by manager/leaders when administrative board of the organization see the effect of it directly on the organization or indirectly in case of personal impact.

Concerning reasons for non-taking measures against emotional abuse, a number of these scored highest mean percentages as there is nothing will be done or changed against the emotional abuse incidents, understanding of person, and too polite to report about the verbal abuse. For the result of nothing will be done or changed against the emotional abuse incidents, this is in agreement with Keashly (2001) and Aivazi and Tavan (2015) whose study result indicated that reporting on the violence is useless. Besides, this result joined with another one of feeling unsupported as a personal impact may be an evidence of lack of support giving by the organization for the abused person. This is also assured on by Keashly (2001) who indicated to lack of support of the organization as incident and respond of emotional abuse at workplace. However, perceived organizational support could enhance/diminish the professional impact of workplace bullying (Francis, 2014). Besides, it is one of the determinant factors in creativity and innovation (McMurray et al., 2013). In addition, the highest results of understanding of person and too polite to report about the verbal abuse are not only a passive participation of the target against the abusive behavior that attacks his/her respect and dignity but also it will cost more in turn his/her respect as when target's polite is combined with little mistreatment and showing no appreciation for effort or outcomes from perpetrator, this will contribute to low commitment to the work itself and leads to low levels of engagement and low productivity and/or low turnover intention (Grover, 2013). Besides, the passive participation may cause more abuse in turn (Leon and Halbesleben, 2015), and hence abusive behavior never stops, followed by its negative impact, forming a deteriorating cycle.

Finally, it was found that coordinators/heads of departments scored the highest percentages followed by colleagues as sources of emotional abuse. This agrees with Yousef et al. (2013) and Şenol et al. (2015) whereas, disagrees with Beckmann et al. (2013). In addition for coordinators/heads of departments, the current study result is congruent with Starratt and Grandy (2010) who showed that how could managers practice abusive supervision (a negative leadership) with their subordinates that could be managed by emotional intelligence which caring about people behavior is the core of it rather than the humiliating behavior of emotional abuse (Xiaqi et al., 2012). In addition, for colleagues, it should be alert for how could these colleagues form a team in which each member supports each other not only for organizational goal achievement (Ellis and Hartley, 2012) but also for leadership development (Grossman and Valiga, 2013).

Regarding leadership environment, totally it scored too low level to leadership development. Besides, about half of factors scored the least mean percentages such as competition among group members are healthy and productive, group members are expected to guide, encourage, and support each other as they continue to grow, strengths and talents of individual members are built upon and recognized. Both low score of total and factors of leadership environment may be as a result of emotional abuse incidence as how could to a group to guide, encourage, and support each other or have a healthy and productive competition in case of practicing different behaviours of emotional abuse by higher percentages of colleagues causing higher mean percentages of feeling of unsupported, incompetence or less creativeness. Also, how talents of individual members could be built upon and recognized as a leadership environment factor in case of refusing to discuss activities and interests of individuals or not allowing them to make own reasonable choices as emotional abuse incidents. Totally, emotional abuse humiliates human being respect that could degrade from leadership environment. This is supported by Dalakoura (2010) who indicated that leadership development needs societal context supported by mutual trust and respect in work environment. Hence, emotional abuse factors and its negative impact weaken leadership environment. Besides, another two leadership environment factors scored lower mean percentages; leaders are allowed to emerge in the organization, and different group members are given opportunities to develop as leaders. Both two results assured that faculty environment is a discouraging leadership one.

Concerning leadership ability, it was found that most of nursing faculty staff had the potential ability to be leader. This is considered as a strength point needed for excellence achievement in higher education (Ruben, 2007). However, this doesn't mean that this faculty staffs are leaders as effective leader needs, more measures additional to potential ability to be leader, to practice leadership and in an encouraging leadership environment (Joyce and O'Boyle, 2013).

Regarding creativity ability, it was found that the highest percentages of faculty staff are creative in average. This average level of creativity that is one of low creativity levels may be as a result of the emotional abusive/negative behavior of leaders and others in work environment at faculty that hinder creativity in addition to other factors interfering with it. This is supported by Heinze et al. (2009) who stated that creative accomplishments are associated with facilitating leadership, as people need to feel they are working in a supportive work context whether from leader or coworker as a factor fostering creativity (Amabile et al., 2004; Shalley and Gilson, 2004; Sage, 2014). In this regard, European University Association (2007) clarified more broad vision about the factors that could enhance or hinder creativity in higher education at a level exceeding the boundaries of a higher education institution. These factors are related to specific institutional and environmental situations as well as cultural factor such as the institutional structures and culture, its leadership, individuals and groups, stakeholders, and the financial and legal aspects.

Concerning the relationship between Academic environment (emotional abuse and leadership environment) and potential leadership and creativity abilities, it was found that emotional abuse incidents had a positive significant correlation with emotional abuse impact and both had a negative significant correlation with leadership environment. The positive significant correlation between emotional abuse incident and impact is in agreement with Cassell's Model (2011) who clarified how the negative action as an emotional abuse incident leads to negative impact whether personal or organizational which is also confirmed by Taylor's study (2012), and reflect the negative-reaction theory of workplace bulling and emotional abuse action concluded by Jerido (2014). Besides, this result is normally expected between the cause and its effect that it is supported by a number of studies among faculty staff of nursing in specific (such as Ozturk et al. 2008; Davis 2014) and academia/higher education in general (such as McKay et al., 2008; Yousef et al., 2013).

On the other hand, the negative correlation between both emotional abuse incidents and its impact with leadership environment that had no significant correlation with leadership and creativity abilities, may assure that emotional abuse and its negative impact were contributing to leadership environment weakness, making it as an environment discouraging leadership and has no effect on creativity. So, academic environment shouldn't be characterized by emotional abuse incidents with its negative impact even if it was around moderate level. Besides, the non-significant correlation between low level of leadership environment and leadership ability is supported by Joyce and O'Boyle (2013) who concluded that leadership development in higher education is integrated in the organizational context.

However, the current study results showed that emotional abuse incidents had a positive significant correlation with potential leadership ability. This result may be due to that the negative nature of emotional abuse with its bad impact pushes the staff to have an intention to behave in another/different way, more positive one, based on the leader behavior when having a leadership appointment position in future.

Finally, the current study results showed that creativity ability had no significant correlation with all variables; leadership ability, leadership environment, and emotional abuse. This may be as a result of already low level of creativity combined with negative environment characterized by emotional abuse with its negative impact and weak leadership environment. However, this non-significant correlation is not expected. It is expected to have a positive relationship between creativity and leadership environment as many factors influencing individual creativity (DiLiello and Houghton, 2006; Dewett, 2007; Sage, 2014) are basic factors contributing to leadership environment such as organizational motivation, taking risk and challenge the status quo, group support, using and sharing knowledge and information, and accepting mistakes as a part of learning process (Grossman and Valiga, 2013; Sage, 2014). All are leader's tools and creativity's servants. So any leadership style more geared to support these factors, it could in turn more support leadership environment and creativity development as the authentic is more than transformational (Cerne et al., 2013) rather than transactional (Sage, 2014; Zacher and Johnson, 2014; Jyoti and Dev, 2015), and indirectly deters emotional abuse (Cemaloğlu, 2011; Astrauskaite et al., 2014).

Whereas, the non-significant correlation between creativity and emotional abuse agrees with Alinejad et al. (2015) who mentioned that there is no significant relationship between bullying as a form of emotional abuse and creativity. However, it is expected to have a negative relationship between both as emotional abuse caused negative feeling such as tearful or unhappiness, incompetence and hence less autonomy, and increased level of stress and/or decreased job satisfaction that are expected to be contributing negatively to creativity. This is supported by Chin (2015) who clarified how many research studies assured on the positive relationship between positive affective (such as happiness) and creativity rather than the negative one , in addition to how autonomy is a basic factor (Sage, 2014) and positively related to creativity (MacLaren, 2012). Besides, Quah and Sim (2015) indicated to staff satisfaction and recognition as ones of the most prominent factors that motive staff towards creativity and innovation. Totally, Sage (2014) and Jafri, et al. (2016) indicated to how positive climate can support creativity and innovation development in contrast to the negative one that could be caused by emotional abuse.

Methodological considerations:-
Low number of the study sample is the limitation of current study although all nursing faculty staff working during the academic year is included using structured interview. However, the study results could be generalized on both faculties of nursing in Port Said and Ismailia, and may be considered for any faculty have the same characteristics of emotional abuse incidents and/or leadership environment especially many studies assured on emotional abuse as a character of service-sectors jobs that the higher education professional is one of them, and on how leadership environment supports both leadership and creativity abilities. Besides, the study results may point out to emotional abuse as a research problem that is not only unexpected but also considered so reticules problem to confess its existence, and hence giving an attention to it in academic field and how could it take many forms of behaviours that many people may see it as normal or usual behaviours not shamed ones. So, it is better to re-study the research problem on more faculties in other fields at different universities.

Conclusion and implication for higher education management:-
Academic environment is characterized by emotional abuse and discouraging leadership environment, with personal emotional abuse impact negatively contributing to organizational performance as well as professional impact. However, emotional abuse is not legally and/or administratively acknowledged or considered as accountable.

Besides, faculty staff hadn't response to their emotional abuse as they are convinced that there is nothing will be done or changed against the emotional abuse incidents. However, taking no measures against emotional abuse regardless the reason is a passive participation of the target against their abuse that may cause more abuse in turn and hence abusive behavior never stops followed by its negative impact, forming a deteriorating cycle.

In addition, most of faculty staff had high potential leadership ability; it is expected to be leaders, whereas they had an average level of creativity ability. However, effective leader needs more measures additional to leadership potential ability; leadership practice, and an encouraging leadership environment.

Totally, Emotional abuse and its negative impact were contributing to leadership environment weakness making it as an environment discouraging leadership and giving no chance for energizing creativity ability and putting leadership ability into action or even emergence of leaders, creating a negative academic environment. But it pushes the staff to have the intention to behave in different way adopting positive leadership behavior when they will be in future.

Consequently, academic environment needs to be improved to be more helpful in facilitating leadership development by energizing leadership environment attributes and managing the incidents and impact of emotional abusive environment. The improvement of both is the key for leadership development and creativity enhancement. In addition, the staff should be encouraged to have an active reaction against emotional abuse. This could be achieved through conducting seminars to orient faculty staff about emotional abuse behavior and how to manage it whether of themselves or others especially as heads or coordinators encouraging them to face and report about the emotional abuse incidents.

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