

**CAPITAL UNIVERSITY OF SCIENCE AND  
TECHNOLOGY, ISLAMABAD**



**Role of Workplace Hazing in Knowledge  
Hiding and Life Satisfaction: Mediating  
Role of Moral Disengagement and  
Moderating Role of Psychological  
Hardiness**

by

**Sumaira Tahir**

A thesis submitted in partial fulfillment for the  
degree of Master of Science

in the

**Faculty of Management & Social Sciences**

**Department of Management Sciences**

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*Dedicated to the people I love and admire . . . My Parents*



## CERTIFICATE OF APPROVAL

### **Role of Workplace Hazing in Knowledge Hiding and Life Satisfaction: Mediating Role of Moral Disengagement and Moderating Role of Psychological Hardiness**

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**Sumaira Tahir**

## *Abstract*

The present research investigates the role of workplace hazing on knowledge hiding and life satisfaction of employees in the hospitality sector of Pakistan. Additionally, this study tested the mediating role of moral disengagement as an underlying mechanism for workplace hazing and knowledge hiding behavior and life satisfaction. Furthermore, tested moderating role of psychological hardiness between workplace hazing and moral disengagement. This research investigates the relationships concerning spillover theory.

The research design was based on adopted questionnaires. Data were collected from 288 respondents. The responses were obtained from different leading public and private hospitals in Rawalpindi and Islamabad of Pakistan. The analysis was done by using Amos for CFA (confirmatory factor analyses) and SPSS for Descriptive statistics, one-way ANOVA, reliability, correlation, and regression analyses.

The finding revealed that workplace hazing has a positive and significant impact on knowledge hiding behavior, while has no significant impact on life satisfaction. Moreover, results also showed that moral disengagement is mediating the relationships between workplace hazing and knowledge hiding behavior. While no mediatory role of moral disengagement was observed between workplace hazing and life satisfaction. Besides, findings proved that psychological hardiness moderates the relationship between workplace hazing and moral disengagement. Furthermore, practical and theoretical implications and limitations, and future research directions are also discussed.

**Keywords: Workplace Hazing; Psychological Hardiness; Moral Disengagement; Knowledge Hiding; Life Satisfaction; Spillover Theory.**

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# Abbreviations

<b>AMOS</b>	Analysis of Moment
<b>CFA</b>	Confirmatory Factor Analysis
<b>CFI</b>	Comparative Fit Index
<b>IFI</b>	Incremental Fit Index
<b>RMSEA</b>	Root Mean Square Error of Approximation
<b>SPSS</b>	Statistical Package for Social Sciences
<b>TLI</b>	Tucker-Lewis Index

# Chapter 1

## Introduction

### 1.1 Background of the Study

Hazing is a composite set of activities that occur through the combination procedure of new employees in a coalitional set (Bauer et al., 2015). Hazing is common in institutions besides is identified under some terms. Each area and cluster have its specificities, yet the core hazing activities remain similar, specifically abusing the new employees (Martins et al., 2015). Hazing can seriously cause psychological or physical harm. Perceptions about hazing can include supposed norms and seeming behavioral control. Both attitudes and perceptions can affect behavioral feelings about hazing (Keller, Matthews, Hall, & Mauro, 2015). Hazing behaviors are related to several risks among new group members; like dissatisfaction with group membership, reduced group cohesion, depression, and particularly when more harsh beginning rites are included (Silveira & Hudson, 2015).

Hazing could be expressed as beginning rituals in which new employees to an institution, group, etc. are a disgrace as well as harassed as a test into the group (Ostvik, & Rudmin, 2001). Hazing in the workplace is illegal, non-permanent socialization training of initiating incomer into their workgroups by attractive in humiliating actions to the incomer (Mawritz, Capitano, Greenbaum, Bonner, & Kim, 2020). The induction of new employees is a key occasion in organizational growth (Thomas, & Meglich, 2019). Hazing is not always a harmless process

(Toffler, 2016). Hazing refers to “any degrading or humiliating action predictable of you to link a group, regardless of your willingness to participate” (Allan & Madden 2008; Nuwer 2018). It varies from bullying in some customs, mostly intrinsic core goal is to take newcomers into the sort while the core purpose of bullying is to have the mark outside of the set (Porter, Day, & Meglich, 2018).

Hazing is rooted in several initiation rites, which have been existing in humanities for periods (Peckak, & Pirc, 2019). Despite the risks outlined previously, employees stay involved in hazing. Some researchers resist that hazing is mostly attributable to supposed positive consequences, therefore, cultivating commitment, keeping group ladder, and generating group unity (Allan, Kerschner, & Payne, 2019).

Hazing is not only a small problem but is a big social problem (Burns, 2105). Connecting an organization as a new worker can be a worrying experience as new employees must rapidly establish competence in their career role though to becoming combined into the societal system of the group or firm (Thomas, & Meglich, 2019). Researchers showed that 80 percent of problems and concerns about workers’ productivity relay toward the sort of work setting in which they operationalize their given mission (Anjum, & Ming, 2018). Especially, nurses perform a serious and essential role inside the health care sector. So far, the health care institutions inside which they are predictable toward purpose by an optimal level stay characterized through some negative aspects (Finchilescu, Bernstein, & Chihambakwe, 2019). Many supervisors identify the action of hazing as a task. It includes rites of passing for afresh hired staffs. Then this develops a portion of workplace culture or norm, hazing is tolerated through the workplace as essential for new workers in instruction toward being recognized by coworkers and managers (Ebeid, Kaul, Neumann, & Shane, 2003).

Extant literature indicates that workplace hazing leads to some undesirable negative outcomes, i.e., knowledge hiding. Knowledge is signifying a serious asset for a group or firm in today’s wealth. Successful firms’ essential powerful abilities to generate, get, combine, and utilize knowledge (Staples, & Webster, 2008). According to knowledge-based view theory, organizational knowledge is the main source for organizations in their efforts to accomplish and sustain a modest benefit (Koay,

Sandhu, Tjiptono, & Watabe, 2020). Knowledge hiding is observed as unethical, unhealthy, and harmful. It could show a negative outcome for the knowledge explorer, like the target, who accepts that the essential information has been unseen or hidden from her/him (Garg, & Anand, 2020).

Knowledge hiding is expressed as an intentional try to hide the knowledge that has been required by someone, a training that looms institution outcomes. It is undesirable in the work as it stops the institution from understanding the assistance of information sharing, such as sole and group creativity (Abubakar, Behraves, Rezapouraghdam, & Yildiz, 2019). The bases of information for some specific task can range from clients toward firm specialists to associates themselves (Cummings, 2004). It is problematic as it obstructs the formation of innovative work behavior, new knowledge, and individual creativity as well as group creativity (Koay, Sandhu, Tjiptono, & Watabe, 2020). Recent studies tried to identify the antecedents of knowledge hiding behavior (Huo, Cai, Luo, Men, & Jia, 2016). Still, there is a margin to explore a few more.

The flip side of the picture indicates that workplace hazing does not only influence professional attitude and behavior but also individuals' life satisfaction aspect as well. Life satisfaction signifies a universal cognitive assessment of one's fulfillment by own life (Heller, Watson, & Hies, 2006). Life accomplishment is associated with an unparalleled collection of significance. When employees faced hazing at the workplace it also impacts their personal life. Life satisfaction is described as a subjective component of quality of life (Ginevra et al., 2018). In past literature life satisfaction, results are spilled into three portions: (I) well-being satisfaction, (II) family satisfaction, and (III) job satisfaction ((Rashid, Nordin, Omar, & Ismail, 2011). Subjective happiness is an individual's evaluative responses toward life, moreover in terms of life satisfaction like cognitive assessments or influence such as continuing emotional responses (Diener, & Diener, 2009).

Subjective well-being or personal happiness scholars study the sources and compares life satisfaction, negative and positive effect (Clark, Georgellis, Lucas, & Diener, 2004). The bulk of prior research has focused on life satisfaction linked to work traveling (Friman, Gärling, Etema, & Olsson, 2017). Similarly, the effects of

many works associated parts on life fulfillment have received significant devotion in life fulfillment works (Helliwell and Huang 2011; Erdogan et al., 2012). All around the research literature, the outcome of measures of life satisfaction is frequently used to designate pleasure or grief. Overall positive assessments of life satisfaction are associated with happiness than the accomplishment of the “satisfactory life”, while negative assessments of life satisfaction are linked through unhappiness and depression (Proctor, Linley, & Maltby, 2009).

The extant literature indicates that the underlying mechanism which carries the negativity of workplace hazing to the professional and personal aspect of an employee is unexplored. Few recent studies give a clue that when fresh employees targeted with hazing become reactionary in their conduct in the organization. Moral disengagement refers to negative behavior in the workplace. Moral disengagement generates dual outcomes; firstly, it increases the knowledge hiding simultaneously it decreases the life satisfaction of the employees. Bonner, Greenbaum, & Mayer, (2016) also gave a clue that repetitive negative workplace attitudes and behaviors might become the reason for employees being morally disengaged. Bandura (1999) argued that humans from time to time disengage from their ethical authority. Moral disengagement stands the socio-cognitive method over which individuals can damage others more by having immoral intentions (Wachs, 2012).

Giving to Bandura et al., (2001), moral disengagement describes why and how persons may occasionally involve unwanted behaviors without the feeling of self-accusation. It has eight instruments: euphemistic language, ethical justification, helpful comparisons, diffusion of accountability, displacement of responsibility, blaming, misrepresentation of the result, and desensitizing. Moral disengagement can influence negative behavior equally; directly and indirectly. High moral disengagement is following through low responsibility, so weakening anticipatory self-control and encourage engagement in negative behavior (Bandura, Caprara, & Zsolnai, 2000). Also, the thought that moral disengagement decreases helpful activities and rises destructive behaviors to others highlights its possible detrimental effect in work settings (Ogunfowora, et al., 2020).

The recent literature on workplace attitudes and behaviors emphasizes identifying the mechanism which can reduce negativity in organizations. Psychological hardiness is the capability of the employees who are stuck in any critical situation then handle it through skills and abilities. Critical situations might appear in form of hazing, bullying, or harassment. Hardiness is a compound of beliefs about one's self and the world that performances as a cognitive-emotional combination (Kandi, & Zeinali, 2017). As classically defined, Kobasa's perception of hardiness comprises of commitment, challenge, and control. Commitment is awareness of the significant existence and value of their important events or activities. The control is the effect of the actions of one's belief and the challenge is the capability to manage through life interchange and rearrangement mentions toward them (Naeini, Zaker, & Peyvandy, 2016). Psychological issues are created through pressure, stress, and anxiety. It influences the success of people on the work and study. Individuals ought psychologically strong toward reducing the undesirable output of the stress (Raza, Najmi, & Shah, 2018).

Concerning harmful feelings, like anxiety and depression, a rising figure of scholars has started to attend their endeavor on the optimistic conclusion of the psychological field (Pavot, & Diener, 2007). Hardiness was initially defined while featuring three interconnected proportions: obligation, learning to respect life as stimulating, and expressiveness (Bartone, Valdes, & Sandvik, 2016). Psychological hardiness was studied as there is a rising of study that has manifest hardiness increase resiliency in feedback toward continuing demands and influence of normal life. It has been described to rise measure of ethical and individual well-being (Cole, Bruch, & Vogel, 2006). Still, there is a margin to explore the hardiness in the workplace.

In the current study, we choose the nursing sector in Pakistan. Nursing is the feminized occupation in Pakistan (Jafree, Zakar, Fischer, & Zakar, 2015), and it is a well-established field that has a top-level of integrity and honesty. Nurses are recognized as professionals who are willing to help people in pain or need of help (White, 2018). Nurses perform a significant role in the health sector (Ahmed, Mahmud, Hatcher, & Khan, 2006). In the existing study, the discussion on the

life satisfaction of workers is dominated by the perception of the work institutions. As the view of the social group or institution like health-care centers and hospitals still unexplored. In a recent study, some clue has been given to explore main issues concerning life satisfaction of the nursing staff (Yasir, Majid, & Khan, 21019).

Brunetto, Wharton, and Shacklock, (2011) recommends that nurses are key in work fulfillment, organizational obligation, and well-being. The spillover theory indicates that attitudes, behaviors, individuals, and events have a spillover effect. When individuals face some workplace hazing it generates a series of negative reactionary behavior. Specifically, in the health sector nurses play a crucial role, when they experience such negativity it affects their professional dealings as well as personal conduct. Their strong personality traits might appear as a defensive mechanism for this negativity.

## 1.2 Gap Analysis

The outcomes and consequences of hazing need to be explored (Ogunfowora et al., 2020; Thomas & Meglich, 2019). Mawritz, Capitano, Greenbam, Bonner, and Kim (2020) proposed testing group behaviors (e.g., cohesion) as well as personal level results (e.g., sense of success or going) and give the clue that psychological hardiness contributes to both outcomes (positive or negative).

Moral disengagement has been studied widely in the social and psychology field but yet little work is done in the field of management (Johnson & Buckley, 2015) and generates dual outcomes; firstly, it increases the knowledge hiding simultaneously it decreases the life satisfaction of the employees. Extant literature has identified that there is a gap in understanding how moral disengagement changes over time (Wang, Ryoo, Swearer, Turner, & Goldberg, 2017). Bonner, Greenbaum, and Mayer, (2016) gave a clue that moral disengagement can lead to such outcomes.

Keeping in view these recent calls present study is going to explore dual outcomes associated with workplace hazing e.g., knowledge hiding and life satisfaction. Additionally, it intends to test theoretically and empirically the underlying mechanism of moral disengagement which bridges the relationship between antecedent

and consequences. Furthermore, the moderating role of psychological hardiness on the association between workplace hazing and moral disengagement is being studied.

### 1.3 Problem Statement

A positive working environment and encouragement are highly desirable by the fresh employees in organization. If they receive any negative vibes from their seniors or existing employees, they become reactionary. Specifically, newcomers in the nursing profession when they face tests and trials for some acceptability from ingroup they ultimately show some knowledge hiding. The negativity associated with hazing influence their personal life equally. Workplace hazing encourages fresh nursing staff to become morally disengage without any negative intention just as a safety mechanism. Yet with strong personal character, few manage to deal with negativity and continue positive input at the workplace. Limited literature has explored these assumptions, thus the present study would identify some unique findings in the Pakistani context.

### 1.4 Research Questions

Based on the specified problems, the present study is intended to find answers to these questions.

**Question 1:** Does workplace hazing affect knowledge hiding behavior?

**Question 2:** Does workplace hazing affect life satisfaction?

**Question 3:** Does moral disengagement mediates the relationship between workplace hazing and knowledge hiding behavior and life satisfaction?

**Question 4:** Does psychological hardiness moderates the relationship between workplace hazing and moral disengagement?

## 1.5 Research Objectives

The set objectives of the study are stated below;

1. To investigate the relationship between workplace hazing and knowledge hiding behavior.
2. To find out the relationship between workplace hazing and life satisfaction.
3. To examine the mediating role of moral disengagement among workplace hazing and knowledge hiding behavior and life satisfaction.
4. To investigate the moderating role of psychological hardiness between workplace hazing and moral disengagement.

## 1.6 Significance of the Study

The study will make a theoretical addition by exploring the role of workplace hazing in the feelings of disengagement and knowledge hiding behavior of employees at the workplace. Moreover, it will examine the effect on employees' life satisfaction as well. The moderating role of psychological hardiness between workplace hazing and moral disengagement with unique findings would also make some contribution to the extant literature. This study will be helpful to practitioners in controlling hazing at the workplace. This study will raise awareness in the nursing sector of Pakistan. This study will also give a new path to the human resource department to improve their selection process and consider the psychological aspect along with talent and expertise. This study will also inspire future researchers to explore these relationships in multiple sectors with a variety of samples.

## 1.7 Supporting Theory

The spillover theory is supporting all the relationships proposed in the model. Spillover theory shows the spillover of feeling emotion, behavior, and their impact on one domain to the another.

### 1.7.1 Spillover Theory

Marshall–Arrow–Romer (MAR) spillover has its origins in 1890. The spillover theory is being used as an overarching theory to this integrated model. The nature of spillover could be positive and negative (i.e., the valence of spillover). Undesirable spillover arises when practices in one field that are approved over prevent the fulfillment of difficulties in the further field. On the other hand, optimistic spillover arises when practices that stay moved after one field better the concert in the further sphere. Cho and Tay (2016) explain that spillover remains a connecting instrument in which effort and personal life affect others. Spillover arises in two instructions one is that effort practices can move family (work-to-family spillover) and the second experience after a family can move work (family-to-work spillover).

Although, spillover includes the transfer of emotion among work and family. Spillover theory suggests that there is an association among work and family settings such that job designs and practices in one field are transferred into another field by a previous border. The track of effect usually is expected toward existing from work-to-home, yet spillover can arise in both directions (Leung, 2011; Ferguson, 2012).

In the current study, we observe spillover in routine activities. Spillover describes the bidirectional result among work and family that make similarities among the two characters (Cho, Tay, Allen, & Stark, 2013). Most of the studies concentrate on the association between work and family life in Western settings and the United States (Sandberg, Yorgason, Miller, & Hill, 2012; McNall, Nicklin, & Masuda, 2010). Thus present study in the Asian context would identify the pattern of relationship. Workplace hazing influences the personal and professional aspects of nurses. The spillover theory states that when hazing is exhibited in the organization it affects the psychological state of employees in both a negative or a positive way. When employees are dissatisfied at the workplace with negative attitudes and behaviors, they will not be able to contribute effectively unless they have any strong safety mechanism.

# Chapter 2

## Literature Review

### 2.1 Workplace Hazing and Knowledge Hiding

It is the human tendency that they interchange with another person in the firm. They might act negatively or positively (Anjum, & Ming, 2018). Workplace hazing is usually described as the behavior that is “abusive, harmful, humiliating, demeaning or oppressive” that is imposed by one participant on another (Barry, & Yilmaz, 2019). It could be referring to as “initiation rituals by which newcomers to an organization are harassed and humiliated as a test or preparation for acceptance into the group” (Ostvik & Rudmin, 2001). Hazing has been observed in teams, educational institution, and the defense forces where it’s perceived as a method to train new employees into the team’s rules, confirm that the team’s culture is continued, besides set the incomer to respond to the team to its views (Porter, Day, & Meglich, 2018). Workplace hazing brings negative reactions to employees.

In the extant literature, broader activities have been documented (Allan, & Mad-den, 2012). Hazing can arise on a single occasion while bullying is frequent over time. Hazing and bullying are both forms of misuse or abuse, the dynamics are changed. Hazing happens as a portion of an initiation development - ostensibly a procedure of existence, though bullying tends to be a process of exclusion (Hakkola, Allan, & Kerschner, 2019). Hazing actions can be arranged into dual key groups:

mental and physical. Physical hazing can comprise playing, using drugs, and beatings etc. Mental hazing is frequently ignored or goes unobserved, nevertheless, it can be a dangerous and serious problem for physical health. Mental/psychological hazing can be problematic to describe as not only are there no actual symbols, then to indicate psychological distress can be extremely hard. Psychological hazing can include being restrained, verbally abused, and being locked in confined spaces (Salinas, Boettcher, & Galvin, 2018).

Knowledge is an important consideration that is obtained by experience and learning which grow a people's capability toward taking suitable activities (Raza, Najmi, & Shah, 2018). When an employee faces negative behavior at the workplace then the output will be knowledge hiding. According to Butt (2019) knowledge hiding is an intentional try by a person to hide or secrete information that has been demanded through another individual. Knowledge is a significant accomplishment element in reaching a competitive advantage in rapid-paced organizations (Fletcher-Brown, Carter, Pereira, & Chandwani, 2020). The notion of knowledge hiding is a way of managing information (Serenko, & Bontis, 2016), but a significant number of employees are still unwilling to share information. Instead, they consciously hide the requested information and become a source of knowledge hiding (Zhao, Liu, Li, & Yu, 2019). Therefore, knowledge hiding means they lack knowledge sharing (Semerci, 2019).

Knowledge hiding is a phenomenon of withholding and hiding knowledge consciously from another individual such as a team member and peer, who wished it. It is a serious problem at the workplace that create some negative outcome like low performance and productivity (Connelly and Zweig, 2015; Abdullah, Dechun, Ali, & Usman, 2019). According to Connelly et al., (2012) knowledge hiding refers to a situational set set of activities to hide information. Knowledge hiding comprises of three workable actions: first is rationalized hiding, where the hider describe why the information isn't forwarded. The second is evasive hiding, where the hider provides less knowledge than what was demanded. The last workable action is playing dumb, where the hider show not toward have the information (Škerlavaj, Connelly, Cerne, & Dysvik, 2018).

Knowledge is the main resource in any organization. Singh (2019) gives the clue that the prior literature is full of the positive side of knowledge like knowledge sharing yet the concept of knowledge hiding remained vague. Khalid, Bashir, Khan, & Abbas (2018) gave a clue that the influences that contribute to counter-productive knowledge behaviors, like knowledge hiding, are yet unexplored. The worker's initial time on a job frequently features a great deal of unpredictability and challenge (Thomas, & Meglich, 2019). For example, scholars show that knowledge hiding and knowledge sharing might occur at once when individuals share insignificant pieces of knowledge with friends or colleagues but hide more important information (Huo, Cai, Luo, Men, & Jia, 2016). Past study illustrates that knowledge is the greatest significant antecedent to increase success and innovation (Asrar-ul-Haq, & Anwar, 2016). Knowledge hiding is a situation of retaining and hiding knowledge purposely from others like managers and peers who demanded it (Abdullah, Dechun, Ali, & Usman, 2019). Knowledge is treasured after it is shared with another person (Nadeem, Liu, Ghani, Younis, & Xu, 2020).

Knowledge sharing is a significant aspect of growing organizations, organizations do not consider employees as an asset if they fail to transfer their expertise to their associates (Kelloway & Barling, 2000). Duffy Ganster, and Pagon, (2002) proposed that scholars must start to pay attention to the shady side of information managing "knowledge sharing failure" to solve information management problems. One main clarification of why workers' do so can be explained through psychological ownership theory. The Psychological ownership theory suggests that workers can refuse and hide knowledge once they have powerful affection of mental possession (Huo, Cai, Luo, Men, & Jia, 2016).

Connelly and Zweig (2015) have recognized knowledge hiding and explained that information hiding decreases the individual creativity who engage in it. Information hiding is tough toward research as the innate difficulty of investigating the perceptions of the performance that has been deliberately covered. Knowledge hiding on the inside organizations can wound the firm's size toward stay creative (Butt, 2019). Butt (2020) expresses that people inside an organization

could engage in information hiding to save their careers' growth. Information hiding frequently occurs in an organization when information hid-ers desire to mark their self-interested a motivation. For instance, the innovation of information hid-ing committers can hurt as they fail to restrain information flow (Burmeister, Fasbender, & Gerpott, 2019).

Hazing has been observed in a variety of fields like sports, defense, etc it's an exercise to check newcomers who know it and increases the unity of followers who survive from it to form a long-standing group (Thomas, & Meglich, 2019; Connelly et al., 2012) it might be a reaction to workplace negativity (Serenko, & Bontis, 2016). The extant research has indicated that some aspects of the work setting affect individual behavior at work (Černe, Hernaus, Dysvik, & Škerlavaj, 2017). While in relationships to outdoor performance, knowledge hiding is rather compa-rable toward knowledge hoarding behavior, and neglect toward share knowledge, it is a sole idea then has individual characteristics (Huo, Cai, Luo, Men, & Jia, 2016). Yet, knowledge hiding might have some optimistic aims. For instance, efficient hiding might be the future toward keeping the other's feelings or keep privacy like refusal to share some confidential documents (Riaz, Xu, & Hussain, 2019).

Hazing is sometimes perceived as a positive practice then associating it fully to the negative feelings of pleasure and joy (Bauer et al., 2015). Butt and Ahmad (2020) suggest that knowledge hiding can influence an organization's capability to involve in successful change. Hiding knowledge is difficult in the organization as it avoids the firm from perceiving the advantage of information sharing, for instance, team and individual capability and creativity (Abubakar, Behraves, Rezapouraghdam, & Yildiz, 2019). The existing study also sheds light on viable experiences of top-down information hiding i.e, empirically presented the antecedents of top-down knowledge hiding at the separate, social and organizational level (Butt, & Ahmad, 2019). In a recent study, the researcher discovered the result of intra-organizational knowledge hiding. Intra-organizational knowledge hiding states that the activities of workers when they consciously hide all or hide their skill or knowledge from their other team members or colleagues when this skill or knowledge was required to

complete the organizational task (Serenko, & Bontis, 2016). Information hiding is the main problem for creativity in firms. Negative activities are equally indirectly and directly allied toward information hiding over time (Butt, 2019). This does not only hinder the free flow of information within the firms yet also negatively affects people and firm revolution (Li, et al., 2020).

Furthermore, the prior studies on the antecedents of knowledge hiding behavior mainly concentrated on the competitive work setting, leadership practice, and situational issues, nonetheless fewer on the influence of worker adverse events on the knowledge hiding conduct (Yao, Luo, & Zhang, 2020). From spillover perception, abusive leaders always disregard and violate the rules and regulations of reciprocity that is expected toward rule an optimistic worker–leader interexchange. In answer to this adverse experience, workers could feel compelled to answer toward the negative conduct (Jahanzeb, Fatima, Bouckenoghe, &, Bashir, 2019). Previous studies gave some clue that hazing leads to negative outcomes (Sarwar, Bashir, & Khan, 2019). According to spillover theory, spillover might lead to broader undesirable consequences (Nilsson, Bergquist, & Schultz, 2017). It would be hard to restrict them within boundaries.

Based on the above discussion, the following hypothesis is being suggested;

**H<sub>1</sub>: Workplace hazing is positively associated with knowledge hiding.**

## **2.2 Workplace Hazing and Life Satisfaction**

In 1961, Neugarten has first introduced the idea of life satisfaction. It discusses a situation or outcome found through the comparison of what an individual needs (Demirel, 2014). Life satisfaction is described as the key objective of life through various individuals. It describes an emotional reaction of an individual towards different events in life. In other words, it discusses the overall attitude of the individual to life. Being glad in routine life, economic security, feeling physically good, and social relations are the element of life satisfaction (Schmitter, 2003). Rathi and Lee, (2017) have explained that the limited awareness toward the perception of life satisfaction in the management research is a serious gap.

Work is an important component of an individuals' normal life. It could be a basis of joy and success, or failures and misery (Bartosiewicz, Łuszczki, & Deren, 2020). Dayapoğlu, Kavurmaci, and Karaman, (2016) define life satisfaction as a cognitive assessment, attitude, and feeling of life. Life satisfaction is a complex mental concept created on the subjective feelings of the individual, which vary according to the effects of people, cognition, things, and values (Teng, Chia-Ju, & Hsiu-Yueh, 2018). The researchers have considered the subjective point of view on the self-assessment of the existing overall living situations, including food, housing, clothing, transportation, education, etc. as well as the status quo and life distress (Wang, 2005).

The life satisfaction of employees must be explored in all sectors. Specifically, the perception of the public sector institution is important like health-care centers and hospital/dispensaries (Yasir, Majid, & Khan, 2019). A growing number of studies propose that life satisfaction appears as an interpreter of several consequences (Burger, & Samuel, 2017). For example, more life satisfaction might carry around the spirits of self-esteem, then job-related accomplishment (Buchanan, & Bardi, 2010). The value of work-life (like work pressure, and occupation, and job fulfillment) and the value of non-work life (gratification by fitness, family, and relaxation time), besides spirits of self-worth (supposed ability then seeming controller), are important (Itzhaki, 2015; Bartosiewicz, Łuszczki, & Deren, 2020).

Life satisfaction is a significant concept in positive thinking (Proctor, Linley, & Maltby, 2009). The current study examined the relationship of workplace hazing with life satisfaction and identified an explanation for variance in this significant human value. The extant literature has described that some measurements of behavior, specifically, neuroticism, extraversion, and positive and negative affect, are powerful interpreters if not the main factors of life satisfaction and we need to identify a few more (Munusamy, & Assim, 2019).

Amazingly, family roles and work can play an important effect on life satisfaction (Rashid, Nordin, Omar, & Ismail, 2011). Life satisfaction is an individual's general assessment derived from a collation of what they have and what they

assume. Life satisfaction debates well-being in terms of several aspects, like cheerfulness and confidence (Arli, Bakan, Varol, & Aslan, 2018). The estimate of life satisfaction permits persons to report the scope of life satisfaction, providing a difference between a higher degree of life fulfillment. After this perception, individual well-being is an umbrella period that can integrate several associations, but unique, concepts. However, some scholars record that life satisfaction might help for positive feelings then the other concepts (Lewis, Huebner, Malone, & Valois, 2011).

Life satisfaction is a prime concept in optimistic psychology (Proctor, Linley, & Maltby, 2009). It denotes an overall cognitive assessment or decision of one's satisfaction through his/her life (Heller, Watson, & Ilies, 2006). For all proof for heritability and stability, there are similar suggestions that life satisfaction is affected in events, besides there is suggestive proof that long-term planes can be affected through situations (Fujita, & Diener, 2005; Diener, Inglehart, & Tay, 2013). Workers are the significant resources for an organization (Munusamy, & Assim, 2019). Rice (1984) has proposed such a theoretical model, which suggests that work settings influence general life fulfillment through observations of the quality of employed life then non-employed life. Briefly, the model suggests that employed settings affect life satisfaction, through changing features of the individual or the situation (Demerout, Bakker, Nachreiner, & Schaufeli, 2000). Rathi and Lee, (2017) suggest that when workers are talented toward convincing their important requirements through their task and the group or firm like when they practice high-quality work life, then they grow a satisfactory attitude to the firm.

Life satisfaction is the main element of subjective well-being (Cakar, 2012), and its estimates a person's general evaluation of their life situations (Newman, Nielsen, Smyth, & Hooke, 2015). Past study has recommended that life satisfaction is stable yet can change rather from time to time (Fujita, & Diener, 2005). Mostly in developed countries, people spend their time with indoor activities (García-Mainar, Montuenga, & Navarro-Paniagua, 2015). Limited study has studied how workplace issues affect overall life satisfaction (Newman, Nielsen, Smyth, & Hooke, 2015). Life satisfaction is a prime study result while it shows the cognitive element

of well-being which could positively impact performance in a workplace setting (Flinchbaugh, Luth, & Li, 2015). Above the past three eras, hundreds of works have associated life pleasure through several benefits as well as lower rates of depression, more prosocial behaviors, better social relationships, better health, and reduced risk of suicide (Coffey, Warren, & Gottfried, 2015). Life satisfaction has been focused on by recent researchers (Vanaki & Vagharseyyedin 2009; Itzhaki, et.al., 2015; Azeem, 2010; Landry, 2000). The satisfaction of the single person in an association with occupied life is bounded with the employment setting as it reveals the collaboration among the work satisfaction and the overall life fulfillment (Filiz, 2014; Erdogan, Bauer, Truxillo, & Mansfield, 2012).

Life satisfaction means an evaluative decision (Pavot, & Diener, 2008). It is also linked to health. Higher levels of life satisfaction are allied with overall physical health and less long-term healthy environments (Antaramian, 2017). The complex association between areas of life satisfaction and overall life satisfaction can be more explained with a variety of mechanisms (Lachmann et.al., 2018). Based on spillover theory, when employees in an organization show negative behavior a result employee will show less satisfaction. The spillover theory recommends that satisfaction in one life field might impact the degree of satisfaction in another (Vanaki, & Vagharseyyedin, 2009). The spillover theory grips that workplace elements affect the general life of most workers (Lambert et al., 2010). Chacko studied in 1983 a US national probability sample, which was illustrative of the American worker strength, and the writer concluded that satisfaction through employment settings was a cause of life satisfaction (Unanue, Gómez, Cortez, Oyanedel, & Mendiburo-Seguel, 2017).

In the current period, increasing research has been examining work and family conflict. It influences the personal life of and work results (Lim, & Tai, 2014). Work and family studies have established that both negative and positive exchanges among work and family fields are allied to people's prosperity. According to spillover theory, Spillover is an allied process through which work and family affect each other (Cho, & Tay, 2016). The balance between work and personal life has significant implications for people, firms, and the community. Thus, extant

literature has discovered the connection between work and family fields. Work and family life have an interface, the undesirable association among task and personal life mostly discounting the optimistic relationship (McNall, Nicklin, & Masuda, 2010).

According to spillover theory, the spillover effect mostly offers spillover inside the same setting and in specific has tended toward an emphasis on family situations (Frezza, Whitmarsh, Sch€afer, & Schrader, 2019). For instance, the spillover effect is when task-related stress influences family difficulty then it impacts task achievement. Recent studies have postulated that negative or positive spillover shadow everything from work to the family (Sandberg, Yorgason, Miller, & Hill, 2012). Spillover can be adverse when there are unpleasant practices at work that affect the non-work aspect of life (Ellorenco, Teng-Calleja, Bertulfo, Clemente, & Menguito, 2019). When increasing hazing at the workplace it has a negative spillover effect on the personal life of the employees.

Based on the above discussion, the following hypothesis is being proposed

**H<sub>2</sub>: Workplace hazing is negatively related to life satisfaction.**

## **2.3 Mediating Role of Moral Disengagement between Workplace Hazing and Knowledge Hiding Behavior**

The construct of Moral Disengagement has initiated by Bandura in 1991 to describe the mechanisms that control aggressive activities (Paciello, 2015; Samnani, Salamon, & Singh, 2014). The literature on the origins and influence of ethical disengagement has extended (Baron, Zhao, & Miao, 2015). Nowadays immoral acts are happening more and more in the firm, moral disengagement can increase the occurrence of such immoral behaviors (Beckmann, Scheineir, & Zeyen, 2018). Organizational researchers have started to recognize some important background drivers of immoral organizations (Moore, Detert, Trevino, Baker, & Mayer, 2012).

The idea of moral disengagement well explained with social cognitive theory (Bussey, & Bandura, 1999). Moral disengagement refers to a procedure that involves justifying one's unethical activities by changing one's moral awareness of those actions. Moral disengagement is allied with some negative outcomes for those feeling it and those affected by it (Hyatt, 2017; Baron, Zhao, & Miao, 2015). The moral disengagement procedure works in daily settings and individuals perform such actions that are opposite to their ethical standards. Sometimes when an individual is undervalued, they might express moral disengagement (Huang, Wellman, Ashford, Lee, & Wang, 2017). Moral disengagement is one motivator recognized in past researcher for workers' adverse information safety activities. Moral disengagement expresses a set of cognitive mechanisms that disengage ethical self-regulatory procedures. It assists to describe why people make bad decisions without seeming guilty (Chen, Chau, & Li, 2019). People do not continuously act following their moral standards (Brüggemann, Forsberg, Colnerud, Wijma, & Thornberg, 2019). According to moral disengagement theory, people will be mostly navigating to engage the disengagement process when maintaining or adopting negative conduct that is the desire and valued (Graca, Calheiros, & Oliveira, 2016). Additionally, individuals behave unethically without imposing self-sanctions (Egels-Zanden, 2017). The theory suggests that individuals can reframe ethical decisions by intra-psychological procedures, with the outcome that they "dissociate through their ethical values" (Schaefer, & Bouwmeester, 2020).

Moral disengagement is disengaging self-regulatory role. Moral disengagement is a mechanism to explain unethical actives, destructive behaviors, and inhumane conducts and maintain them ethically justifiable. Whereas doing these, people perceive that they are on accurate track (Sahi, & Ahmad, 2019). Bandura (1986) recognized eight assumptions through which ethical self-censure can be disengaged from immoral conduct. These assumptions can be collected into four groups, created on the point in the ethical control method (Hinrichs, Wang, Hinrichs, & Romero, 2012). These four groups are; behavioral, agency, effects, and victim; the behavioral focus has main three mechanisms (euphemistic language, moral

justification, and advantageous comparison), the agency has two mechanisms (diffusion of responsibility and displacement of responsibility), the effects focus has one mechanism (disregarding or distorting consequences), and the victim focus has two mechanisms (attribution of blame and dehumanization) (Miller, et al., 2019). Although, the self-regulatory purpose defined above functions only when it is started (Hystad, Mearns, & Eid, 2014).

Studies established that moral disengagement sees a variety of harmful behaviors and attitudes, covering bullying, aggression, and immoral attitudes. Most studies have shown that moral disengagement mediated the effects of individual level-predictors on problematic results (Alexandra, 2019; Zhang, Li, Liu, Han, & Muhammad, 2018). Supervisors that ethically disengage find appropriate justification and perceptive for their actions, permitting them to perform unethically without the feeling of sorrow (Qin, Dust, DiRenzo, & Wang, 2019). In firms, where an immoral attitude prevails, “bad barrels”, arise which then justify unethical behavior (Martin, Kish-Gephart, & Detert, 2014). Theoretical work on moral disengagement proposes that individuals become competent to manage their moral conduct; still, the self-regulation procedure flops when individuals ethically disengage from their activities. People are clear toward performing immorally without perceiving guilty (Bonner, Greenbaum, & Mayer, 2016).

People disengage ethical self-regulation through reframing the condition in a performance that permits them to justify specific actions that are unpredictable with ethical values (Samnani, Salamon, & Singh, 2014). Further, if individuals trust that they have allowable reasons and explanations for ethically disputed performances, they are furthermore expected to involve in those actions, which can generate difficulties and sadness (Schlenker, Chambers, & Le, 2012). Hodge, Hargreaves, Gerrard, and Lonsdale (2013) elaborated that the selective use of these permits people to misbehave without feeling bad or guilty.

The immoral behaviors occur when these rules and morals are intentionally disengaged by individuals (Ebrahimi, & Yurtkoru, 2017). According to the European Agency for Safety and Health at Work, one of the main occurrences of workplace violence has been observed in the healthcare section. In this situation, nurses are

mostly targeted by co-workers as well as patients and their families. Additionally, it has been observed that 2%-32% of healthcare employees suffer physical violence, 12-64% physical threats, and 22% to 90% verbal abuse (Fida, et al., 2018). Limited attention has been giving to this aspect, where such issues are identified with reasons and remedies (Chen, Chen, & Sheldon, 2016) thus more studies are required to elaborate these mechanisms.

Riaz, Xu, and Hussain (2019) gave a clue that undesirable interchange views and moral disengagement increase knowledge hiding behavior as a result of workplace hazing. Newman, Le, North Samardzic, and Cohen (2019) explore few elements of moral disengagement in this regard i.e., ethical justification; a good excuse for such attitude. The association of morals and employees' performance is a very complex issue because of many ethical flops in the corporate world. Here, insufficient situational issues boost the bad performance of workers by disengaging them from ethical conduct (Adams, Tashchian, & Shore, 2001). Moral disengagement provides intellectual instruments to perform immoral acts without seeming guilty (Zhao, Xia, He, Sheard, & Wan, 2016). Bandura (1986, 1990) explains that "moral disengagement", in which cognitive instruments disengage ethical self-regulation, tends to outcome in deception (Chen, Chau, & Li, 2019).

Moral disengagement encourages individuals to assess and defend many types of undesirable behaviors (Chen, Chau, & Li, 2019). It is a procedure of making harmful behavior personally suitable and making it morally acceptable (Bandura, 1990; Bandura, Barbaranelli, Caprara, & Pastorelli, 1996; Shu, Gino, & Bazerman, 2011). It is a social-cognitive construct discussing a set of procedures by which a person can explain and legitimate their misbehavior (Fida, et al., 2018). When individuals try to explain their performance over ethical disengagement, it permits them not to feel embarrassed and overtime they may get involved in additional but severely questionable conduct (Wang, Ryoo, Sweare, Turner, & Goldbery, 2017). In the past research moral disengagement has been deliberate as a relevant cognitive measurement that supports to better understand why any individual may misbehave (Fida, et al., 2018).

The prevailing opinion is that moral disengagement permits people to involve in undesirable conduct by justify the performance and eliminating the undesirable feelings allied with responsibility (Valle, Kacmar, Zivnuska, & Harting, 2019). Moral disengagement can lead them to observe the acceptance of immoral conduct as a suitable strategy to survive (Fida, et.al., 2015; Kish-Gephart, Detert, Trevino, Baker, & Martin, 2014). According to Bandura's (1986) moral disengagement theory, immoral conduct consequences from unsuccessful activation of self-regulatory action. When a person ethically disengages from an act by some of these (like interrelated) structure, the act becomes ethically favorable and so, the people can involve in immoral conduct without the self-censure such an action would usually elicit (Chugh, Kern, Zhu, & Lee, 2014). According to the spillover theory effect always spread, thus when employees face negative behavior they become morally disengage. Additionally, they become reactive and show undesirable knowledge of hiding.

Thus, it is hypothesized that;

**H<sub>3</sub>: Moral disengagement mediates the relationship among workplace hazing and knowledge hiding behavior.**

## **2.4 Mediating Role of Moral Disengagement between Workplace Hazing and Life Satisfaction**

Now-a-days, organizations are concerned with achieving employee and organization goals. Employee input can be separated at the individual level or organizational level. It can be of three aspects which are work stress, employee inspiration, and communication. Scholars suggest that to measure it, there are three processes over which evidence is assembled: how well a worker is performing. When the tendency of workers in their conduct is unethical, it can cause many negative outcomes. Moral disengagement is a set of socio-cognitive procedures by which individuals can disengage from humane behavior rather than obligate inhumane,

harming, harassing, or fearful activities opposite to other persons (Thornberg, & Jungert, 2013). Whereas individuals normally recognize right from wrong, sometimes they might observe and easily disengage from their moral values. This behavior is called moral disengagement. A routine instance of moral disengagement is user dishonesty (Egan, Hughes, & Palmer, 2015).

Extant literature has focused on growing societal issues e.g., moral disengagement (Johnson, & Buckley, 2015). To diminish dissonant perception, Bandura said that individuals engage many mechanisms toward individually reorganize their negative behavior. Overall, these strategies are identified as “instruments of moral disengagement” (Page, Pina, & Giner-Sorolla, 2016). The eight instruments of moral disengagement are ethical justification, advantageous comparison, neutral classification, displacement of obligation, the attribution of guilt, dehumanization, misrepresentation of the outcome, and dispersal of accountability (Hodge, & Gucciardi, 2015). These eight instruments are described by Bandura (2002). Boardley and Kavussanu (2011) also support these assumptions.

Moral disengagement has been directly linked with harmful and undesirable activities (Stanger, Kavussanu, Boardley, & Ring, 2013), and inversely associated with prosocial behavior (Boardley & Kavussanu, 2009). One of the main predictors of the unethical behavior of an individual is moral disengagement (Wang, Wu, & Chong, 2019). Sometimes it might appear in an employee’s attitude to restrict others’ inspiration. A piece of evidence recognizes that what is encompassed in the occupation itself, knowledge attention on worker achievement (Muda, Rafiki, & Harahap, 2014). Strong morals and ethics can control the individuals’ behavior and encourage them to morals and beliefs (Reynolds & Ceranic, 2007; Reed, Kay, Fimmel, Aquino, & Levy, 2016). In our theoretical framework, moral disengagement is used as a mediating variable. Several scholars revealed that worker engagement determines consequences e.g., firm financial performance, and achievement (Erkutlu, & Chafra, 2019). Morally disengaged persons tend to show higher tolerance to the ethical violations or even display refusing attitudes to ethical standards and ultimately leading toward obliging more destructive performances (Wang, Wu, & Chong, 2019). Moral disengagement has been considered in different workplace

settings that frequently include high individual expenses for the organizational memberships, like as perceived injustice, job insecurity, harassment, information security stress, safety culture, social undermining, and feelings of jealousy (Khan, Liang, Anjum, & Shah, 2019).

Moral disengagement encourages bad observations towards colleagues, friends and instead of working cooperatively with others, they show an unwillingness to help (Ogunfowora, & Bourdage, 2014). When workers perceive a supervisor acting immorally, with negative behavior and attitudes (Fehr, Fulmer, & Keng-Highberger, 2020), they are morally disengaged from their work. When this act in the line with their moral standards they perceive pleasure and satisfaction, and when an individual does not act in line with these standards, they experience bad feelings like guilt or shame (Kavussanu, & Ring, 2017). Individuals engage one or more mechanisms to disengage self-sanctions from immoral conduct to confirm and explain the conduct, permitting them toward involving in or live with the output of their immoral actions (Tillman, Gonzalez, Whitman, Crawford, & Hood, 2018).

Moral disengagement in youngsters has been strongly associated with bullying, aggression, and immoral conduct. it can provide a conservational structure for considering bullying in youngsters. Recent studies have depicted that moral disengagement has a serious character in the development of offensive conduct (Teng, Nie, Pan, Liu, & Guo, 2017). Interestingly, the association between unethical performance and moral disengagement is common; unethical conduct can navigate moral disengagement and moral disengagement can navigate unethical conduct (Sverdlik, & Rechter, 2020). The tendency for moral disengagement helps to impact a vast range of immoral behavior (Hadlington, Binder, & Stanulewicz). Most significant of all, it is an immoral behavior in the workplace as the abusive behaviors degrade the firm's normative values and workers' ethical expectations associated with their supervisors. So, it is considered as the shady side of a supervisor (Loi, Xu, & Liu, 2015).

Moral disengagement is linked to unruly and aggressive behaviors, bullying, and harsh actions (Erzi, 2020). Hadlington, Binder, and Stanulewicz, renowned that there was an insufficient study discovering the role that moral disengagement could

show for immoral conduct in a workplace setting. Individuals can follow immoral, harmful, and negative actions from which they would generally avoid (Scheiner, Baccarella, Bessant, & Voigt, 2018), and it might lead to low life satisfaction. Moral disengagement is used by individuals who would slightly not act morally.

Employees spend most of their time at the workplace. Organizations are required to recognize their concerns. Work strategy and achievement expectations show a high level of frustration and anxiety between employees (Han, & Garg, 2018). Kang-Hwa, & Hung-Yi, (2018) argued that the people's interactions within the setting lead them towards strain, and for the worker, the supervisor is a significant situational issue in the workplace (Runions, & Bak, 2015; Dang, Umphress, & Mitchell, 2017). Moral disengagement can be motivating if the unethical activities create an optimistic rather than an undesirable result. It can influence other viewer reaction, like observations of another role (Krakowiak, & Tsay-Vogel, 2013).

Moral disengagement can arise in daily routine (Krakowiak, & Tsay-Vogel, 2013). It might reduce the value of the task and personal life. It's a multidimensional concept concerning job-related details and interpersonal association (Itzkovich, Dolev, & Shnapper-Cohen, 2020). In the work and personal life, most of the study has been completed by using spillover theory. Spillover describes the job and personal life affect each other, and it also describes the skill, and value such as the importance of the job and personal life (Schultz, & Higbee, 2010).

Although some researches have established important spillovers of work-related results into the non-work field, like life satisfaction. Work abilities can spillover positive or negative feelings into the non-work parts of a person's life (Ellorenco, Teng-Calleja, Bertulfo, Clemente, & Menguit, 2019). Employees who perceive negative behavior in the organization also exhibit negativity. According to spillover theory employees perceived negative behavior from their workplace and it might affect their life satisfaction.

Based on the discussion it is hypothesized that;

**H<sub>4</sub>: Moral disengagement mediates the relationship between workplace hazing and life satisfaction.**

## 2.5 Psychological Hardiness Moderates the Relationship between Workplace Hazing and Moral Disengagement

Psychological hardiness was initially defined by Kobasa (1979) while a set of interconnected personal abilities that illustrate positivity in a highly stressful environment (Mund, 2016). Psychological hardiness is identified as a combination of attitudes and opinions inspiring individuals to perform appropriately under stress; in hard conditions and to find a path to growth and superiority through potentially disastrous consequences and offer chances for growth (Fahim Devin, Farbod, Ghasabian, Bidel, & Ghahremanlou, 2015).

The idea of hardiness is a vital aspect for preserving psychological and physical health when faced with an adverse environment (Merino-Tejedor, Hontangas-Beltran, Boada-Grau, & Lucas-Mangas, 2015). Hardiness is considered as a fruitful reaction in both professional and personal life (Azeem, 2010). Hardiness is a behavioral style that impacts the individual to manage challenges positively and proactively. A meta-analysis involving 180 studies on hardiness showed that it is an important resource to handle challenging situations (Fyhn, Fjell, & Johnsen, 2016).

According to Fourie and Potgieter (2001), psychological hardiness can be defined as the capability of the person to disclose a strong behavior, emotional and psychological well-being, to take responsibility, and illustrate autonomy. Psychological hardiness is a behavior involving control (taking an intelligence of control over life actions), obligation (being involved and taking genuine attention in life), and tasks (sighted stressors as chances for growth). It might also affect the relationship between stressful life actions and health results (Figuroa, & Zoccola, 2015). Hardy people tend to reframe undesirable proceedings into chances for growth and assess challenges in a positive way (Fyhn, Fjell, & Johnsen, 2016). Furthermore, hardy people are more optimistic, they find optimistic meaning, might be helpful in managing negativity associated with hazing.

Scholars said that the notion of employee hardiness is concerned with optimistic feelings regarding managing work problems (Kulik, 2016). Hofstede (2001), suggest that individual workers or team who have a top degree of unpredictability avoidance tend to offer by uncertainty by comprehensive considerate of rules and regulations, guidelines, existing processes, and potential constraints (Afsar, & Masood, 2017). Moradi and Shaker (2015) reported that psychological hardiness has an obvious direct relationship with the quality of life. Pourakbar et al., (2014) also reported that psychological hardiness has a positive and meaningful relationship with positive outcomes as it buffers negativity (Bartone, Johnsen, Eid, Hystad, & Laberg, 2017).

The work setting can be the source of stress, that can harmfully influence health (Dolan, & Adler, 2006). According to Bartone, et.al., (2015) psychological hardiness is recognized as a dissimilarity variable that differentiates fit from nonfit strain responders. More than three eras of study have exposed that hardiness is associated with minor and major physical and psychological illness (White, Absher, & Huggins, 2011). Hardiness is significant enough to study as it can bring a huge change in employee and organizational outcomes (Perrott, 2019).

An individual has experience in the workplace setting in a daily routine that has possible to be anxious, frustrating, and stressful. However, individuals respond very differently to stressors. Whereas some individuals express considerable worry when they are facing challenges (Cash, & Gardner, 2011). When hardiness is high in an individual, they manage the critical situation in the workplace. Hardiness modifies frustration into hope (Turnipseed, 1999). Hardy persons defend themselves from frustrating life environments with some cognitive, affective, and behavioral reactions (Mund, 2016).

Hardiness is a psychological style allied with performance and good health under the scope of stressful situations. An individual with a high level of hardiness has a powerful feeling of commitment to life and work and can actively involve in what's working around them. They believe that individuals can influence or control what occurs, and they like challenges and new situations (Bartone, Roland, Picano, & Williams, 2008).

Workplace strain, anxiety, and negative behavior have gained significant awareness in current eras (Loretto, et.al., 2006). Workers perceive stress and dissatisfaction at the workplace in their daily routine, these harmful effects are not practiced equally by all people (McCalister, Dolbier, Webster, Mallon, & Steinhart, 2006). Reduced perceptions of work stress have often been initiating to be allied by the high degree of hardiness inside the medical field (Hanton, Evans, & Neil, 2003). Outcomes show that hardiness helps in the conservation and improvement of achievement, morale, and leadership (Maddi, Brow, Khoshaba, & Vaitkus, 2006).

The role of hardiness is important in understanding work setting pressures and the pressures resulted from changes (Nayyeri, & Aubi, 2011). In today's work settings, unpredictable attitudes have become a major concern. There are two modifications of the psychological method that can be recognized: the transactional and the interactional. The interactional method emphasizes the association among the people and the workplace setting, while the transactional method is about the objective of the association (Wu, 2020). Several firms and supervisors have paid huge concertation to develop work and family stability in workers' life (Tang, Kwan, Zhang, & Zhu, 2016). Hardy persons are seeming to believe that they can convert difficulty into an opportunity (Hague, & Leggat, 2010).

Psychological hardiness diminishes the undesirable consequences of work and saves people from the pressures of undesirable actions. Therefore, a hardy person freely performs routine actions and willing to connect toward life and work (Sezgin, 2009). Most of the study has concentrated on serving careers especially social work, nursing, medicine, and education as they depend seriously on the workplace for professional socialization and student training (Horton, 2016). According to Judkins, Reid, and Furlow, (2006) found that nurses who have high hardiness levels feel the reduced job-related strain, fewer psychological exhaustion, and less well-being issues (Neves, 2012).

Hazing has become an important part of life (Vagni, Maiorano, Giostra, & Pajardi, 2020). Hardiness could change the challenging conditions into an optimistic review besides reducing harmful emotions like sadness and anger (Jamal, Zahra, Yaseen,

& Nasreen, 2017; Bue, Taverniers, Mylle, & Euwema, 2013). A high level of hardiness reduces the critical situation at the workplace. For instance, a high level of hardiness output has been allied with a lower level of stress, a high level of problem-solving capability, and a high level of work satisfaction (Visek, Watson, Hurst, Maxwell, & Harris, 2010; Tastan, 2016).

Hardy people have an optimistic assessment, and capability to handle stressful conditions; life challenges are considered as chances for development and growth and they also find objective in their commitment toward relationships and events (Tomassetti-Long, Nicholson, Madson, & Dahlen, 2015). Nowadays workers try to manipulate their tasks and other individuals at the workplace (Bell, Rajendran, & Theiler, 2012). Workers pass one-third of working periods at the workplace which can influence actions in further non-work parts of life.

Ellorencó, Teng-Calleja, Bertulfo, Clemente, and Menguító's (2019) spillover theory proposes that job-related experience tends to influence non-work experiences. According to the spillover theory, we accept a wider conceptualization that ranges via a study that has examined how spillover can be affected (Lauren, Fielding, Smith, & Louis, 2016). Workers pass much time at the workplace; they perceived their negative and positive feeling and emotion result tends toward spillover from the work setting and so affect overall health. Optimistic associations have been creating among workplace setting, worker commitment, and health (Hauff, Felfe, & Klug, 2020), and high level of hardiness in an employee then they can easily handle the critical situation at the workplace setting.

Base on the above discussion, it is hypothesized that;

**H<sub>5</sub>: Psychological hardiness moderates the relationship between workplace hazing and moral disengagement in such a way that it weakens the relationship when psychological hardiness is high and vice versa.**

## 2.6 Research Model

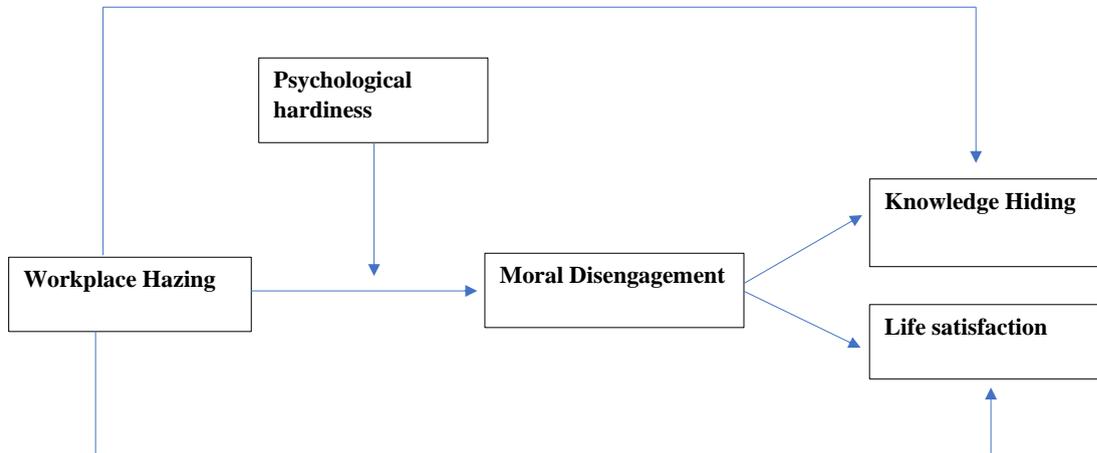


FIGURE 2.1: The role of Workplace Hazing on Knowledge Hiding Behavior and Life Satisfaction: Mediating Role Moral Disengagement and Moderating Role Psychological Hardiness.

## 2.7 Research Hypotheses

**H<sub>1</sub>:** Workplace hazing is positively associated with knowledge hiding.

**H<sub>2</sub>:** Workplace hazing is negatively related to life satisfaction.

**H<sub>3</sub>:** Moral disengagement mediates the relationship among workplace hazing and knowledge hiding behavior.

**H<sub>4</sub>:** Moral disengagement mediates the relationship between workplace hazing and life satisfaction.

**H<sub>5</sub>:** Psychological hardiness moderates the relationship between workplace hazing and moral disengagement in such a way that it weakens the relation when psychological hardiness is high and vice versa.

# Chapter 3

## Research Methodology

A research methodology is a process toward systematically resolving research related problems. Research methods are describing that researchers applying research choices. Therefore, when we talking about the research methodology it does not mean the only methodology yet it also comprises the method useful in that research setting. This chapter included; design, population, and sampling techniques, instruments, and characteristics of the sample of research, etc.

### 3.1 Research Design

There are two research designs in the social sciences known as “quantitative research” and “qualitative research”. In the present research, the quantitative research technique is being followed. It is a complete procedure for valid results.

#### 3.1.1 Type of Study

The type of study is causal and it is conducted to investigate the causal effect of workplace hazing on knowledge hiding behavior and life satisfaction. It also explores one of the underlying mechanisms i.e. moral disengagement through which workplace hazing leads to knowledge hiding and life satisfaction. Furthermore, the

study expands toward examining one of the unique possible moderators i.e. psychological hardiness which moderates the relationship between workplace hazing and moral disengagement.

### **3.1.2 Research Philosophy**

Research philosophy has been categorized into four types: which are pragmatism, interpretivism, positivism, and realism. In the current study, positivism is being opted as a research philosophy. It permits prior studies and the current model to support our hypothesis. These hypotheses are examined empirically for confirmation of the present hypothesis. Quantitative research technique is pondered as the most appropriate technique.

### **3.1.3 Study Setting**

For the information gathering, the non-contrived work setting was preferred. Data were collected in the natural workplace setting and no artificer work setting has been designed for the research. The current study depends on field research as the respondents i.e. nurses of the hospitals were targeted during working hours then they filled the forms in a regular work setting.

### **3.1.4 Unit of Analysis**

Unit of analysis is a very significant part of any research. The unit of analysis is individual as we are studying the nurse's sector, and nurses working in different hospitals are the selected population. Their perception and response are successfully identified to draw the results.

### **3.1.5 Time Horizon**

In the present study, the method for data collection is cross-sectional due to the current situation. The data collection took almost four weeks.

## **3.2 Population and Sample Size**

### **3.2.1 Population**

The present research population is nurses working in different hospitals in the public and private sectors of Pakistan. There is a total of 1279 hospitals in Pakistan, where 112,123 total nurses are working. Out of these 62651 are in private hospitals while the rest are part of govt hospitals. Due to the current situation and resources limitation, we targeted hospitals and clinics of Rawalpindi Islamabad and Kashmir only.

### **3.2.2 Sample**

In quantitative research, sampling is a common technique for data gathering. In this technique, we choose a group of individuals who represent the entire population. In this research sample is individual people working in both sectors (public and private hospitals) of Pakistan. The set of respondents are active employees in public and private sector hospitals and accomplish routine activities. Sampling has two types. One is probability sampling and the second is non-probability sampling. In the present study we discussed probability sampling, all individuals have an equal opportunity of being chosen as a sample Probability sampling is effective and suitable when scholars obtain complete data about the population. Due to the time limitation and other constraints, a simple random sampling technique was used in the present study. Simple random sampling technique is the type of probability sampling, according to this technique data is randomly obtain based on possible method toward respondents.

### **3.2.3 Sample Size**

In the current study, we use the table of Krejcie and Morgan (1970) and the sample size is 384. Morgan reported (1970) that if the population size between 100,000 to 500,000 then at a 95% confidence interval with a 5% margin of error, the sample of 384 is satisfactory for the research.

### **3.2.4 Procedure**

Data were collected by using personal and professional networks. For example, relatives, friends, and teachers were requested to help in data collection. In general, gathering data without personal connections is impossible in the current situation. The representatives were requested to give ethical help and support in data gathering. The confidentiality of information was guaranteed to them. The cover letter has been attached for clarity about the nature and purpose of the research. Respondents were assured of the confidentiality of their responses and anonymity so that the respondents feel free to fill in the questionnaire without any hesitation.

### **3.2.5 Data Collection**

Data was collected through adopted questionnaires. All the variables were self-reported. Data were obtained in one month time period from December 2020 to January 2021. Finally, 288 questionnaires were used for analysis, as a few of the responses were wrongly filled and incomplete, so, indicating a 74% response rate.

### **3.2.6 Data Handling**

The information was collected in cross-sectional. Hospitals' management was aware of the nature and purpose of the research, so they supported it fully. The filled responses were kept confidential. Total 384 questionnaires were distributed and only 341 received back. Only 288 questionnaires were used for the final analysis. The discarded questionnaires were 53 because of overwriting or unfilled or wrongly filled entries.

## **3.3 Sample Characteristics**

Several demographics variables such as gender, age, education, and experiences are used in research.

### 3.3.1 Gender

As female and male both are a significant part of any organization. Accordingly, it is important to take both female and male responses. As every individual in the organization has their perception regarding things.

TABLE 3.1: Frequency by Gender.

Gender	Frequency	Valid Percent	Cumulative Percent
Male	33	11.5	11.5
Female	255	88.5	100
<b>Total</b>	<b>288</b>	<b>100</b>	

Table 3.1 shows the frequency of male and female respondents. As we see females were more than males, which represents 88.5% of respondents were female and 11.5% respondents are male.

### 3.3.2 Age

Age is one of the most important demographics in any research and it is the second demographic. However, occasionally participants do not like telling about their age and feel uncomfortable disclosing this info openly. Therefore, to solve this issue their easiness range is considered toward asking the age of participants.

TABLE 3.2: Frequency by Age.

Age	Frequency	Valid Percent	Cumulative Percent
20-25 years	139	48.3	48.3
26-30 years	120	41.7	89.9
31-35 years	19	6.6	96.5
36-above years	10	3.5	100
<b>Total</b>	<b>288</b>	<b>100</b>	

Table 3.2 presents that majority of respondents are age range between 20-25. As per statistics, 48.3% of individuals fall the 20-25 years age group, 41.7% individuals

belong 26-30 years, 6.6% individuals were between 31-35, and 3.5% were 36 years or above.

### 3.3.3 Qualification

Education is another important variable in any organization and society and it has a great effect on the human mindset. It can change the thinking pattern of the peoples and acknowledge them about right and wrong. So, we asked workers to mention their qualification whose details is giving in the below table:

TABLE 3.3: Frequency by Qualification.

Qualification	Frequency	Valid Percent	Cumulative Percent
Matric	76	26.4	26.4
Intermediate	171	59.4	85.8
Bachelor	27	9.4	95.1
Any other	14	4.9	100
<b>Total</b>	<b>288</b>	<b>100</b>	

Table 3.3 show that the qualification of respondents and majority of respondents were intermediate. 26.4% of respondents were matric, 59.4% were intermediate, 9.4% were bachelor and 4.9% were another degree. Cumulative percent gave in above table.

### 3.3.4 Experience

Experience is the period employees spend in a particular organization and that spending period was documented in the term of experience.

Table 3.4 express the detail of the employee experience reported by the respondents. The majority of respondents were having an experience range between 2-5 years, which is 46.9% sample, 19.8% were 0-1 year, 26.4% were 6-10 years, and 6.9% were 11 years and above.

TABLE 3.4: Frequency by Experience.

Experience	Frequency	Valid Percent	Cumulative Percent
0-1 year	57	19.8	19.8
2-5 years	135	46.9	66.7
6-10 years	76	26.4	93.1
11-above year	20	6.9	100
<b>Total</b>	<b>288</b>	<b>100</b>	

### 3.4 Instrumentation

The data was collected with adopted questionnaires. The study variables are workplace hazing, knowledge hiding, life satisfaction, moral disengagement, and psychological hardiness. Four demographic variables that contain information about the respondent experience, Qualification, Age, and Gender were also part of the questionnaire.

#### 3.4.1 Measures

Data was gathered through adopted questionnaires, the medium was English because it's a widely used language, and employees were able to understand easily. Almost 30-40 forms were dispersed in every hospital that permitted the scholar to gather data. The complete questionnaire has 59 questions.

The items of four variables i.e workplace hazing, knowledge hiding behavior, life satisfaction, and moral disengagement were measured on 5 Likert scales, and the one variable psychological hardiness was measured on 4 Likert scale. The variable of workplace hazing was measure 1 = never, 2 = rarely, 3 = sometimes, 4 = often, and 5 = very often. Whereas knowledge hiding behavior, life satisfaction and morale disengagement was measure 1= strongly disagree, 2 = disagree, 3 = neither agree/nor disagree/neutral, 4 = agree, and 5 = strongly agree. The variable of psychological hardiness was measure 1 = not at all true, 2 = a little true, 3 = quite true and 4 = completely true. Total 384 questionnaires were distributed, and 288 questionnaires used for the analysis so the respondent's rate was 75 percent.

### **3.4.2 Workplace Hazing**

The 15 items scale developed by Hinkin's (1995) and recently used by DeVellis' (2016) is being used to measure workplace hazing. Sample items are "Segregated me from our workgroup", "Excluded me from our workgroup", "Refrained from socializing with me". 5-points Likert-scale ranges from; 1=never, 2=rarely, 3 = sometimes, 4 = often, 5 = very often.

### **3.4.3 Knowledge Hiding Behavior**

A 12 items scale developed by (Connelly et al., 2012), is being used to measure the employee's knowledge of hiding in the workplace. Sample items are "I agreed to help him/her but never really intended to", "I agreed to help him/her but instead gave him/her information different from what he/she wanted". The 5-points Likert-scale ranges from; 5 = Strongly Agree, 4 = Agree, 3 = Neither Agree/nor Disagree, 2 = disagree, 1 = strongly disagree.

### **3.4.4 Life Satisfaction**

Life Satisfaction is being measured over a five-item scale developed by Diener et al., (1985). Sample items are "In most ways, my life is close to my ideal", "The conditions of my life are excellent", "I am satisfied with my life". The 5-points Likert-scale ranges from; 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = disagree, 1 = strongly disagree.

### **3.4.5 Moral Disengagement**

The 8 items scale developed by Moore et al., (2012) is being used to measure the moral disengagement of employees. Sample items are "It is okay to spread rumors to defend those you care about", "Considering the ways people grossly misrepresent themselves, it's hardly a sin to inflate your credentials a bit", "People should not be held accountable for doing questionable things when they were just

doing what an authority figure told them to do". The 5-point Likert-scale ranges from 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = disagree, 1 = strongly disagree.

### 3.4.6 Psychological Hardiness

The 15 items scale developed by Hystad, Eid, Johnsen, Laberg, & Thomas Bartone, (2010) is being used to measure the psychological hardiness of employees. Sample items are: "Most of my life gets spent doing things that are meaningful (CM)", "By working hard you can nearly always achieve your goals (CO)", "I don't like to make changes in my regular activities (CH)". The 4-points Likert-scale range from; 4 = Completely true, 3 = Quite true, 2 = A little true, 1 = Not at all true.

## 3.5 Scales Summary

Table 3.5 shows the summary of scales and the number of items of variables.

TABLE 3.5: Instruments.

Variables	Scale	Items
Workplace (IV)	Hazing Hinkin's (1995) and DeVellis' (2016)	15
Moral Disengagement (Med)	Moore et al. (2012)	8
Knowledge of Hiding Behavior (DV)	Connelly et al., (2012)	12
Life Satisfaction (DV)	Diener et al., (1985)	5
Psychological ness (Mod)	Hardi- Hystad et al., (2010)	15

## 3.6 Pilot Testing

Before the large-scale data collection, it is important to conduct a pilot test. This is a proactive approach to minimize errors. Thus, a pilot test was conducted on 50 questionnaires for the current analysis and find the outcomes are desirable or not. After the pilot testing, it was founded that there was not any substantial problem.

### 3.6.1 Reliability of Pilot Testing

TABLE 3.6: Reliability Analysis.

Variables	Items	Cronbach's Alpha
Workplace Hazing	15	.962
Psychological Hardiness	15	.969
Moral Disengagement	8	.791
Knowledge Hiding Behavior	12	.899
Life Satisfaction	5	.918

Table 3.6 indicates the Cronbach's Alpha of all scales that were used in the current study. All the scales have Cronbach's Alpha greater than 0.70. The result revealed the reliability of the workplace hazing was .962, psychological hardiness was .969, moral disengagement was .791, knowledge hiding behavior was .899, and life satisfaction was .918.

## 3.7 Data Analysis

Software IBM SPSS 21 and AMOS 21 were used for analysis; such as frequencies, descriptive statistics, reliability analysis, one-way ANOVA, correlational, and regression analysis. The detail and sequence of these tests are mentioned below:

1. First of all, we targeted 384 respondents, and then obtained 288 responses.

2. Software IBM SPSS data sheet was made in which include demographic variable and instruments (variables which were used in current research). Demographic variables were coding different numbers and also 5-point and 4-point Likert scale was used for the variables. These code numbers were considered for further analysis.
3. After that reverse coded items were transformed which were utilized to sensor unengaged responses from the participants.
4. In the frequency table checked to find any missing values and wrong entries. So, no problem can arise in the analysis.
5. Then check the reliability of each variable in the SPSS.
6. Then examine the model fitness and validity of the scales CAF (Confirmatory Factor Analysis) is performed.
7. When the data accuracy and validation is confirmed, then moved for further analysis and run one-way ANOVA to find the control variables.
8. Then correlation analysis was the next step that helped to identify the significant relationship between the variables.
9. After correlation analysis we run the regression analysis to check the mediation and moderation effect.
10. For the mediation analysis model 4 of the Preacher and Hayes process was used.
11. For moderation analysis we utilized model 1 of Preach and Hayes process.
12. The intended proposed hypotheses are accepted or rejected based on correlation and regression analysis of the Preacher and Hayes process.

### **3.8 Research Ethics**

All necessary ethical values were followed. First of all, the objective of the study was transmitted to the participants. The participants were given assurance about

the privacy of the responses. Furthermore, information gathering was done in a normal work setting and the participants were not enforced for a fast response. For convenience, participants were not enforced for some preferable feedback and appropriate time was given. Although some improper behavior was observed like some of the participants did not return the forms, few others misplaced, still they all were answered with suitable behavior without any negative words.

# Chapter 4

## Results

In this chapter, descriptive statistics, correlation analysis, regression analysis along with moderation, and mediation analysis are reported.

### 4.1 Confirmatory Factor Analysis

To check measurement model fitness IBM AMOS was used. In measurement models, relations are examined among observed and latent variables, it is also called confirmatory factor analysis (CFA).

In this model, we checked statistic fitness. In the social science field, most of the scholars obtain the values of root mean square error of approximation (RMSEA), comparative fit index (CFI), Tucker-Lewis coefficient (TLI), incremental fit index (IFI), and all values meeting the threshold criteria. Chi-Square should be less than .3, RMSEA value should be 0.05 (Lomax and Schumacker, 2004), the acceptable range of comparative fit index (CFI) is greater than 0.90 (Byrne, 1994), Tucker-Lewis coefficient (TLI) should be greater than 0.90 (Hu & Bentler, 1999), and incremental fit index (IFI) should be closer to 1 and consider for good model fit (Byrne,1994; Kline, 1998).

Values greater than 0.9, considered good for model fit, and below 0.90 considered poor for model fit.

### 4.1.1 Measurement Model

In the current study, for validating the measurement model, confirmatory factor analysis was conducted. By following Anderson and Gerbing, (1988) suggestions the composed five latent variables: workplace hazing, knowledge hiding behavior, life satisfaction, moral disengagement, and psychological hardiness were tested. Chi-Square, degree of freedom (DF), (CMIN), root mean square error of approximation (RMSEA), incremental fit index (IFI), Tucker-Lewis coefficient (TLI), comparative fit index (CFI) were analyzed as fit statistics. Table 4.1 indicates that the initial model has achieved the threshold criteria. The value of chi-square 1.503, which should be less than .3, which represent a good fit, RMSEA value is .042 which is less than 0.05 which indicate the good fitness of the model, the value of IFI is .917 which is greater than .90 or closer to 1 show good fit, TLI is .909 which is also greater than 0.90 or closer to 1, proves a good fit, and CFI is .916 which is also greater than .90 or closer to 1, again prove excellent fit.

TABLE 4.1: Measurement Model.

	<b>CMIN</b>	<b>DF</b>	<b>Chi-Square</b>	<b>RMSEA</b>	<b>IFI</b>	<b>TLI</b>	<b>CFI</b>
Initial model	2074.323	1380	1.503	.042	.917	.909	.916

## 4.2 Descriptive Statistics

Descriptive statistics present the basic details about the data that has been obtained such as sample size, minimum value, maximum value, mean value, and standard deviation of the information. The descriptive statistics of workplace hazing, psychological hardiness, moral disengagement, knowledge hiding behavior, and life satisfaction variables have been presented in Table 4.2.

TABLE 4.2: Descriptive Statistics.

<b>Variables</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. deviation</b>
Workplace Hazing	288	1.13	5.00	2.98	.79
Knowledge Hiding Behavior	288	1.08	5.00	3.54	.75

Variables	N	Min	Max	Mean	Std. deviation
Life Satisfaction	288	1.40	5.00	3.68	.81
Moral Disengagement	288	1.50	5.00	3.78	.67
Psychological Hardiness	288	1.00	4.00	2.95	.58

Table 4.2 gives the dissimilar measurements of the variables under investigation. In this table detail of variables, the number of respondents, minimum value, maximum value, the mean and standard deviation of each variable are reported. The minimum value of Workplace Hazing is 1.13 and the maximum value is 5.00. The minimum value of Knowledge Hiding Behavior is 1.08 and the maximum value is 5.00. The minimum value of Life Satisfaction is 1.40 whereas the maximum value is 5.00 and the mediating variable Moral Disengagement minimum value is 1.50 and maximum is 5.00 and moderating variable Psychological Hardiness minimum value is 1.00 and the maximum value is 4.00. The mean value of Workplace Hazing is 2.98 with a standard deviation of .79. Knowledge Hiding Behavior indicates mean value is 3.54 with a standard deviation of .75. Life Satisfaction has a mean value is 3.68 with a standard deviation of .81. The mean value of Moral Disengagement is 3.78 with a standard deviation of .67. Psychological Hardiness indicates mean value is 2.95 with a standard deviation of .58 respectively.

### 4.3 Control Variables

In the current study, to check the control variable, we run the one-way ANOVA test in IBM SPSS. The main objective of this one-way ANOVA was to identify the demographic variables that influence the DVs, which are knowledge hiding behavior and life satisfaction. If anyone demographic variables influence the DVs then the effect is controlled for further analysis. The below table revealed the following information.

Demographics values showed an significant impact on Knowledge Hiding Behavior which means that there is need of controlling these variables: gender ( $F = 10.262$ ,  $p < 0.05$ ), age ( $F = 4.784$ ,  $p < 0.05$ ), qualification ( $F = 2.516$ ,  $p > 0.05$ ), experience

TABLE 4.3: Control Variables.

Dependent variables	Knowledge Hiding Behavior	Life Satisfaction		
Control Variables	F-Value	Sig.	F-Value	Sig.
Gender	10.262	0.002	0.112	0.738
Age	4.784	0.003	1.200	0.310
Qualification	2.516	0.059	1.076	0.359
Experiences	6.498	0.000	7.47	0.525

( $F = 6.498$ ,  $p < 0.05$ ) and insignificant impact on Life Satisfaction which means that there is no need of controlling these variables: gender ( $F = 0.112$ ,  $p > 0.05$ ), age ( $F = 1.200$ ,  $p > 0.05$ ), qualification ( $F = 1.076$ ,  $p > 0.05$ ), experience ( $F = 7.47$ ,  $p > 0.05$ ).

#### 4.4 Reliability Analysis

The gathering of information was examined for reliability toward identifying the reliability and the consistency of the data. According to the experts, reliability should be greater than 0.70 as less than 0.70 considered poor reliability according to the rules.

TABLE 4.4: Reliability Analysis.

Variables	Items	Cronbach's Alpha
Workplace Hazing	15	.946
Psychological Hardiness	15	.916
Moral Disengagement	8	.805
Knowledge Hiding Behavior	12	.876
Life Satisfaction	5	.804

Table 4.4 shows the Cronbach's Alpha of all scales that were used in the current study. All the scale has Cronbach's Alpha greater than 0.70. The result revealed the reliability of the workplace hazing was .946, psychological hardiness was .916,

moral disengagement was .805, knowledge hiding behavior was .876, and life satisfaction was .804. The value of Cronbach's Alpha of all variables was greater than 0.70.

## 4.5 Correlation Analysis

Correlation analysis tells about the degree of association among two variables. In the current research, correlation analysis is carrying out the relationship among the workplace hazing (IV) and knowledge hiding behavior (DV 1) and life satisfaction (DV 2), and moral disengagement (MED), and psychological hardiness (MOD).

In correlation analysis, the value of Pearson correlation identifies the nature and strength of the relationship among two variables. This Pearson correlation ranges from -0.1 to 0.1, and negative and positive signs express the nature of variables.

TABLE 4.5: Correlation Analysis.

Variables	1	2	3	4	5
Workplace Hazing	1				
Knowledge Hiding Behavior	.332**	1			
Life Satisfaction	.176**	.386**	1		
Moral Disengagement	.227**	.361**	.097	1	
Psychological Hardiness	-.137*	-.079	-.146*	.043	1

*\*p < 0.05, \*\*p < 0.01, \*\*\*p < .001, N = 288 \*\*Correlation is significant at the level 0.01 (2-tailed, \*Correlation is significant at the level 0.05 (2-tailed)*

Table 4.5 revealed the information about the correlation between all variables. There is a positive significant correlation between workplace hazing and knowledge hiding behavior ( $r = .332$ ,  $p < 0.01$ ), life satisfaction ( $r = .176$ ,  $p < 0.01$ ), moral disengagement ( $r = .227$ ,  $p < 0.01$ ), and negative significant correlation with psychological hardiness ( $r = -.137$ ,  $p < 0.05$ ). Similarly, there is a positive significant correlation between knowledge hiding behavior and life satisfaction ( $r = .386$ ,  $p < 0.01$ ), moral disengagement ( $r = .361$ ,  $p < 0.01$ ) and negative insignificant correlation with psychological hardiness ( $r = -.079$ , ns). Furthermore, there

is a positive significant correlation between life satisfaction and moral disengagement ( $r = .097$ , ns), negative significant correlation with psychological hardiness ( $r = -.146$ ,  $p < 0.05$ ). Additionally, there is a positive significant correlation between moral disengagement and psychological hardiness ( $r = .043$ , ns). As it can be seen that the correlation between knowledge hiding behavior and psychological hardiness and life satisfaction and moral disengagement and psychological hardiness were insignificant. The research is evident that dependent variables must not correlate with mediating and moderating variables. As studies are evident, they also had no correlation of dependent variables with mediating and moderating variables.

## 4.6 Regression Analysis

Regression analysis is a set of statistic processes for estimating the association among the dependent variable (frequently know the outcome variable) and independent variable (frequently know predictor). There are two forms of regression analysis, one is simple/linear regression and the second is multiple regression. The current research depends on Preacher and Hayes (2012). To recognize the direct effect and the mediation purpose was used model 4 and moderated purpose was used model 1 from Process Hayes. According to Preacher and Hayes (2012), mediation can also exist even a direct link among independent and dependent variables does not exist.

### 4.6.1 Mediation Analysis

For the mediation and moderation analysis process macro was used (Hayes, 2013). Mediation analysis was run to examine the moral disengagement as a mediator between the workplace hazing (IV) and its outcome (DVs), model 4 was used.

Table 4.6 shows the regression analysis. Hypothesis 1 states that workplace hazing is positively related to knowledge hiding behavior. Results indicate that workplace hazing is positively linked with knowledge hiding behavior whereas ( $\beta = .238$ , SE

TABLE 4.6: Regression Analysis for Mediation with the First DV.

	$\beta$	SE	t	P	LLCI	ULCI
WH to KHB (path a)	.238	.051	4.683	.0000	.138	.338
WH to MD (path b)	.180	.048	3.716	.0002	.085	.276
MD to KHB (path c)	.309	.060	5.092	.0000	.189	.429
WH to MD to KHB (path c)	.294	.051	5.676	.0000	.192	.369
<b>Bootstrap for Indirect Effect</b>	$\beta$	Boot SE	Boot LLCI	Boot ULCI		
	.0560	.0228	.0198	.1107		

*WH workplace hazing, MD moral disengagement, KHB knowledge hiding behavior, LLCI Lower level confidence interval, ULCI Upper-level confidence interval*

= .051,  $t = 4.683$ ,  $P < .0000$ ). The direct effect shows the effect of WH on KHB. In the presence of mediators, the sign of LLCI and ULCI is the same and both limits are positive (LLCI = .138, ULCI = .338). So, the hypothesis is accepted.

Similarly, the hypothesis 3 states that moral disengagement mediates the relationship between workplace hazing and knowledge hiding behavior. The annova results indicate that there was a need to control demographics such as gender, age, and experience because there had a significant impact on knowledge hiding behavior. Table 4.6 results indicate that positive mediation exists with workplace hazing and knowledge hiding behavior. The effect of workplace hazing on moral disengagement is positive ( $\beta = .180$ ,  $SE = .048$ ,  $t = 3.716$ ,  $P < .0002$ ) and the effect of moral disengagement on knowledge hiding behavior shows positive effect ( $\beta = .309$ ,  $SE = .060$ ,  $t = 5.092$ ,  $P < .0000$ ). Additionally, Boot LLCI and Boot ULCI are positive (Boot LLCI = .019, Boot ULCI = .110) and beta value is 056. Thus, hypothesis 3 is also accepted.

The total effect demonstrates the effect of WH on KHB when the mediator's moral disengagement is being there. The total effects lower level confidence interval (LLCI) and upper-level confidence interval (ULCI) have the same signs with the significant value of ( $\beta = .294$ ,  $SE = .051$ ,  $t = 5.676$  and  $P < .0000$ ). The beta has a positive sign whereas moral disengagement is mediate between workplace hazing and knowledge hiding behavior. The results show that there is mediation exist as the beta signs are positive and both boot limits are positive signs. Therefore, the results are supporting hypotheses 3: Moral disengagement mediates the

relationship between workplace hazing and knowledge hiding behavior, and this hypothesis is accepted.

TABLE 4.7: Regression Analysis for Mediation with the Second DV.

	$\beta$	SE	t	P	LLCI	ULCI
WH to LS (path a)	.165	.061	2.708	.007	.045	.285
WH to MD (path b)	.192	.048	3.949	.000	.096	.288
MD to LS (path c)	.072	.072	1.004	.315	-.069	.214
WH to MD to LS (path c)	.179	.059	3.015	.002	.062	.296
<b>Bootstrap for Indirect Effect</b>	$\beta$	Boot SE	Boot LLCI	Boot ULCI		
	.014	.015	-.0119	.052		

*WH workplace hazing, MD moral disengagement, LS life satisfaction, LLCI Lower level confidence interval, ULCI Upper-level confidence interval*

Table 4.7 reveal the information about regression analysis. Hypothesis 2 states that workplace hazing is negatively related to life satisfaction. Results indicate that workplace hazing is not negatively linked with life satisfaction instead its positively associated ( $\beta = .165$ ,  $P > .007$ ). Furthermore, both limits are positive (LLCI = .045, ULCI = .285). So, the hypothesis is rejected because the beta value is positive, as the hypothesis suggested a negative relationship, thus the hypothesis is rejected.

Hypothesis 4 states that moral disengagement mediates the relationship between workplace hazing and life satisfaction. The results indicate that no mediation exist between workplace hazing and life satisfaction whereas effect of workplace hazing on moral disengagement value of ( $\beta = .192$ ,  $SE = .048$ ,  $t = 3.949$ ,  $P < .000$ ), and the effect of moral disengagement on life satisfaction the value of ( $\beta = .072$ ,  $SE = .072$ ,  $t = 1.004$ ,  $P > .315$ ). Additionally, Boot LLCI and Boot ULCI have opposite signs (Boot LLCI = -.011, Boot ULCI = .052) and beta value is .014. Thus, hypothesis 4 is rejected because both boots have opposite signs.

The total effect demonstrates the effect of WH on LS when the mediator's moral disengagement is being there. The total effects lower level confidence interval (LLCI) and upper-level confidence interval (ULCI) have the same signs with the significant value of ( $\beta = .179$ ,  $SE = .059$ ,  $t = 3.025$  and  $P < .002$ ). The beta has

a positive sign whereas moral disengagement doesn't mediate between workplace hazing and life satisfaction. Therefore, the results are not supporting hypotheses 4: Moral disengagement mediates the relationship between workplace hazing and life satisfaction, and this hypothesis is rejected.

#### 4.6.2 Moderation Analysis

To check the moderation test that psychological hardiness moderates the relationship between workplace hazing and moral disengagement, model 4 of PROCESS macro by Hayes (2013) was used.

TABLE 4.8: Regression Analysis for Moderation.

	$\beta$	SE	t	P	LLCI	ULCI
Interaction term	-.2327	.0819	-2.8412	.0048	-.3939	-.0715

Table 4.8 revealed the result of the moderation hypothesis or H5. The direct effect of workplace hazing and moral disengagement has a beta value is .192,  $P < .000$  (see table 4.8). The interaction term of psychological hardiness and workplace hazing shows  $\beta = -.232$ ,  $P < .000$ . The LLCI is -.393 and ULCI is -.071; as having the same sign of both limits. Thus, moderation exists as beta value is increasing. The bootstrap values of both limits identify that results are negative significant and psychological hardiness has a buffering effect on the relationship between workplace hazing and moral disengagement as the results are similar to the proposed hypothesis. Therefore, H5 that psychological hardiness moderates the relationship between workplace hazing and moral disengagement in such a way that it weakens the relation when psychological hardiness is high and vice versa accepted.

This reflects that psychological hardiness significantly moderates the relationship between workplace hazing and moral disengagement and as stated in hypothesis 5. Therefore, hypothesis 5 is supported, which can also be observed in the moderation plot given in the figure.

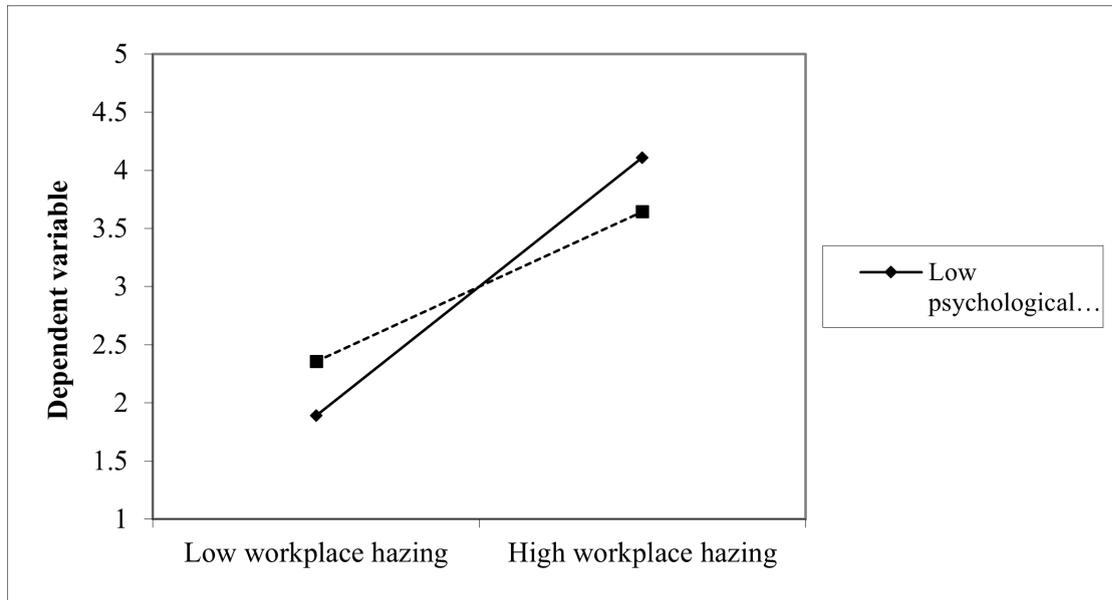


FIGURE 4.1: Moderation of Psychological Hardiness between Workplace Hazing and Moral Disengagement.

## 4.7 Summary of Accepted and Rejected Hypotheses

Table 4.9 show the summaries of all hypothesis. There were five hypotheses in the current study.  $H_1$ : Workplace hazing is positively associated with the knowledge hiding behavior.  $H_3$ : Moral disengagement mediates the relationship between workplace hazing and knowledge hiding behavior and  $H_5$ : Psychological hardiness moderates the relationship between workplace hazing and moral disengagement in such a way that it weakens the relation when psychological hardiness is high and vice versa is accepted.  $H_2$ : Workplace hazing is negatively related to life satisfaction and  $H_4$ : Moral disengagement mediated the relationship between workplace hazing and life satisfaction is rejected.

TABLE 4.9: Summary of Accepted and Rejected Hypotheses.

Hypotheses	Statements	Results
$H_1$	Workplace hazing is positively associated with the knowledge hiding behavior	<b>Accepted</b>
$H_2$	Workplace hazing is negatively related to life satisfaction	<b>Rejected</b>

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<b>H<sub>3</sub></b>	Moral disengagement mediates the relationship between workplace hazing and knowledge hiding behavior	<b>Accepted</b>
<b>H<sub>4</sub></b>	Moral disengagement mediated the relationship between workplace hazing and life satisfaction	<b>Rejected</b>
<b>H<sub>5</sub></b>	Psychological hardiness moderates the relationship between workplace hazing and moral disengagement in such a way that it weakens the relation when psychological hardiness is high and vice versa.	<b>Accepted</b>

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# Chapter 5

## Discussion and Conclusion

The primary purpose of conducting this study was to explore the answer to many questions that were unanswered concerning the relationship of the workplace hazing and its outcomes such as knowledge hiding behavior and life satisfaction. Moral disengagement was examined as a mediator and psychological hardiness was examined as a moderator between workplace hazing and moral disengagement.

### 5.1 Research Question 1

**Does workplace hazing affect knowledge hiding behavior?**

#### 5.1.1 Summary of Results

To answer the question “Does workplace hazing affect knowledge hiding behavior?” hypothesis 1 was established. The result supported the hypothesis.

#### 5.1.2 Discussion

According to the result of the research, workplace hazing is positively and significantly associated with knowledge hiding behavior. The first hypothesis got strong support from the results of the study. Workplace hazing promotes knowledge hiding behavior in workers in the context of Pakistani organizations. In past

literature, much of the hazing study has focused on the diverse outcome of hazing exercise, with psychological and physical effects of hazing (Silveira, & Hudson, 2015), and that outcome may be positive and negative. The extant literature also supports our finding (Yvo, et al., 2015). The negative behavior is more harmful to the progress of the organization. These consequences in the form of more strain, tension, and anxiety, and employees use premeditated behavior to disengage themselves from the source of abuse and quit sharing ideas, critical information, etc. To avoid a more unpleasant confrontation with the other employees in the organization. Applying spillover theory in the context of Pakistan, the study begins to clarify the complexities of how affective reactions impact other behavioral reactions in the workplace. As employees perceive the negative behavior, consequently regulate their performance accordingly. The values, behaviors, and importance of workers usually match their supervisors (Suar & Khuntia, 2010; Brown, Trevino, & Harrison, 2005) so, employees' behavior is the counterpart of others' behavior. Managers should be equipped with enough tactics to realistically intervene and respond to such behaviors. When Employees working under hazing such as abusive supervision, workplace harassment in their organization, and can arise issues that could lead to a negative outcome for the organization such as knowledge hiding, low creativity, and low life satisfaction.

## **5.2 Research Question 2**

Does workplace hazing affect life satisfaction?

### **5.2.1 Summary of Results**

We drive hypothesis 2. The result of this hypothesis was not supported.

### **5.2.2 Discussion**

Hypothesis 2 stated that there is a negative association between workplace hazing and life satisfaction. According to the statistical result of the research, workplace

hazing is positively and significantly associated with life satisfaction. Thus, the hypothesis was rejected. This indicates that hazing generates problems but doesn't affect the personal life of the employees. As they don't bother much, the reason might be a high unemployment ratio or high power distance, where employees have general acceptability of such behaviors.

Previous literature indicates that workplace hazing not only affects an organization but workers also suffer in the form of mental stress, depression, anxiety, anger, and overthinking (Vartia, 2001). It might enhance the chances of heart attacks, sleeplessness, and low confidence (Lewis & Sheehan, 2003). Another reason for the positive figures might be a strong spiritual connection being Muslim or high dedication towards work/job. Although it's a serious issue (Mathers, & Chavez, 2018; Allan, Kerschner, & Payne, 2019) yet it's failed to generate harmful consequences in the Pakistani context. Silveira, and Hudson (2015) and (Dormann & Zapf, (2004) also explained that workers' daily experience multiple behaviors in an organization. Employees interact with each other to meet official requirements. Hazing might affect life satisfaction. But if employees are psychologically strong they might not allow to affect such behaviors to spillover and damage their personal lives and satisfaction.

### **5.3 Research Question 3**

Does moral disengagement mediate the relationship between workplace hazing and knowledge hiding behavior and life satisfaction?

#### **5.3.1 Summary of Results**

To examine whether moral disengagement mediates the relationship between workplace hazing and knowledge hiding behavior and life satisfaction? We drive hypothesis 3 and hypothesis 4. According to the result, hypothesis 3 was accepted while hypothesis 4 was rejected.

### 5.3.2 Discussion

The objective of the present research was to investigate the underlying mechanism between workplace hazing and knowledge hiding behavior. Hypotheses 3 states that moral disengagement mediates the relationship between workplace hazing and knowledge hiding behavior. So, after analysis, the results revealed that moral disengagement acts as a mediator between both variables. Workplace hazing makes the worker morally disengaged and this moral disengagement leads to the employee knowledge hiding behavior. Therefore, moral disengagement mediates the relationship between workplace hazing and knowledge hiding behavior. Additionally, when employees disengage from moral values, they adopt unethical practices (Christian & Ellis, 2014). Extant literature also gave a clue that the chances of immoral behavior are more possible when the worker is disengaged from the ethical values (Knoll, Lord, Petersen, & Weigelt, 2016; Dang, Umphress, & Mitchell, 2017; Johnson, & Buckley, 2015; Zhang, Li, Liu, Han, & Muhammad, 2018).

Kowalski et al., (2020) and Moore, Detert, Klebe Trevino, Baker, & Mayer (2012) suggested moral disengagement as a strong predictor of unethical behavior. The employees become morally disengaged when they see unethical behavior of others in the organization (Dang, Umphress, & Mitchell, 2017). The extant literature has revealed that if a leader is behaving immorally then a worker able to act badly and disengage morally (Bonner, Greenbaum, & Mayer, 2016). According to the spillover theory feelings spill-over when employees perceived negativity.

Hypothesis 4 stated that moral disengagement doesn't mediate between workplace hazing and life satisfaction. Life satisfaction is a phenomenon which shows that how an individual is satisfied both in his personal and professional life (Killer, Bussey, Hawes, & Caroline, 2019). Employees are very much concerned about the way organizations use them as a resource (Dang, Umphress, & Mitchell, 2017; Blomberg, Kallio, & Pohjanpaa, 2017). As an outcome of hazing employees might feel morally disengage but they don't relate it with their personal lives. The reason might be a resilient attitude, where employees might take it as a challenge, try to manage it as a workplace affair. Additionally few individuals might be highly

committed to smooth and peaceful life so they use all possible tactics to manage things accordingly.

## **5.4 Research Question 4**

Does psychological hardiness moderate the relationship between workplace hazing and moral disengagement?

### **5.4.1 Summary of Results**

To examine whether psychological hardiness moderates the relationship between workplace hazing and moral disengagement. We drive hypothesis 5. The result of this hypothesis is supported.

### **5.4.2 Discussion**

Hypothesis 5 states that psychological hardiness moderates the relationship between workplace hazing and moral disengagement in such a way that it weakens the relation when psychological hardiness is high and vice versa. According to the results of the research, psychological hardiness moderates the relationship between workplace hazing and moral disengagement such that psychological hardiness has a stronger negative relationship between workplace hazing and moral disengagement. The negative sign indicates that the moderator showing buffering effect. Employees working in an organization, expect justice from their manager. Workers with a high level of hardiness have a strong sense of commitment to work and life and are actively involved in what's going on around them.

Psychological hardiness helps peoples to increase their performance and people with high-level psychological hardiness change the critical condition into normal (Raza, Najmi, & Shah, 2018). They believe they can control what happens, and they enjoy new situations and challenges (Bartone, Roland, Picano, & Williams, 2008). The extant literature also indicates that hardiness helps to be adaptive and

active so it is expected that hardiness will modify the consequences (Kowalski, & Schermer, 2018), so finding matches out hypothesis 5.

According to the spillover theory, capabilities spillover from one field to another field. Hanson, Hammer, and Colton (2006) describe that positive spillover of values, skills, and behaviors generate positive outcomes and overcome negativity. They have feelings of control in their lives and view change as a natural part of life which provides them with opportunities for growth and development (Sezgin, 2009).

## 5.5 Theoretical and Practical Implications

### 5.5.1 Theoretical Implication

The present study has several theoretical implications. This study has added very significant aspects of workplace hazing in extant literature by analyzing its impact on knowledge hiding behavior and life satisfaction.

The first important theoretical contribution is the role of moral disengagement as a mediator between workplace hazing and knowledge hiding behavior and life satisfaction which wasn't acknowledged earlier. Employees get guidance from the supervisors' behavior and start thinking that moralities don't matter when they are receiving any benefits. The moral attitude of worker change over time when they see that minor convenience is acceptable, become morally disengage. The second very important theoretical contribution is the role of psychological hardiness used as a moderator between workplace hazing and moral disengagement. Psychological hardiness plays an important part in the organization. For example, if any employee has strong hardiness, they will manage negative behaviors.

Thirdly, the study contributes to spillover theory. Negative spillover arises when the issue or problem of one place spills over to another place then affecting the outcome. Simultaneously, if positive traits exist in employees it can also show spillover effect. Psychological hardiness is controlling the critical issues with strong psychological capabilities and adjustments. So, the current study defines theoretical

implications to the literature through establishing relationships then supporting with empirical results.

### **5.5.2 Practical Implication**

Our findings give a more clear understanding. Workplace hazing has been observed by each organization. The present research helps in understanding the consequences of hazing at the workplace in the health sector of Pakistan. The finding of the current study suggests that health organizations may prefer recruiting psychologically hard employees. This study is equally important for the supervisor as hazing needs to be overcome. Due to this phenomenon organizations are bearing the huge cost and it leads workers toward higher turnover intentions. Additionally, the current study suggests that organizations develop the right policy and creating a smooth and strong work environment. Proper check and balance can reduce negative behavior. Organizations should hire leaders that have a high concern for their workers as the success of an organization is based on employee's efforts. The expectations of the worker should be addressed and satisfied, as best as conceivable. When an organization shows concern for employees by treating them well, then workers naturally react optimistically.

## **5.6 Limitations of the Research and Future Directions**

There are some suggestions for future researchers. Firstly, negative and positive outcomes of workplace hazing can be a strong contribution to literature. Secondly, spillover can provide suitable explanations for such negative behaviors, it must be explored in future researches as well. Third, the cross-sectional method was used for data collection, future studies can use other research designs such as time lags and longitudinal. Fourth, future researchers can explore other possible outcomes and consequences of workplace hazing. Furthermore, additional mediators and moderators can be studied with this model.

## **5.7 Conclusion**

Both organizations and workers face challenges as new entrants join the organization and going through orientation phase. However, management in all leading organizations try to have more optimistic, proper onboarding procedures. Few might consider it a optimistic socialization procedures planned toward welcoming freshers (Thomas, & Meglich, 2019). Hazing increases group cohesion, create authority over freshers or permit for the collection of obligate associates (Cimino, 2013). But mostly it has been observed that it brings negativity among individuals even for a shorter time. They become revengeful and effect organization negatively by restraining information (Burmeister, Gerpott, & Fasbender, 2019).

Due to the universal nature and close impact of workplace hazing on individuals and organizations, scholars need to explore the causes that lead to hazing and should try to identify a mechanism to overcome its negativity. By using psychological hardiness as a moderator and moral disengagement as a mediator, the present study investigated the connection between workplace hazing and knowledge hiding behavior, and life satisfaction. Spillover's theory supported our proposed hypothesis. Attitudes and behaviors have a spillover effect. One negative incident provokes negativity at the workplace and the stream goes on. Thus nurses must provide training to appear psychologically hard. So that the sequences can be abrupt.

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# Questionnaire

Dear Respondents:

I am an MS research scholar at Capital University of Science and Technology, Islamabad, I am collecting data for my thesis title: **Role of Workplace Hazing in Knowledge Hiding and Life Satisfaction: Mediating Role of Moral Disengagement and Moderating Role of Psychological Hardiness**. It will take your 10 to 15 minutes to answer the questions and to provide valuable information. I assure you that data will be strictly kept confidential and will only be used for academic purposes. To ensure anonymity, you are not supposed to write your name.

Thanks a lot for your help and support!

Sincerely,

**Sumaira Tahir**

MS Research Student

**Capital University of Science and Technology, Islamabad**

## Section I

Please provide the following information.

**Gender:**

Male	Female
1	2

**Age:**

20-25	26-30	31-35	32-above
1	2	3	4

**Education:**

Matric	Intermediate	Bachelors	Any others
1	2	3	4

**Experience:**

0-1	2-5	5-10	10-above
1	2	3	4

**Organization:**

Hospitality	Any others
1	2

Email address: \_\_\_\_\_

**Section 2****Workplace Hazing**

1 = never, 2 = rarely, 3 = sometimes, 4 = often, 5 = very often

Items	1	2	3	4	5
1. Segregate me from our workgroup. (SE)	1	2	3	4	5
2. Exclude me from our workgroup. (SE)	1	2	3	4	5
3. Refrained others from socializing with me. (SE)	1	2	3	4	5
4. Ridiculed me. (VA)	1	2	3	4	5
5. Verbally humiliated me. (VA)	1	2	3	4	5
6. Verbally embarrassed me. (VA)	1	2	3	4	5

7. Directed me to work on tasks that are not relevant to the future work I will do for the group. (TR)	1	2	3	4	5
8. Given me unimportant tasks to complete. (TR)	1	2	3	4	5
9. Withheld useful information from me about how to accomplish tasks. (TR)	1	2	3	4	5
10. Physically harmed me. (PA)	1	2	3	4	5
11. Deprived me of food. (PA)	1	2	3	4	5
12. Gotten physically aggressive with me (shoving, slapping, hitting). (PA)	1	2	3	4	5
13. Told me stories that are untrue to see how naive I am. (TE)	1	2	3	4	5
14. Played pranks on me to test my gullibility. (TE)	1	2	3	4	5
15. Told me lies to see if I am a pushover. (TE)	1	2	3	4	5

SE = Segregation; VA = Verbal Abuse; TR = Task-related Hazing; PA = Physical Abuse; TE = Testing.

### Section 3

#### Knowledge Hiding

1 = strongly disagree, 2 = disagree, 3 = Neither Agree/nor Disagree, 4 = Agree, 5 = Strongly Agree.

Items	1	2	3	4	5
1. I agreed to help others but never really intended to	1	2	3	4	5
2. I agreed to help others but instead gave information different from what they want	1	2	3	4	5
3. I told that I would help out later but stalled as much as possible	1	2	3	4	5
4. I offered some other information instead of what they wanted	1	2	3	4	5

5. I pretended that I did not know the information	1	2	3	4	5
6. I said that I did not know, even though I did to	1	2	3	4	5
7. I pretended I did not know what s/he was talking about	1	2	3	4	5
8. I said that I was not very knowledgeable about the topic	1	2	3	4	5
9. I explained that I would like to tell him/her, but was not supposed to	1	2	3	4	5
10. I explained that the information is confidential and only available to people on a particular project	1	2	3	4	5
11. I told that my boss would not let anyone share this knowledge	1	2	3	4	5
12. I said that I would not answer any questions	1	2	3	4	5

## Section 4

### Life Satisfaction

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Items	1	2	3	4	5
1. In most ways my life is close to my idea	1	2	3	4	5
2. The conditions of my life are excellent	1	2	3	4	5
3. I am satisfied with my life	1	2	3	4	5
4. So far I have gotten the important things I want in life	1	2	3	4	5
5. If I could live my life over, I would change almost nothing	1	2	3	4	5

## Section 5

### Moral Disengagement

1 = strongly disagree, 2 = disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Items	1	2	3	4	5
1. It is ok to spread the rumor to defend those who care about.	1	2	3	4	5

2. Taking something without permission is ok as long as you are borrowing it.	1	2	3	4	5
3. Considering the ways people grossly misrepresent themselves, it's hardly a sin to inflate your credentials a bit.	1	2	3	4	5
4. People should not be held accountable for doing questionable things when they were just doing what an authority figure told them to do	1	2	3	4	5
5. People can't be blamed for doing things that are technically wrong when all their friends are doing it too.	1	2	3	4	5
6. Taking personal credit for ideas that were not your own is no big deal.	1	2	3	4	5
7. Some people have to be treated roughly because they lack feeling that can be hurt.	1	2	3	4	5
8. People who get mistreated have usually done something to bring it on themselves.	1	2	3	4	5

## Section 6

### Psychological Hardiness

1 = Not at all true, 2 = A little true, 3 = Quite true, 4 = Completely true.

Items	1	2	3	4
1. Most of my life gets spent doing things that are meaningful (CM).	1	2	3	4
2. By working hard you can nearly always achieve your goals (CO).	1	2	3	4
3. *I don't like to make changes in my regular activities (CH).	1	2	3	4
4. *I feel that my life is somewhat empty of meaning (CM).	1	2	3	4
5. Changes in routine are interesting to me (CH).	1	2	3	4
6. How things go in my life depends on my own actions (CO)	1	2	3	4
7. I really look forward to my work activities (CM)	1	2	3	4
8. *I don't think there's much I can do to influence my own future (CO).	1	2	3	4

9. I enjoy the challenge when I have to do more than one thing at a time (CH).	1	2	3	4
10. Most days, life is really interesting and exciting for me (CM).	1	2	3	4
11. *It bothers me when my daily routine gets interrupted (CH).	1	2	3	4
12. It is up to me to decide how the rest of my life will be (CO).	1	2	3	4
13. *Life in general is boring for me (CM)	1	2	3	4
14. *I like having a daily schedule that doesn't change very much (CH).	1	2	3	4
15. My choices make a real difference in how things turn out in the end (CO).	1	2	3	4

CM = Commitment; CO = Control; CH = Challenges.