

CAPITAL UNIVERSITY OF SCIENCE AND
TECHNOLOGY, ISLAMABAD



**Workplace Bullying and Innovative
Work Behavior: The Mediating Role of
Perceived Organizational Support and
Moderating Role of Internal Locus of
Control**

by

Zarlakhta Babar

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

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Department of Management Sciences

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Dedicated to my parents for their never-ending support and unconditional love



CERTIFICATE OF APPROVAL

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by

Zarlakhta Babar

Registration No: (MMS201007)

THESIS EXAMINING COMMITTEE

S. No.	Examiner	Name	Organization
(a)	External Examiner	Dr. Amir Gulzar	FU, Islamabad
(b)	Internal Examiner	Dr. Samyia Safdar	CUST, Islamabad
(c)	Supervisor	Dr. S. M. M. Raza Naqvi	CUST, Islamabad

Dr. S. M. M. Raza Naqvi

Thesis Supervisor

September, 2022

Dr. Lakhi Muhammad

Head

Dept. of Management Sciences

September, 2022

Dr. Arshad Hassan

Dean

Faculty of Management & Social Sciences

September, 2022

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Thousands of salutations and benedictions to the Holy prophet **Hazrat Muhammad (PBUH)** the chosen-through by whom grace the sacred Quran was descended from the Most High

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Abstract

The purpose of this study was to examine the impact of workplace bullying on innovative work behavior in the context of Pakistan, particularly in the public banking sector of the twin cities. The study also tested the mediating role of perceived organizational support in the given relationship between workplace bullying and innovative work behavior. Moreover, the moderating role of the internal locus of control in the relationship between workplace bullying and perceived organizational support was also investigated. The research uses conservation of resource theory to support the framework proposed. A questionnaire was designed for collection of the data. All the items for the variables, workplace bullying, perceived organizational support, innovative work behavior and internal locus of control, were filled by the respondents. Data were collected from 336 employees working in public banks across Islamabad and Rawalpindi, through the convenience sampling technique. SPSS, process macro by Hayees were used for mediation and moderation analysis. Workplace bullying was found to have a significant and negative influence on innovative work behavior. Perceived organizational support was also found to have a significant mediating effect on the relationship between workplace bullying and innovative work behavior as depicted by the results. Results of the study also showed that internal locus of control moderates the relationship between workplace bullying and perceived organizational support in such a way that it weakens the relationship. Theoretical & practical Implications, limitations and future research directions are also mentioned.

Keywords: Workplace Bullying, Innovative Work Behavior, Perceived Organizational Support, Internal Locus of Control, Conservation of Resource Theory.

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Abbreviations

COR	Conservation of Resource Theory
DV	Dependent Variable
ILC	Internal Locus of Control
IV	Independent Variable
IWB	Innovative Work Behavior
Med	Mediating
Mod	Moderating
POS	Perceived Organizational Support
SPSS	Statistical Package for the Social Sciences
WB	Workplace Bullying

Chapter 1

Introduction

1.1 Theoretical Background

Bullying exploitation in workplace is a growing global concern. Bullying as a phenomenon in the workplace was first highlighted in the literature in 1990s by Leymann, who defined it as psychological terror, ganging up on someone or mobbing, that either includes aggressive and immoral communication directed systematically through one or several of folks predominantly against one person who is driven into a sluggish and defenseless posture as a consequence of mobbing and is retained there by ongoing mobbing actions. These activities are common (Leymann, 1996). Bullying is defined as an unpleasant activity such as harassment and repetitive bad behavior in the workplace towards individuals to make them feel inferior and undefendable for this negative behavior (Einarsen & Skogstad, 1996). This practice has a significant detrimental influence on staff performance, management, job quality and innovativeness (Houghton & Carbo, 2008).

Organizations are now more anxious than ever to identify strategies to reduce the effect of interpersonal stresses and the negative implications of these stressors at work (Stamper & Johlke, 2003). Workplace bullying was labeled as physiological violence by the World Health Organization in 2002. Bullying in employment became a more frequent concern in management research during the last two decades and it is an important aspect of working life (Einarsen et al., 2009). Empirical studies have also been conducted to explore how workplace bullying is institutionalized

(Liefoghe & Davey, 2010). Globally workplace bullying is seen as an unfavorable action that jeopardizes an individual's interests in any situation (Omari & Paul, 2015).

Bullying in the workplace has four distinct characteristics. To begin with, the behavior is irrational and harsh. Second, it occurs often and on a regular basis. Third, the habit endures and expands over time. Finally, there is a power imbalance between the perpetrators (criminals) and the victims (targets) of the activity. Because they believe or have less authority (not necessarily hierarchical) than the offenders, the targets are unable to protect themselves (Branch et al., 2007; Dacruz, Rayner, Samnani & Singh, 2012). Bullying inside the workplace is not limited to those in higher positions; it may be perpetrated by anybody in the organization, including coworkers, subordinates and leaders. Bullying has now been tackled at various levels within the corporation. Workplace bullying is seen to have a serious effect upon many facets of all three levels, namely personnel, groups and entire enterprise (Singh & Samnani, 2012). Workplace bullying is a very serious issue that no organization should take it lightly. In the eyes of researchers, workplace bullying problem is gaining more attention and a lot of literature suggests that it has a negative effect on organizational outcomes as well as on individual success. Bullying generates huge absences, recessions, nervousness, post-traumatic stress and a higher turnover, all of which can contribute to poor performance and efficiency (Einarsen & Copper, 2011).

Bullying is defined as an individual's or a group's use of physical, psychological, social, verbal or emotional intimidation on a regular basis. Bullying is any action that makes you angry, hurt, or upset such as striking or name-calling (Lines, 2008). Bullying behavior is not formally classified as crime but Garrett (2003) stated that "Bullying is a crime, because it injures, maims, destroys and kills as effective as a gun." Workplace bullying is distinct from employee disputes. Bullying is described as frequent, relentless and prolonged unpleasant activities that involve mental and physical assaulting the targets with an imbalance of power seen between sufferer and the bully (Goodstein, 2013; Osach, 2009). According to earlier studies, those who operate in environments where there is power disparity usually avoid speaking out and only accept the verdicts of professionals (Huang,

2005). Workplace bullying emerges feelings of insecurity in employees and is harmful for target and witnesses both and to the organization at large (Hogh, Hoel & Carneiro, 2011). Workplace bullying is classified as directed and undirected plan of actions including the indirect and direct pathways, according to taxonomy of the nature of bullying. The indirect method includes actions that disturb the overall working environment by isolating, controlling, manipulating information and interfering unnecessarily. Emotional abuse, cognitive denigration and behavioral devaluation are some of the primary strategies employed to directly damage victims (Escartin, Rodriguez-Carballeira, Gomez-Benito, & Zapf, 2010).

Interpersonal disputes in the workplace, encompassing actions, language and events are referred to as workplace bullying. It refers to the isolation, accusation and unjust treatment that people face on the job (Nielsen & Einarsen, 2012). In 2014, Workplace Bullying Institute (WBI) conducted national survey of 1,000 individuals in the United States, using advanced weighting procedures to approximate the demographics of the population. According to the findings, 72 percent of the American population was aware that WPB occurs, 27 percent had been bullied personally, and 21 percent had observed (and hence experienced) WPB through others. According to the survey, WPB had an impact on 48 percent of American workers. If that number were extended to the size of the American workforce at the time of the study (136 million) that 48 percent would equate to nearly 65.6 million U.S. employees all of whom would have been affected. Workplace bullying, either directly or indirectly, its influence is assessed at the global level due to its ubiquity (Branch et al., 2013).

Employees, who are bullied at work feel insulted, lose their integrity and self-respect which leads to lower efficiency and innovative work behavior, which is detrimental for the employees as well as the organization in which they work (Ghosh, 2017). Therefore current study examines the effect of workplace bullying on innovative work behavior. According to Odoardi et al. (2015), organizations are increasingly relying on innovation to sustain or increase competitiveness and efficiency in the twenty-first century due to rising environmental instability and dynamism. Innovative work behavior is described as an individual construction of a realistic strategy for achieving organizational goals by obtaining the resources

to identify and execute fresh ideas. To put it another way, innovative work behavior refers to actively developing, introducing and implementing new ideas which can assist one's work or group function better (Orfila-Sintes & Mattsson, 2009). Innovative work behavior is how employees must devote more time and effort in generating behaviors in addition to their regular work. Stress in a workplace like bullying lowers an individual's intrinsic motivation, which limits creative productivity. This type of behavior undermines the organizational staff's ability to innovate and be competent (Liao, Lui & Lio, 2010).

Current study also aims to interpret mediating role of perceived organizational support between workplace bullying and innovative work behavior. Past study has also shown that employees who get unpleasant treatment from their bosses are more prone to blame their organization and build unfavorable opinions regarding support of organization (Shoss, Eisenberger, Restubog & Zagenczyk, 2013). Similarly, another study has found evidence to support the argument that bullying fosters an unfriendly and stressful corporate environment for its employees (Giorgi, 2012). Therefore, in the proceeding literature workplace bullying is known as a constant negative event that affects the roots of almost every organization (Sheehan, McCabe & Garavan, 2018). Due to the financial costs associated with these actions, organizations must endeavor to address disputes when they arise and recognize bullying and abusive behavior (Sheehan, 1999). Social environment is crucial because it increases or deters people to express angry and counterproductive characteristics that are associated with disputes and bullying actions (Astrauskaite & Yilmaz, 2014).

According to previous research, having been confronted with bullying at the workplace, personality characteristics may have a moderator role in the development of task-related unfavorable outcomes of bullying (Zapf & Einarsen, 2003). Some studies have posited that LOC and their outcomes influence employee performance towards organizational commitment (Martin et al., 2005). There is an interaction between LOC and organizational outcomes (Rahim, 1996). Thus, negative reactions of an individual such as personal stress, dissatisfaction and poor performance may depend on his/her LOC. The degree to which individuals ascribe the outcomes to their actions or other causes is explained as the locus of control (Rotter, 1954).

Both characteristics are referred to as internal and external locus. Those who have high level of internality think they have a strong influence over the occurrences in their lives. Furthermore, they feel that having a positive ego idea gives them the power to choose the attitude they want to project and that they can steer their life in any manner they wish (Gulveren, 2008). Previous research shows that workers who are internal in control feel their working climate is helpful and cooperative (Owolabi, 2013).

In general higher internal locus of control is a personality feature that is associated with happiness and good psychological health (Ng et al., 2006). As a result; we anticipate that victims with a high internal locus of control will be less influenced from bullying. Therefore, the current study seeks to evaluate the possible moderating influence of the internal locus of control. Workplace bullying may lead to exhaustion of energy resources of an individual as a result innovative behavior of employees doesn't remain. Based on the aforementioned literature, there is negative correlation exists between bullying and innovative work behavior and when the internal locus of control personality includes as moderator, the association among them weakens when there is a high proportion of internal locus of control. Therefore, the current study is concerned with investigating the impact of workplace bullying on innovative work behavior.

1.2 Gap Analysis

Organizations throughout the world are grappling with the challenge of improper work behaviors, including bullying, which has long-term detrimental repercussions on employees as well as organizations. Bullying research should also look at the context and impacts of workplace bullying at all levels including organizational, individual and job levels as well as national levels (Samnani & Singh, 2012). Previous researches have examined the adverse consequences of bullying on various factors such as project success, religious values, mood disorders, social anxiety etc. (Newman et al., 2017; Creasy & Cranes, 2017; Garandaeau, 2018) but in compliance with the Pakistani-specific context, there is not much research conducted on influence of workplace bullying on innovative work behavior. This

study also focuses on gaps in the literature on the mediating role perceived organizational between workplace bullying and innovative work behavior. Future research should be conducted to investigate the relationship between workplace bullying and innovative work behavior using perceived organizational support as a mediator, suggested by (Zhou, Rasool, & Ma, 2020).

To have a better knowledge of how personality traits affect workplace bullying, personality traits should be evaluated as a moderating variable between workplace bullying and consequences (Nielsen & Knardahl, 2015). Individual characteristics may also diminish the link between workplace stresses and organizational outcomes. Further research should look at the conditional influence of individual characteristics like locus of control (Ghani et al., 2020). The extent to which people attribute the outcomes to their own actions or other sources is known as locus of control (Rotter, 1954). Both aspects are termed as internal and external locus of control. When exposed by bad experiences and events, the internality improves creativity, autonomy, confidence and it takes constructive action (Strickland, 1989).

Internal locus of control provides an individual with the power and conviction to redirect the undesirable effects of such situations. Locus of control is a belief or perspective that aids in regulating life events (Connolly, 1980). Therefore it is assumed that individuals with high level of internal locus of control will think and behave positively. Pertaining to the existing literature on workplace bullying current study aims to test how workplace bullying affects innovative work behavior through the mechanism of POS and how LOC moderates this relationship.

1.3 Problem Statement

Bullying among employees is a prevalent problem that organizations all around the world are dealing with today. Bullying is viewed as a widespread form of violence in society that may happen anywhere and its offenders are not restricted to certain ages or demographics. Devaluing low-level employees, disrespecting

them, over-evaluating their work, ignoring their opinions, gossiping, making offensive remarks, criticizing the target person and harassing them through micro-management of time are all forms of bullying that employees usually encounter in organizations. Bullying has detrimental effects on both individual as well as organizational outcomes; it may reduce an individual's intrinsic motivation, which limits creative productivity. Such conduct can diminish the organizational staff's ability to innovate and be competent. Therefore, this study intends to investigate the impact of workplace bullying on innovative work behavior with mediating role of perceived organizational support in public banking sector of Pakistan.

This study also attempts to investigate how internal locus of control as a moderator will help to overcome stressful situations like workplace bullying in public banks. Bullying is common in public sectors as the public sector functions in an environment of bureaucratic and hierarchical structure which leads to bullying while policies and procedures are often rigidly implemented. Both settings set the stage for bullying (Plowright, 2020). This research can substantiate to be of significance to the management in understanding the deleterious impact of workplace bullying and in devising ways that can counter negative implications of workplace bullying.

1.4 Research Questions

These five questions will be analyzed based on the problem statement. The current study will provide answers to these research questions; a summary of the questions is as follows:

Research Question 1:

What is the impact of workplace bullying on innovative work behavior?

Research Question 2:

What is the influence of workplace bullying on perceived organizational support?

Research Question 3:

What is the effect of perceived organizational support on innovative work behavior?

Research Question 4:

How perceived organizational support mediates the relationship between workplace bullying and innovative work behavior?

Research Question 5:

How internal locus of control moderates the relationship between workplace bullying and perceived organizational support?

1.5 Research Objectives

This study unique and distinct goal is to investigate the relationship between four variables: workplace bullying, innovative work behavior, perceived organizational support, and internal locus of control. The aim of present study is to create and examine the predicted model to determine association between workplace bullying and innovative work behavior. Furthermore, internal locus of control is included as potential moderator for the relationship of variables specified in research model.

The following are the study's particular objectives;

Research Objective 1:

To find out the relationship between workplace bullying and innovative work behavior

Research Objective 2:

To examine the relationship between workplace bullying and perceived organizational support

Research Objective 3:

To investigate the link between perceived organizational support and innovative work behavior

Research Objective 4:

To analyze the mediating role of perceived organizational support between workplace bullying and innovative work behavior

Research Objective 5:

To examine the moderating effect of internal locus of control between workplace bullying and perceived organizational support

1.6 Significance of the Study

Current study has various aspects of significance. The present study will make a variety of important contributions by incorporating more theoretical content into the literature on workplace bullying and innovative work behavior. The study is significantly useful for organizations to comprehend how workplace bullying may influence innovative behavior of employees. This study will also help organizations to build awareness about workplace bullying among their workforce.

In addition, this research will assist leaders to create a safe atmosphere where workers can showcase their expertise and skills and they will effectively contribute to the organization's growth. This study will guide the HR department, on how they can train their employee to respond against bullying. This study would enable public sectors and their stakeholders to resolve the disastrous challenges/consequences of workplace bullying. Therefore, this research will explore the influence of bullying on innovative work behavior by using perceived organizational support as a mediator and internal locus of control as a moderator.

Furthermore the theoretical contribution includes the support of conservation of resource theory that is used in study to propose the research framework. These mentioned factors are very less explored in the past literature; hence the study will be a good contribution to the literature and will open the doors for further research in the related areas.

1.7 Supporting Theory

A theory which is advocating our proposed model is Conservation of resource theory. This theory covers and describes well, the relationship between all the variables used in the study.

1.7.1 Conservation of Resource Theory

Many theoretical perspectives can be helpful to support the studies of workplace bullying, presented by different researchers like social learning theory, social exchange theory but the underpinning theory that supports this study is the Conservation of resource theory (COR). In 1989, Stevan E. Hobfoll developed this theory that elaborates the implications and management of stress in life. CRT has been applied in research studies conducted all around the world when stress is caused by different environmental or personal factors and that stress has some potentially detrimental consequences. Hobfoll proposed that psychological stress occurred in different circumstances including when there is a fear of resource loss, a net loss of resources and shortage of newly acquired assets following resource spending. An employee complete capacity to satisfy his or her fundamental demands is described as a resource (Hobfoll, 2002). Resources can be tangible assets such as strength, monetary assets like earnings and goods, social assets like support and connections, mental assets like abilities & consciousness and motivation related resources like goal participation and self-belief (Wang, 2007). This theory emphasized that loss of these sorts of resources will drive individuals to become stressed.

This theory asserts that individuals make an effort to acquire, conserve, defend and enhance valued resources while minimizing any risk of resource loss. The conservation process is composed of two similar processes. The process of accumulation is described as a method through which employees utilize their resources to manage actions and gain control of their surroundings to accumulate resources in order to satisfy their demands while protection mechanism highlights a person's ability to shield guard and avoid resource losses which include both primary and secondary resource loss.

Hobfoll's theory highlights the assumption of loss primacy which says that resource losses are more essential than resource acquisitions because resource loss in one domain leads to resource loss in another domain. When individuals are confronted with stressful or demanding conditions, they may experience a loss of resources known as primary resource loss. Individual investment is necessary following primary resource loss which indicates individuals must invest a significant

amount of resources to prevent resource depletion, recover from it and expand their resources. If more resources are devoted tends to further deplete individual resources leading to secondary resource loss. COR theory argues that employees attempt to procure, retain and secure their important assets.

Relating this theory to our model, when individuals face situations like bullying, they put their full energy and attention while handling these demands and experiences energy loss, in such situations when individuals face these stressors it tends to undermine their resources such as perceived organizational support which hinders creative output and employee innovative work behavior. Therefore, workplace bullying leads to reduce employee innovative work behavior through brutal and impartial effect of continuous resource loss via low perceived organizational support. Hence conservation of resource theory provides better know-how to establish the connection between workplace bullying and innovative work behavior.

This theory argues that individual variations might influence how people respond to stress with the locus of control is seen to be a significant resource in hazardous settings (Newton & Keenan, 1990). More specifically individual's casual explanations of unfavorable occurrences are highly related to their level of perceived control in stressful situations. As the resource loss will result in future resource loss whereas investment to preserve resource loss, locus of control will help to recover from future resource loss because the resource pool is very important for future resource gains. To avoid resource loss ILC plays a positive role, so the internality of the victim is supposed to reduce negative impact of these actions. Therefore, conservation of resources theory posits links between workplace bullying, innovative work behavior, perceived organizational support and internal locus of control through a strong path.

Chapter 2

Literature Review

2.1 Workplace Bullying

Workplace bullying is recognized as an employee's constant maltreatment of another individual, which results in physical and psychological health difficulties. Victimization occurs when employees are subjected to hostile and aggressive conduct such as bullying at work (Tag-Eldeen et al., 2017). Common instances of bullying include humiliating, threatening, punishing or intimidating victims, all of which can result in serious injury and societal pressure (Einarsen, 2009). Poor morale, negative feelings and valid concerns indicate that workplace bullying is a conflict oriented phenomenon (Chia & Kee, 2018). Workplace bullying is a distinct issue defined as all reiterated actions that directly target the workers and usually unwelcomed by the victim done deliberately or subconsciously but clearly causing mortification, emotional turmoil and anguish which may disrupt job performance and creates an irritating workplace conditions (Einarsen, 2000). Workplace bullying might begin in a hierarchy where the management attacks his subordinate or when one individual takes advantage of his coworker by knowing his vulnerability, such as race or handicap (Fevre, Robinson, Lewis & Jones, 2013).

WB is also described as an act that is generally perceived as abuse or misuse of authority (Lee, 2013). Workplace bullying is described further as a process in which individuals are consistently and continually exposed to various undesirable behaviors from an individual or individuals referred as offenders. Bullying is a

larger term; it isn't defined by one or two bad actions since it consist of a series of repeated and protracted negative actions that have a direct impact on victim's psychological well-being (Einersan & Mikkelsen, 2003).

2.2 Innovative Work Behavior

IWB is often presented in terms of how individuals may help to attain the goal of initiating and intentionally introducing novel and valuable notions, processes, products or practices (Ford & Farr,1990).Innovative behavior refers to the multi-faceted conduct of employees that originate, introduce and apply new ideas. IWB is characterized as employee's conduct toward problem recognition, generation of unique ideas, and mobilization of support and implementation of ideas connected to the initial problem (Janssen, 2000). Employee deliberate application of fresh ideas, services and methods are defined as innovative work behavior (Yuan & Woodman, 2010).

IWB is essentially thinking outside the box with various strategies (Prieto & Perez-Santana, 2014). IWB is described as the extent to which employees develop innovative methods and strategies to handle existing and future challenges and transform them into actions when employees interact with consumers (Stock, 2014). IWB is composed of (a) individual behaviors such as exploring, developing, advocating and executing innovative ideas (De Jong & Den Hartog, 2007), (b) three interconnected activities such as idea development, promotion and execution (Janssen, 2000), (c) It can take several forms such as streamlining operations, introducing new tools and materials, implementing procedures, boosting teamwork or developing new offers (Messmann & Mulder, 2012). The generation, promotion and execution of ideas are three separate components or stages of IWB (Scott & Bruce, 1994). Innovation is defined by subsidized activities, employees are engaged in different phases and not required to be active throughout the full process (Schroeder, 1989). IWB may involve some risk-taking, particularly during the implementation stage because it is vital to establish coalitions of advocates of ideas (Chen & Aryee, 2007). Development, acceptance and implementation of innovative ideas for goods, technology and work practices are characterized as IWB (Yuan &

Woodman, 2010). IWB is a comprehensive and all-encompassing behavioral concept that comprises not only the development of ideas but also the transformation of ideas into tangible breakthroughs (Devloo, Anseel, De Beuckelaer & Salanova, 2015).

2.3 Perceived Organizational Support

Yoshimura,(2003) defines perceived organizational support as “a perception or judgment of how much support an employee feels or thinks an organization provides to him or her” POS is termed as degree to which employees believed their organizations appreciated their accomplishments, cared about their health and met their basic needs esteem, approval and affiliation. Individuals ultimate judgments of the degree to which the organization facilitates them, cares about their health, values their personal as well as organizational exertions , honest in identifying and rewarding their extra effort and higher determination comprise the perceived organizational support construct (Fasolo & Davis 1990; Rhodes & Eisenberger, 2002).

Employee attitudes and actions are described by perceived organizational support (Yuksel, 2006). The quality of the relationship between employees and the organization is reflected in perceived organizational support (Yurur, 2005). POS refers to an employee’s conviction in organization ability to assist them when they need it in order to do their work well and overcome obstacles. POS also satisfies socio-emotional needs, leading to higher identification and loyalty to organization as well as a greater desire to assist the company flourish and also leads to greater psychological well-being. When a company supports its employees efforts to achieve corporate objectives, gives value to their ideas and recommendations and celebrates their achievements it can have an impact on their work attitudes and behaviors (Rhoades & Eisenberger, 2002). Perceived support of organization is a critical sign of employee’s belief about how their organization treats them (Zagenczyk et al., 2010). Perceived organizational support promotes workers’ perceptions of being respected and valued, which boosts motivation to learn new things and makes

them feel invigorated (Wiesenfeld et al., 2001). POS also symbolizes the organization's interest in or readiness to give different sorts of assistance to workers, as needed, to carry out their jobs efficiently and deal with difficult work-related activities or situations (Aselage & Eisenberger, 2003; Eisenberger & Huntington, 1986).

2.4 Internal Locus of Control

The degree to which people attribute causes of events or the outcomes of success and failure to their own activities or other forces is known as locus of control (Rotter, 1966). Internal locus of control is a personality trait that describes how much a person believes they can influence what happens in their lives (Levenson, 1981). Your capacity to act, be practical, influence your own life and take ownership of your activities is referred to as internal locus of control. Individuals with a high ILC expect predictable outcomes from their interactions with their environment (Li, Lepp & Barkley, 2015). Active coping and independent decision-making have been related to internal locus of control (Lefcourt & Wine, 1969; Sherman, 1973). Internal locus of control is described as person thoughts about everything that happens to them (Rotter, 1996). Internal locus of control is defined as the ability of individuals to regard events that impact themselves, whether good or negative, are the outcomes of their abilities, traits and conducts, rather than the outcome of other factors such as chance, fate and others (Deniz, Tras, & Aydogan, 2009). Internal LOC involves individual ability to have higher accomplishment inspiration, be more deliberate and objective-oriented, be more outgoing, friendly, dynamic, open-minded and less psychotic (Ormel, & Schaufeli, 1991).

Mcanena (2016) defines ILC as individual ability to control or influence events and outcomes and related to feelings of empowerment. Internal locus of control was described as degree to which people expect reward or an outcome of their conduct to be depending on their behavior or personal attributes (Rotter, 1990). Individuals with an ILC monitor activities and repercussions of their actions and they are more confident and focused on themselves since they think they are accountable for their achievements (Kelly & Lillian, 2006). Internal locus of control refers to

an employee confidence in his abilities and capabilities (Caliendo et al., 2015). Individuals with internal locus of control monitor their activities and repercussions of their actions; they are more confident and focused on themselves because they think they are responsible for their attainments (Thomas, 2006).

2.5 Workplace Bullying and Innovative Work Behavior

Bullying is elucidate as all recurring unwelcome practices aimed against one or even more persons that may be done purposefully or accidentally but plainly generate embarrassment, irritation and anxiety that may interfere with task-related outcomes and foster a hostile work environment (Einersan & Raknes, 1997). In the presence of a conducive atmosphere, workplace bullying causes individuals to mistrust their own sense of self and value, causing psychological and bodily suffering or damage (Attell, Brown & Treiber, 2017).

Because of the intricacy of this phenomenon, there is no consensus on the precise definition of workplace bullying. Bullying has been defined by a numerous academics and practitioners. Many unpleasant acts are included in workplace bullying, according to different definitions, such as passing statements that might shame someone, physical spanking, rejecting obligations and given tasks, making jeers ,ridiculing, spreading rumors, physical assault and social disbarment (Bowling & Beehr, 2006). Bullying is usually defined as continually harassing, insulting and socially eradicating an individual. Workplace bullying is defined as ongoing interpersonal abuse induced by power imbalances and the intent to hurt an individual. Bullying is described as a circumstance in which employee of an organization is subjected to recurrent unpleasant acts at work resulting in disgrace, animosity and misery (Einarsen et al., 2011).

Incivility, emotional abuse, harassment and lower-level violence are all terms used by the researchers to describe workplace bullying (Timo, Fulop & Ruthjersen, 2004). Bullying is related to a variety of tactics that include a variety of hostile

communication and conduct (Lutgen-Sandvik, Tracy & Alberts, 2007). Workplace bullying is a unique experience that is a relational, incidental event that may or may not affect all employees but is more likely to target specific victims through rudeness, societal rejection, or verbal abuse and violence (Kuhnen & Tymula, 2012).

According to the Education Law Institute for Credit (2001) the definition of bullying includes the following. Bullying is stated as a purposeful, hostile act performed to generate a negative outcome for the victim; bullying occurs frequently; bullying may be a physical, mental or physiological act over time, bullying includes a power imbalance between the victims and culprit. Bullying in the workplace has four distinct characteristics. First and foremost, the conduct is unreasonable and cruel. Secondly, it happens frequently and on a regular basis. Thirdly, the habit persists and grows over time. Lastly, there is a power disparity between the offenders (criminals) and the targets (victims) of the activity. The targeted are not able to protect themselves because of less authority than the perpetrators (Branch et al., 2007; Deruz et al., 2012). As bullying raises negative states, researchers argued that this bad and unwanted behavior can occur at any time and in any place during an employee's tenure in a company (Saunders, 2007).

According to Cowie et al. (2002), even a single event of negative behavior with the worker can be counted as bullying. Employees who are exposed to misconduct by their co-workers and bosses will be reluctant to do regular duties, their morale and performance will suffer and they will be more likely to exhibit creative output and innovative work behavior (Sidle, 2009). Employees are expected to provide original and beneficial ideas on new methods, services, and products in today's fast-changing and increasingly competitive workplace, as never before (Zhou & Hoever, 2014). Employee innovative behavior is critical not only for enhancing customer retention and satisfaction but also for the success and survival of organizations (Gumusluoglu & Ilsev, 2009). One of the key employee contributions that affect organizational efficiency and output is partaking in discretionary activities like innovative work practices (Agarwal et al., 2012). Organizations are thus always ready to establish guidelines that can improve employees' innovative behavior (Frah, Huang & Gong, 2009).

Virtually every organization is plagued by adverse ramifications of bullying, which has drawn the attention of academics due to its pervasiveness (Leon-Perez & Arenas, 2015). Bullying has been linked to numerous unfavorable work outcomes including employee performance, employment commitment and organizational citizenship behavior. However, little is known about how bullying affects employee innovative behavior which is a mix of fresh and beneficial ideas concerning processes goods and services (Ambile, 1988). It is very crucial to understand the aspects that might influence innovative work behavior (Hartog & De Jong, 2010). Multiple studies have been done to illustrate the harmful impacts of workplace bullying but few have concentrated to identify link between workplace bullying and innovative behavior (Sharifirad, 2016). Bullying fosters a fearful atmosphere in the workplace because the employee does not attend meetings, discussion sessions and the organization does not receive novel and distinctive ideas (Pearson et al., 2001).

Bullying has a negative impact on an individual's internal motivation, which limits creative productivity. Such practice decreases organizational staff creativity and competency (Liao, Lui & Lio, 2010). The deliberate formulation, furtherance and execution of novel plans or ideas inside a work position or workgroup are characterized as innovative work behavior (Janssen & Van Yperen, 2004). Innovative behavior is a sub cycle process where a person recognizes a problem, offers novel (original or approved) thoughts, seeks to popularize and garner support for them and develops suitable framework for organization's use and benefit. (Carmeli, Meitar & Weisberg, 2006). Seeking out new technology, advocating new tactics to attain goals and obtaining, backing resources to put new ideas into action are all examples of such conduct.

According to conservation of resources (COR) theory it is possible to argue that bullying might result into resource deprivation process and in order to protect the resources employees may indulge in limited creative practices. Furthermore, a stressful environment consumes lot of an employee's attention and time, exhausting available resources and limiting their proclivity to demonstrate innovative behavior (Agarwal et al., 2016; Podsakoff et al., 2007). Therefore, due to scarcity of assets, innovation decline may happen after experiencing workplace bullying which may

be understood as an employee attempt to conserve resources by limiting their exertions (Rai & Agarwal, 2018). Janssen (2000) defines innovative work activity as a proactive behavior. Elimination of proactive behaviors is viewed as one of urgent response to safeguard resources in difficult work settings (Aryee et al, 2008; Podsakoff et al., 2000). Prior research has found a link between workplace incivility and innovative work behavior, indicating that bullied staff feel disrespected and lose their dignity and self-esteem, resulting in less efficiency and innovation, which is bad for the employees as well as the organization in which they work (Ghosh, 2017). As a result, workplace bullying generates a hostile climate that inhibits employees' innovative work behavior (Zhang et al., 2014). In this way, based on this literature, it is hypothesized that;

H1: Workplace bullying has a negative impact on innovative work behavior

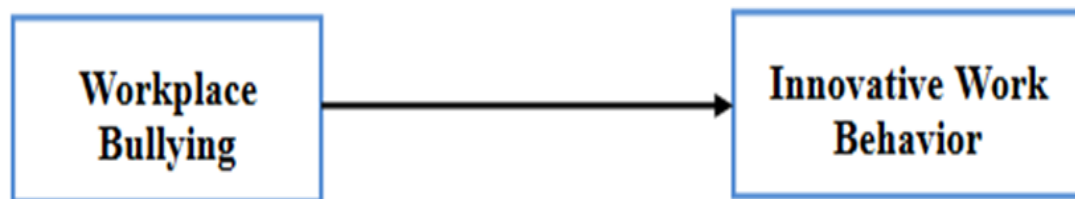


FIGURE 2.1: Hypothesis 1

2.6 Workplace Bullying and Perceived Organizational Support

Bullying is an issue in contemporary work life, producing deleterious repercussions upon employees and their organizations (Einarsen, Hoel, Zapf, & Cooper, 2003). Bullying happens when a person is confronted with one or more adverse behaviors (from coworkers, higher-ups, or colleagues) over a lengthy period of time, such as frequent attacks, disparaging words or taunting, criticism or mockery (Mikkelsen & Einarsen, 2002). Sakurai & Jex (2012) highlighted how supervisors, customers and colleagues might commence workplace bullying which can define as bullying supervisors, clients bullying and coworkers bullying.

Perceptions of organizational support evolve when employees encounter various tangible and intangible outcomes as a result of their everyday interactions with their organization (Eisenberger, 2001). Employees who have been bullied are more inclined to have poor perceptions regarding organizational support and the environment (Skogstad, Torsheim & Einarsen, 2011). The perceived organizational support construct is comprised of individuals' evaluations of how their organization values them, appreciates their work through fair compensation and rewards (Fasolo & Davis-LaMastro, 1990; Rhodes & Eisenberger, 2002).

Employees who are subjected to abusive treatment by their bosses tend to blame the organization for the wrongdoing and acquire a bad image of the organizational support (Shoss, Eisenberger, Restubog & Zagenczyk, 2013). As the organization is morally and formally responsible for behavior of its managers and coworkers in their role of directing and evaluating subordinates. Levinson (1965) argued that employees tend to blame the organization for disparaging treatment. Furthermore a previous study reveals that employees who are exposed to stressful and demanding circumstances like bullying are more susceptible to feel lower organizational support, which might lead to poorer results for the victims (Cassidy, McLaughlin & McDowell, 2014).

Employees are more likely to generate favorable interpretations of organizational support when they get good treatment from a manager or supervisor but inequitable and demeaning conduct such as bullying may indicate to them that they are not respected and appreciated (Eisenberger, Stinglhamber & Vandenberg, 2013). When employees are harassed and subjected to inimical treatment they believe that the organization is unconcerned about their wellbeing and these negative occurrences are conducted purposefully to hurt them resulting in decreased views of perceived organizational support (Naseer & Raja, 2021). Perceived support is often seen as an individual difference variable with a stronger influence on outcomes. It was found that victims of bullying report less support from coworkers (Taylor, 2011). In this setting, when employees are subjected to workplace bullying, they may blame the victimizer and hold their supervisors/coworkers liable for such mistreatment, resulting in bad impression of supervisor/coworker support.

Bullying is observed to occur in workplace when employees think that they have implicitly received permission from their managers to indulge in aggressive and disrespectful actions (Williams, 2011). Furthermore when new managers witness others indulging in such behavior and even being applauded for it they may easily adopt the viewpoint that bullying and other demeaning behaviors are acceptable in a workplace (Einarsen et al., 2010). When it occurs at the top levels of an organization bullying can have far reaching implications. This leads to a negative and detrimental domino effect in which bullying can extend above and downwards as targeted supervisors or employees may dump their burden on others. Bullying may endanger both employees and the business as a whole in such cases. If an employee has been the victim of workplace bullying on a consistent basis for several months. The employee's view that the organization encourages this poisonous conduct may increase, causing the employee to believe that the company is no longer concerned with their wellbeing, health and safety. Moreover, if workplace bullying persists over time, the employees who observe the abuse may come to feel that they will be the next victim (Eisenberger et al., 1986).

Bullying isn't only a personal issue, it's also a workplace issue that impacts all those who are affected by it both victims and witnesses. The witness's view or perspective of the organization may alter as a result of seeing workplace bullying; their expectations about the organizational compassion for the employee may have altered (Parzefall & Stalin, 2010). According to Murray (2007), bullying practices are also prevalent due to "white wall of silence" in which the superior frequently protects abuser. As a result, in a bullying situation when the superior protect the bully, the superior may actually be the second degree offender. According to IOMA (2008) witnesses to workplace bullying claimed that the offender had the backing of one or more senior supervisors while tormenting a victim. It has been studied that superiors manipulate the behavior and frequently defend the bully rather than the victims. Reporting bullying conduct is frequently an unsatisfying option especially when superiors are more likely to be associate with having organizational backing (Longo & Sherman, 2007). As a result of the above-mentioned literature, it is proposed that workplace bullying may result in lower interpretations of organizational support; individuals might perceive the environment as

devastating if the organization did nothing to stop the detrimental acts of bullying while also believing that their supervisors are unsupportive. Thus;

H2: Workplace bullying has a negative impact on perceived organizational support.

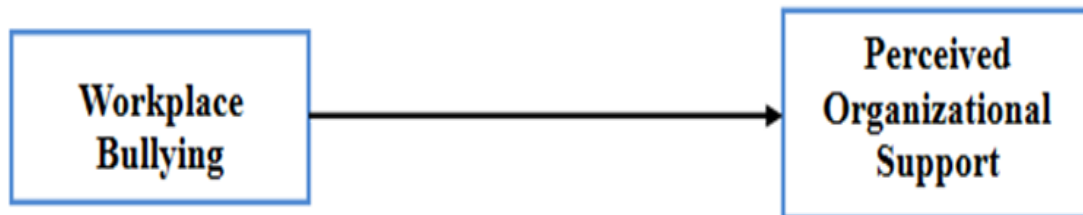


FIGURE 2.2: Hypothesis 2

2.7 Perceived Organizational Support and Innovative Work Behavior

Employees constitute a feeling of how organization values their contributions to both their job and the attainment of organizational goals, as well as how the organization cares for their well-being. This concept is known as perceived organizational support (POS) (Eisenberger, 1986). When an organization supports employees efforts to achieve organizational objectives, gives credence to their ideas, recommendations and promotes their achievements it can have an impact on their work attitudes and behaviors (Rhoades & Eisenberger, 2002). Innovative behavior amplifies organizations competitive advantages, allowing them to thrive in today's economic climate (Leonard-Barton, 1992). This is due to the fact that the roots of organizational innovations are founded on the intellectual minds and innovative behavior of individual workers (Erne, Hernaus & Kerlavaj, 2017). As a result, in today's environment more and more businesses are seeking for ways to stimulate their innovative behavior.

Gregory (2010), discussed how employee's propensity to initiate creative ideas, explore potential opportunities, solve upcoming challenges and translate their creative inputs into actions increases when they feel that their organization cares about them, provides no confrontational suggestions about their tasks as a result,

their innovative output increases. In order to display IWB, employees must have strong perceptions of management support which can be achieved by providing them with work autonomy and access to resources, as well as by encouraging both group and individual behaviors to foster collaboration and support for ideas that clarify personal loyalty and self-confidence (Lee et al., 2014). It is consequently believed that perceived organizational support has specific psychological qualities that may drive employees to engage in innovative practices, targets who perceive more encouragement from their employer are likely to feel obliged to repaying organization (Shore & Wayne, 1993).

Organizational support promotes workers perceptions of being respected and valued which increases motivation to learn something new and provides a sense of being invigorated (Wiesenfeld et al., 2001). Employee ideas and suggestions for organizational improvement are acknowledged through support of organization. POS is an employee most definite sense that firm truly cares for them, values their contributions and satisfies socio-emotional requirements (Imran et al., 2020). As a result, workers show them honor, acknowledgment and support for the business. Additionally, perceived organizational support is a factor that might increase company's success and employee innovativeness. The aforementioned viewpoint is consistent with findings of (Aslan, 2019 & Margaretha et al., 2020) who all found that POS can boost innovative work behavior. Employees innovative behavior is intimately tied to the environment in which they work. Independently generated ideas and inventions are influenced by the organization, which inspires staff to work for well-being of company and helps favorably to the attainment of business objectives (Khan, Mubarik, & Islam, 2020).

Caring organizations raise employee's feelings of appreciation which improves motivation to try new things and creates sensation of being engaged (Zagenczyk et al., 2010). Several studies have found that organizational supportiveness has an impact on innovative work behavior. Research has investigated that perceived organizational support and supervisory encouragement affect innovative work behavior (Scott & Bruce, 1994). Studies also indicated that organizational recognition also stimulates innovativeness (Zhou & George, 2001). Innovative behavior may be encouraged by creating a work environment in which employees feel supported

in developing, promoting and realizing novel thoughts and concepts. Employee engagement in innovation would be reduced if they perceive a lack of support from the firm (Bosnehes & Veenendaal, 2017). POS should stimulate the reciprocal norm, resulting in workers responsibility to assist the organization in obtaining its goals as well as the expectation that greater initiatives on the organizations behalf would be noticed and honored. High levels of POS promote a moral duty, which contributes to IWB and organizational performance. This obligation increased employee emotional engagement with the organization and retention desire. Employees who felt more POS had better need supplies fit and higher creative output (Kurtessis, 2015; Luksyte & Spitzmueller, 2016). Organizational care, which is directly tied to POS, predicts employee innovative behavior favorably (Bameens, 2008). It has been found that individual's direct impact of organizational support, managerial support for idea generation and risk tolerance had a positive effect on innovative performance (Alpkan et al., 2010).

A pleasant working environment is an important reflection of organizational support for professional staff (Allen & Shanock, 2013). Researchers also termed organizational environment as the second home of an employee because it acts as a nexus for every worker. Researchers have termed organizational climate as an "umbrella" for both employees and clients, providing a constant culture of excellence, safety and value (Kaliannan & Adjovu, 2015). Employees might be motivated to work if their material requirements are fulfilled (Palupiningdyah et al., 2014). Supportive leaders and organizations may be viewed as a resource that aid in the attainment of work goals, promotes personal growth and encourages workers to exhibit new work practices (Agarwal, 2014). Strong perceptions of organizational support in terms of work flexibility and allocation of different resources can boost innovativeness, as a result, they continuously propose new ideas, experiment with alternative conceptions of creative approaches, different problems or tasks and search for the best solutions for their problems, at the same time employees can successfully cope with frustration inherent in dealing with problems or tasks (Afsar et al., 2016). Moreover, it is found that perceived organizational support significantly and positively affects innovative behavior (Darwish et al., 2020). Perceived organizational support is an organizational attempt to actively promote innovative

behavior (Thornhill, 2006). Therefore in the light of abovementioned literature, we hypothesized that

H3: Perceived organizational support has a positive impact on innovative work behavior.

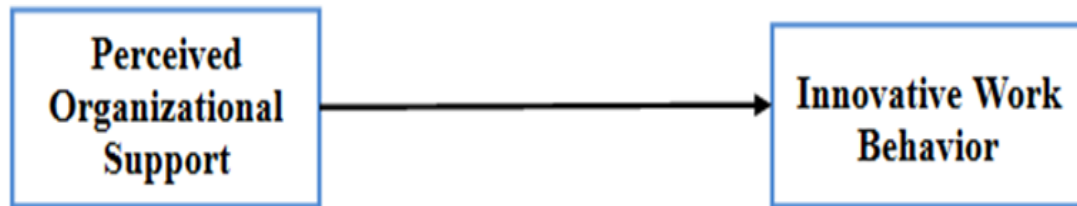


FIGURE 2.3: Hypothesis 3

2.8 Mediating Role of Perceived Organizational Support

In order to comprehend how employees assess their organization dedication to them Eisenberger, Sowa, Hutchison & Huntington (1986), introduced concept of perceived organizational support. Employees who perceive organizational support are aware of what their employer does for them, feel secure and see the organization as being behind them (Fasolo & Lamastro, 1990). Although previous study has found a positive correlation between equitable treatment and perceived organizational support but limited studies have examined the effects of unfair treatment on perceptions of organizational support, less is known about how adverse treatment experienced by significant persons affects perceptions of organizational support (Shoss, Restubog, Eisenberger, Zagenczyk, 2013). Earlier studies on perceived organizational support have found antecedents and results. There is a great need for further research to investigate process that leads from POS to consequences, as well as the underlying theories that justify such arguments (Rhoades & Eisenberger, 2002). The current study contends that perceived organizational support is crucial intervening step by which influence of workplace bullying on employee outcomes such as innovative work behavior can be revealed. There is a strong and

negative correlation between exposure to bullying and organizational environment, regardless of how supervisors, clients or co-workers may conduct bullying (Hauge, 2011). Workplace bullying has been observed as substantial hazard to both individuals and firms as a whole; bullying may impact rather than be influenced by the organizational environment (Skogstad, 2011).

In their research, Giorgi & Majer (2009) found that workplace bullying is type of task related global epidemic that may result in a negative perception of organizational support. They found evidence to support the claim that, rather than fostering an organizational climate that is conducive to bullying, bullying creates a toxic and strenuous environment for its employees. Bullying is terrible and horrific experience because it changes the way victims view their workplaces and makes them feel threatened, insecure and in danger (Mikkelsen & Einarsen, 2003). As workplace bullying disrupts the smooth functioning of an effectual organizational climate, which leads to a lower perception of organizational support (Johnson et al., 2018). Employees who are the victims of workplace bullying may feel that their workplace is somewhat hazardous. Negative incidents may also spread through departments and influence the actions of those who witnessed or heard about bullying (Schat & Kelloway et al., 2003). As a result, this may affect employee outcomes. Studies have indicated that workplace bullying has a substantial influence on the lives of employees as well as their performance, productivity and innovative pattern of thinking (Li, Zhang, Xiao, Chen, & Lu, 2019).

Similarly, past research has shown that employees experience toxic peer and coworker interactions as a result of unfavorable work environment (Sprigg et al., 2018). Employees who work in unsupportive environments experience job stress, which has damaging effects, including task destruction, reducing innovation and employee creativity (Samma, Zhao, Rasool, Han, & Ali, 2020). Many employees experience bullying at work, they are afraid of facing discriminatory behavior and choose not to share their concerns; this can affect their productivity, creativity as well as their enthusiasm for work and organization. Additionally, their performance is eroded because of development of a toxic workplace culture among peers and fellow workers (Evans-Lacko; Knapp et al., 2018). Working in an unsupportive atmosphere leads the employees to become less efficient, demotivated

and less committed to their job. They also feel less positive about going to work and this feeling lasts the entire day (Rhoades & Eisenberger, 2002). Therefore, when employees are subjected to bullying, they form unfavorable cognitions of the workplace; these negative judgments of the organization's support may lower employee productivity and innovative pattern of thinking.

According to the conservation of resources theory, resource loss is demanding for an individual hence, the pressure of resource loss or possible loss will compel employees to strive to safeguard current resources and minimize investment to avoid more risks (De Clercq, Haq, & Azeem, 2019). Restoration is the most observable method of acquiring resources. When employees are confronted with hazardous conditions, such as workplace bullying, they may lose resources, resulting in weaker interpretations of organizational support. Exposure to recurrent and chronic stressful incidents such as workplace bullying may leave employees with minimal resources in the long run as they acquire negative impressions of the organization. Individuals with poorer views regarding organizational support may become unable to handle more risks of resource loss, resulting in high levels of stress and a drop in employee innovative work behavior. Hobfoll (2010) asserts that resource loss cycles are more crucial and manifest more quickly than gaining of resources. During workplace bullying, employees feel less motivated to engage in valuable contribution behaviors, such as innovative work behavior (Rai & Agarwal, 2018).

Previous research has identified that incidents of workplace bullying appear to have an impact on perceived organizational support. It is also possible that perceived support may be an indicator of workplace bullying in that low organizational support could contribute to workplace-bullying situations, which are likely to have an adverse effect on the organization by stifling employee innovation and creativity (Bassman, 1992). Higher POS would raise employees' responsibility to help the organization to attain its objectives, especially when people are turning to the organization for support and direction while their roles and responsibilities are constantly changing (Shore & Wayne, 1993). Therefore, unfavorable attitudes and feelings regarding organizational support will drive employees to operate erratically or less effectively when perceived organizational support is unpleasant or poor.

Victims of workplace bullying believe that their colleagues, their company and its representatives don't care about them or their well-being; this can lead to resource depletion. According to Hobboll (2002), POS is a crucial resource. People with lower POS are more vulnerable to resource loss and are more likely to behave in less creative ways. Previous studies have demonstrated that employees' engagement in innovation would be reduced if they had lower perceptions of organizational support (Bosnehles et al., 2017). Therefore, victims with lower POS may find it difficult to resist repeated threats of resource loss resulting in less innovative behavior. Thus we come up with the hypothesis;

H4: Perceived organizational support mediates the relationship between workplace bullying and innovative work behavior.

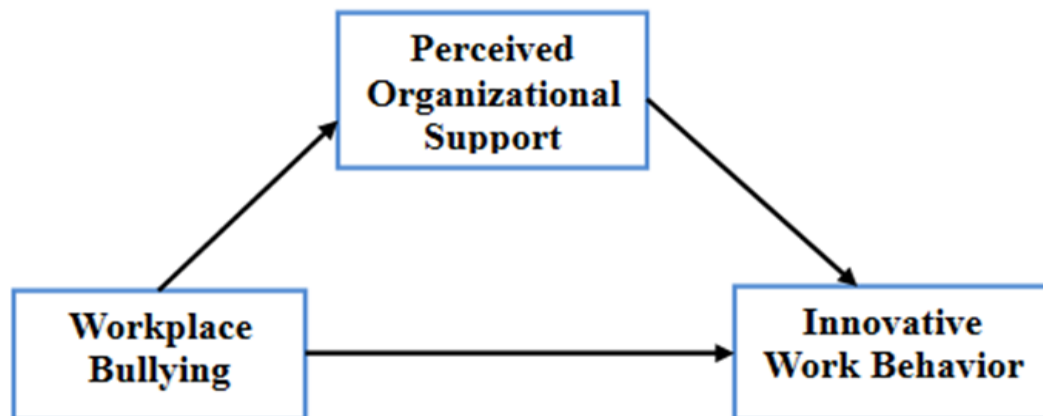


FIGURE 2.4: Hypothesis 4

2.9 Moderating Role of Internal Locus of Control

Initially, locus of control was defined as personality attribute that is linked to individual consistent conviction in own potency (Rotter, 1996). Three cognitive processes including mental exposure to maintain strong behavioral regulation, self-appraisal of wellness and intrinsic motivation which is connected to coping strategies and social experiences, regulate the connotation of behavior and actions. LOC is correlated with well-being, emotional reactions on the work, behavioral orientation and ambition (Patel, Trivedi, & Yagnik, 2020). ILC is further explained as

the propensity to regard life events as reflection of one's activities and hence to be within one's control, rather than being decided by other forces such as fate or powerful individuals are termed as externality (Keenan & Mcbain, 1979). ILC is a personality attribute that defines how much a person feels they can affect the events in their lives (Levenson, 1981). Those with higher expectations are considered internals, while those with lower expectations are called externals, based on the notion of determining the reward or outcomes (Rotter, 1966). People who have strong internal locus of control generally strive to dominate surroundings because they believe they have a large impact on the aspects that affect their lives. Additionally, they feel they have the power to choose the attitude they want to exhibit by having a positive ego and they feel that they can steer their life in any manner they wish (Gulveren, 2008).

Nielsen et al. (2020) found that persons with strong internal locus of control think they have mastery over their environment which allows them the power and courage to deflect the harmful consequences of bad life experiences such as bullying. As a consequence, individual with an internal locus of control will comprehend and respond favorably and job satisfaction is high, as a result, their performance and creativity may be boosted. Workplace bullying will thus rely on how undesirable actions are noticed and whether a person attaches it internally (self) or outwardly (external forces) (Shah et al., 2020). The consequences of stressful situations have linkages with individual judgmental coping capability (the ability to deal with negative events); therefore individual variances in the target evaluation concerning bullying behaviors may be considered an explanation as to why different individuals respond differently to such behaviors (Mikkelsen & Einarsen, 2002).

Since it has been found that exposure to workplace bullying has no equal effect on all individuals, therefore it is argued that dispositional factors and individual differences are central factors in understanding the workplace bullying outcomes relationship (Moreno-Jimenez, 2009). It has been found that victims of bullying exposure are low in self-esteem and socially incompetent (Matthiesen & Einarsen, 2007). Targets well-being and performance-related outcomes appear to be more severely harmed by a work stressor like bullying which is viewed as hostile and

partially out of ones control (Reknes et al., 2017; Hauge, 2010). People that having ILC are confident enough to take blame on themselves for failures in their lives. This gives them enough strength to divert themselves from the negative situations of the environment, making them to behave rationally, think and behave accordingly (Connolly, 1980).

Thus, positive behavior not only minimizes the effect of workplace bullying but they also behave positively and constructively for the organization, even in the occurrence of adverse circumstances, internality will enable people to think and feel positive. As it is recognized that self-belief is linked with psychological and behavioral outcomes (Sorensen, 2006). Therefore, employees with a high internality have a belief that it is their own ability to overcome the stressor and it is upon their ability and skills to cope with stressful environments like bullying in the workplace (Bjorkqvist, Osterman, & Hiet-Bdck, 1994).

Life events can be controlled with help of the perception of locus of control. Consequently, we anticipate that targets that have a high internal locus of control will be less impacted, on the other hand people with a high externality never take responsibility for their actions and always blame others for it (Liach & Nordqvist, 2010). They have low self-esteem and look at others for assurance by putting their failures on others (Evers et al., 2000; Gianakos, 2002). As a result, they always feel stressed when they come in contact with exposed bullying behaviors (Sprung & Jex, 2012).

This overall term of events not only is a menace to their peers but also detrimental and hazardous for their wellbeing. Person with a strong locus of control may quickly decide the results of activities through their decision-making, increasing locus of control can easily reduce occupational stress. Internally focused leaders used more task-centered coping mechanisms than externals under stressful situations. According to Andreson (1977), employees who are internal in control orientation regarding their working environment to be more welcoming and friendly than those who are external in control orientation. Another study on work locus of control done by (Owolabi, 2013) found that individuals who are focused on internal control typically think they have influence over the world around them. Although

locus of control is a psychological state and it is linked to the management of the workplace (Harris, 2005; Semmer, 2000; Terry & Jimmieson, 1999).

Internals are more sensitive to information about their self-worth than Externals, receiving assistance from the employer is likely to boost their confidence that their career management efforts will be effective (Ng et al., 2006). If internals feels in control of their environment then they will be likely to interpret acts of organizational support as caused by their actions and efforts (Harvey, Barnes, Sperry, & Harris, 1974; Davis & Phares, 1967). Additionally, it has been found that people who believe that they control the flow of stressful events show a higher level of self-esteem and perceive their working environment in a more positive light.

therefore, have a better possibility of developing more positive perceptions of organizational support, which might boost their creativity and innovative work practices (Grob, 2000). Basm & Esen (2008) showed that ILC is a positive dimension of personality that fosters an individual's entrepreneurial spirit and encourages them to engage in more inventive activities. Prior research has revealed that internal locus of control determines intelligence, predictive capabilities and innovative behavior of employees (Perry, 1990; Kaufmann & Walsh, 1995). Moreover, it is stated that a person with internality is assured that his or her behavior patterns, skills and knowledge have the greatest influence on outcome measurements (Babalola, 2019).

Thus, it is assumed that internal locus of control moderate the relationship between workplace bullying and perceived organizational support, individuals with a high internality will think feel and behave positively by limiting negative effects of workplace bullying, resulting in positive interpretations of organizational support, as a result, employees are more eager to evince innovative work behavior. Therefore, in the view of above-mentioned literature, it is hypothesized that;

H5: Internal locus of control moderates the relationship between workplace bullying and perceived organizational support, such that it weakens the relationship when it is high and strengthens the relationship when it is low.

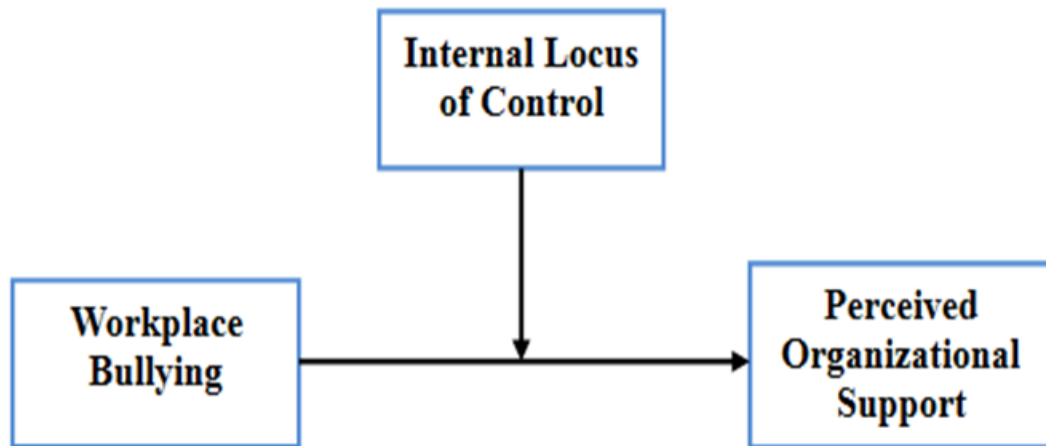


FIGURE 2.5: Hypothesis 5

2.10 Research Model

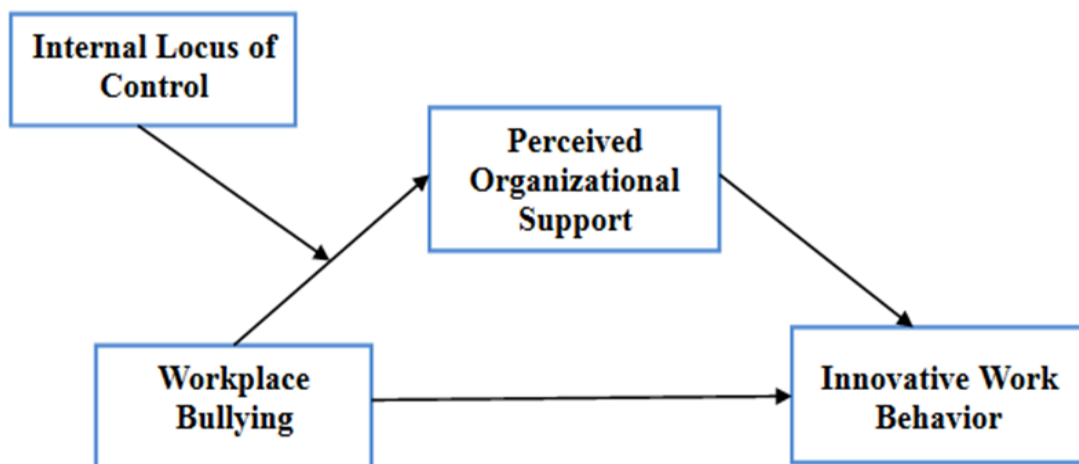


FIGURE 2.6: Research Model

2.11 Research Hypothesis

H₁: Workplace bullying has a negative impact on innovative work behavior.

H₂: Workplace bullying has a negative impact on perceived organizational support.

H₃: Perceived organizational support has a positive impact on innovative work behavior.

H₄: Perceived organizational support mediates the relationship between workplace bullying and innovative work behavior.

H₅: Internal locus of control moderates the relationship between workplace bullying and perceived organizational support such that it weakens the relationship when it is high and strengthens the relationship when it is low

Chapter 3

Research Methodology

It is critical to distinguish between research methodologies and research methods because these two are extremely different. Each technique/method used for study adaptation is included in the research method. The procedures or strategies used by researchers in conducting research options are referred to as research methods while systematic approach to solving the study problem and coming to a new understanding is known as research methodology.

This chapter discusses the research methodology used to operationalize research framework and hypotheses developed in the previous chapter, to describe the population, sample, sampling techniques, and the methods to test the hypothesis i.e. SPSS. This chapter particularly outlines the methods to explore the influence of workplace bullying on innovative work behavior with perceived organizational support as mediator and internal locus of control as a moderator. This chapter will go through all of the data collecting procedures.

3.1 Research Design

The plan created by researcher that displays procedures and tools utilized to collect and evaluate data is known as research design (Zikmund, 2013). Research design is composed of a type of study and a set of methods used to evaluate the obtained data of study variables. There are two different research design methods

are used in social sciences, one is quantitative research and the second is qualitative research. The qualitative research approach is used mostly in exploratory research; it entails gathering and examining non-numerical data to comprehend ideas, viewpoints, and experiences. Quantification of items is done while using the quantitative research approach. Quantification is used for the evaluation of different processes and procedures in research. Due to this feature, quantitative research is considered very reliable. The present research is quantitative in nature since the outcomes and final findings are based on data collected from respondents through closed ended questionnaires. Various statistical methods were used to test the data which was collected from the public banking sector of Pakistan, particularly from (Rawalpindi & Islamabad). The quantitative research approach was used due to the generalizability of the results and reliability, as accurate data is induced by the conversion of measurable evidence into numbers, which are further analyzed to discern associations, causes, effects and correlations

3.1.1 Type of Study

The present study is explanatory in nature. Explanatory research aims to link various concepts and comprehend various causes, effects, and reasons; its main objective is to discuss the causal relationship between the interventions. It is being used where the emphasis is centered on how alteration in one variable, influences or is accounted for by changes in other variables. The current study is a causal relational study as it examined the impact of workplace bullying on innovative work behavior. In this research we have used perceived organizational support as a mediator and internal locus of control has been used as a moderator.

3.1.2 Research Philosophy

Different forms of philosophical approaches are used in social sciences that strengthen and maintain scientific inquiry. Researcher's defined it as the fundamental world views that steer exploration. The researcher's choice towards adopting any particular philosophy possibly influences the choice concerning to data collection instruments and collecting data interpretation (Bazeley, 2003). In current research

we follow positivism philosophy. The investigator in positivism research is independent from the study and there are no provisions for human interests within the study. Positivist studies typically follow a deductive approach, while the inductive approach is commonly aligned with the philosophy of phenomenology. This research is conducted on hypothetical deductive method and also the scientific method in the research and is formed on determinism concept and former research and its base is on current theories and leads to understand the hypothesis and it was later on tested for the verification or confirmation of expected hypothesis.

Positivism represents the point of approach that scholars ought to rely on facts whereas; phenomenology centers on the context and includes human interest provision. Concurring to Neuman (2006), researchers in social science disciplines are excited to watch positivists investigate ideal models. In a positivist research logic, the quantitative inquire about the procedure is respected as the foremost fitting strategy.

3.1.3 Unit of Analysis

An item or a person whose personality and characteristics are being examined might serve as the analysis' unit. Individual, group, industry, organization, nation or culture, are all possible units of analysis depending on whom the data is gathered. The unit of analysis is the group of individuals from the population which we chose for our study. The term "unit of analysis" refers to people or a thing whose traits and qualities may be examined in the report. It also depends upon the purpose and nature of the study.

Every employee of the organization is known as unit and could be considered as unit of analysis. Therefore data had been collected from employees working in public banks situated in Rawalpindi and Islamabad. The data were collected individually from each member including supervisors, managers, subordinates and other employees. Employees were present in the offices time and we approached them during the banking time some questionnaires were filled online and while some were filled manually in the office with no pressure. Moreover, all respondents

were guaranteed of the secrecy of all information submitted and enable them to express their responses properly and honestly.

3.2 Time Horizon

Cross-sectional and longitudinal research is the two different kinds of time horizon. When data is collected for multiple periods of time but by using same sample is called longitudinal study whereas, data collection in a single point of time and on same sample is known as cross-sectional studies. In this study, data has been collected in a specific time period thus this study is cross-sectional. Data collection was done from the public banking sector of twin cities (Islamabad & Rawalpindi) of Pakistan for this study. It took almost two months to collect the data from the respondents. The reason behind choosing cross sectional approach is the shortage of resources and time constraints and the research study has to be completed within this limited time frame.

3.3 Population and Sampling

The population is the group of people from which a statistical sample is drawn for research. So, we select a sample that represents the whole population. The sample we choose for this study includes employees working in the public banking sector from Rawalpindi and Islamabad. For data i.e Workplace bullying, Innovative work behavior, Perceived organizational support, and internal locus of control questionnaires was distributed amongst 480 employees and was explained according to their job types i.e based on permanent and contract type job duties. A total of 345 filled responses with a response rate of 71% were returned. The returned questionnaires were screened properly by the researcher and out of 345 responses 9 inappropriate or improperly questionnaires were excluded, which left the researcher with 336 properly filled responses thus yielding a response rate of 69.70%. Subsequently, there is no possibility to collect and analyze data from each member of the complete population, a sample is taken to make the study achievable and collect data from certain entities in the population which represents the

whole population. To evaluate the characteristics of the whole population, the researcher picked the sample at random due to the nature of the study. The sample is a commonly used procedure for data collection and indicates all population. Sampling has two kinds that are probability and non-probability sampling. Each view has an equal probability of being chosen as a sample in probability sampling but with non-probability sampling, it is already chosen during monitoring, serving as a sample of the population. Each has its merits as well as demerits. In current study convenience sampling technique was used because it falls under the category of non-probability sampling. Convenience sampling is the most effective strategy to be employed in this research since it permits random collection of data from Pakistan's public banking industry, which will accurately depict the real demographic makeup of the country's population and shed light on the effects of workplace bullying on innovative work behavior with the mediator perceived organizational support and moderator internal locus of control.

The name of the organization was kept hidden due to sensitivity of the issue. Only public banking sector organizations of Rawalpindi and Islamabad were approached for current study. Self-administered questionnaires were distributed. By ensuring the anonymity of their responses and that the provided data will only be used for academic reasons they were requested to respond to the survey questions as truthfully as they could.

3.4 Data Collection

Primary data collection method was used in this study. Questionnaires were used to collect the data from respondents. For this study population of interest consists of employees particularly from Rawalpindi and Islamabad, working in public banking industry. A total of 480 questionnaires were administered manually and online directly to employees of the organization. During the process of data collection, the researcher has explained the aim of the study and an outline of the topic to respondents so that they can attempt the questionnaires correctly. Therefore, every possible effort was made to collect data from the maximum number of respondents. The participants of data collection were requested to provide their

help and consent to data collection. Also, they were made sure of the confidentiality of the information provided by them, so that the respondents might not feel any hesitation to fill in the questionnaires. Individuals usually refuse to share their points of view or opinions for research purposes as well. These conditions serve as an obstacle for the researcher to successfully conduct quality research. Hence, the entire process of data collection for employees of the banking sector took considerable effort.

Once the responses are collected from all the respondents, then the responses are exported to the Excel sheet where every item of the demographic variables and variables items have given specific codes. Unfilled and partially filled items are removed for accurate results. A “5-Point Likert Scale” is utilized where “1 represents Strongly Disagree and 5 represents Strongly Agree”. After the details changed to their corresponding codes, then it will move to the SPSS software for Social Science to analyze the data. In SPSS software we have 2 categories i.e variables view where the specific code for each item of the variables are mentioned and the other is data view in which the numerical values for each code are presented. In SPSS first missing values were checked. The data shows that it is accurate and valid for the data analysis for the current study.

3.5 Sample Characteristics

There are various demographics we inquired about from our respondents. The demographics of this study include the age, gender, qualification, and professional experience of participants. Demographics might have an impact on the study and affect the variables and their relations. The details of samples characteristics are detailed below:

3.5.1 Gender Distributions

The first demographic variable was gender. Gender is an essential component of demographics. Gender distributes male and female samples of the population.

It's been found that the proportion of female participants was higher than that of male.

TABLE 3.1: Gender Frequency

Gender	Frequency	Percent
Male	153	45.5
Female	183	54.5
Total	336	100

Table 3.1 reveals ratio of male & female participants. As we can see the majority of the participants were female, which shows 54.5% whereas, the male respondents were 153 which shows 45.5%.

3.5.2 Age Distribution

The second demographic variable was age which is broadly used in the investigation of workers' behavior. However, sometimes participants may feel uncomfortable openly revealing this information. Therefore, a range basis was designed to address this issue in getting the information about the respondent's age.

TABLE 3.2: Age Frequency

Age	Frequency	Percentage
20-23	72	21.4
24-27	113	33.6
28-31	54	16.1
32-35	53	15.8
36-39	44	13.1
Total	336	100

The frequency of age of respondents is shown in the above table. As per the above table, the majority of the age of respondents was 24-27, was 33.6%. The age group of 20-23 was 21.4% of total respondents and the age group of 28-31 was 16.1%.

Meanwhile, the age group of 32-35 was 15.8% and 36-39 was 13.1% of the total respondents.

3.5.3 Qualification

Qualification is a significant element that can be involved in the prosperity of the entire state and it can be considered the requirement of the time to compete at the global level. Though, after the gender, the qualification/education can be considered as an additional vital measurement of the demographics.

TABLE 3.3: Qualification Frequency

Qualification	Frequency	Percentage
BS	182	54.2
MS	141	42
PHD	13	3.9
Total	336	100

In table 3.3, it has been shown that the majority of participants were bachelors, which contains 54.2% of the total participants from the whole population and 42% of participants were having qualifications of MS and only 3.9% were among the Ph.D. participants.

3.5.4 Experience

An individual gains knowledge through experiences. These experiences alter and enhance their behaviors, approach and way of thinking. An employee with five years of experience for instance, has a radically different experience than an intern. To address this information on the experience of the respondents is included in the section on demographic characteristics. In order to gather information on the various experiences of the respondents, several ranges about the time period of experience were established in the questionnaires so that they may readily specify their employment history in the pertinent section while responding.

TABLE 3.4: Experience Frequency

Experience	Frequency	Percentage
Less than 1 year	82	24.4
1-3	108	32.1
4-6	64	19
7-9	51	15.2
10-12	31	9.2
Total	336	100

It can be described from the table 3.4 that 32.1% of the participants belong to the range experience of 1-3 years, which demonstrates that majority of the participants were having experience between the ranges 1-3 years; 24.4% of participants were having experience ranges less than 1 years, 19.0% participants were having experience ranges between 4-6, 15.2% participants were having experience ranges between 7-9 years and 9.2% participants were having experience range between 10-12 years.

3.6 Description of Variables

3.6.1 Measures

Data from respondents were gathered using questionnaires developed from several sources of referenced variables. Employees completed surveys and rated their responses based on the nature of the questionnaire items, which included workplace bullying, perceived organizational support, innovative work behavior and internal locus of control. As a consequence, all questionnaire items were assessed and quantified using 5point likert scale with 1 being strongly disagree and 5 being strongly agree, 2 denoting disagreement, 3 means neutral and 4 means agree. The questionnaire comprises a collection of 33 questions and to eliminate any confusion and omission, the questionnaires had been distributed into separate five sections.

The first section of the questionnaire consists of demographics i.e. education, experience, age and gender. Demographics were collected to render the findings more precise and reliable. The second section was related to accessing workplace bullying. Questions about accessing perceived organizational support were included in section three of the questionnaire. Section four and five incorporated questions for accessing internal locus of control and innovative behavior respectively. 480 questionnaires were distributed in total but only 345 were received. The returned questionnaires were screened properly and out of 345 responses 9 inappropriate or unfilled questionnaires were excluded which left the researcher with 336 properly filled responses thus yielding a response rate of 69.70%.

3.7 Instrumentation

The data will be obtained using questionnaires that have been developed. The surveys also include demographic factors, such as the respondent's gender, experience, age, and degree. Other study variables include workplace bullying, innovative work behavior, perceived organizational support, internal locus of control and responses will be self-reported.

3.7.1 Workplace Bullying

Workplace bullying is independent variable. Five-point Likert scale adapted questionnaire was used (Einarsen et al., 2009), having 7 items to analyze workplace bullying. The items for workplace bullying include "I am being exposed to an unmanageable workload." "I am being ignored or excluded from work-related social gatherings." "I am being insulted or offensive remarks made about my habits, my attitudes, or my private life".

3.7.2 Perceived Organizational Support

POS is a mediating variable. We used (Rhoades & Eisenberger, 2002) scale which is composed of 8 items, to measure perceived organizational support. The items include "My organization values my contribution to its wellbeing." "My organization

cares about my wellbeing.” “My organization cares about my general satisfaction at work.”

3.7.3 Innovative Work Behavior

The 10 items De Jong & Den Hartog (2010), scale was used to assess innovative work behavior. Items for innovative work behavior include “I always pay attention to the issues that are not part of my daily work.” “I wonder how things can be improved.”

3.7.4 Internal Locus of Control

ILC is a moderating variable. To measure internal locus of control the sub-scale of big five traits taxonomy developed by Levenson, (1981) was used which is composed of eight items “whether or not I get to be a leader depends mostly on my ability.” “When I make plans, am almost certain to make them work.”

3.8 Scales Summary

TABLE 3.5: Scale Summary.

Variables	Scales	Items
Workplace Bullying	Einarsen et al. (2009)	7
Perceived organizational support	Rhoades & Eisenberger, (2002)	8
Innovative work behavior	De Jong & Den Hartog, (2010)	10
Internal locus of control	Levenson, (1981)	8

3.9 Research Ethics

While gathering data for this research thesis, required ethics and principles were followed more frequently than usual. First, the goal of the research was communicated to the respondents, and after getting their agreement, their responses

were collected and collated for data analysis. The respondents were assured of the anonymity of their replies since subordinates filled out an employee creativity questionnaire, which might cause issues for subordinates if the supervisor learns that they score him/her adversely, causing friction in the organization. Additionally, data were gathered in a typical setting, and respondents weren't pressured to respond quickly. Respondents were given enough time to respond and they were not forced to provide a recommended response for the sake of ease. Despite the fact that the researcher dealt with some incorrect behavior in most situations, such as some respondents' misplaced questionnaires, and a few of them did not return the surveys, they were all answered appropriately and without any wicked remarks.

3.10 Pilot Testing

While undertaking anything widely, pilot testing is treated as a quite suitable approach. Since it will serve to minimize certain threats including hours spent as well as other resources. Pilot testing is explicitly conducted to verify the usefulness of the scale being used in the research (Van Teijlingen & Hundley, 2001). This enables researchers to think through the study area, study objectives and methods to be included in the analysis. Perhaps it encourages the researcher to analyze the methodologies that are intended to be included in the analysis and how they accomplish effectively and to make adjustments to the items of the instruments where a need to do so. Researchers before going to perform something on an extensive scale, it is beneficial and realistic step for them toward performing pilot testing, as it will minimize some risks connected to the cost and other resources. The importance of pilot testing was also proposed by Welman & Kruger (1999) pilot testing tends to show dismissive questionnaire items and suggest inaccuracies in measurement procedures.

Based on the aforementioned discussion, Approximately 60 questionnaires had been pilot tested to verify whether or not the findings are in line with the proposed hypothesis. It was ascertained that there's no real concern in the research variables

and all the variables were considered completely accurate and reliable. All scales are in accord with the 0.7 threshold value of Cronbach's alpha.

TABLE 3.6: Pilot Testing.

Variables	Items	Cronbach's Alpha
Workplace Bullying	7	0.871
Perceived Organizational Support	8	0.766
Internal Locus of Control	8	0.879
Innovative Work Behavior	10	0.923

3.11 Data Analysis Techniques

Data analysis is a procedure used mostly by researchers to reduce and interpret data into a narrative in order to investigate the effect. The data processing approach seeks to reduce a large amount of data into smaller bits, which provide context. Three fundamental aspects take place while the period of data processing. The 1st is data organization. Summarizing and clustering together lead to being the second accepted tool that is used to minimize data. Data processing is the 3rd and final approach. Several of the pressing matters expected from scholars when analyzing data is to remain transparent and neutral towards the unpredictable trends, behaviors, and outcomes. To analyze and review the data by using different statistical tools, techniques, and methods the procedure of analysis has been followed:

- Questionnaires have been thoroughly piloted and tested.
- To explain and analyze the characteristics of the sample, a frequency table was produced.
- The descriptive analysis consists of standard deviation and the means of all variables were validated.
- For each variable, the reliability analysis was performed to validate the reliability by using Cronbach's Alpha.

- Correlation analysis has been undertaken to evaluate existence of the considerable relationship between the variables of this research.
- The regression analysis has also been used to undertake mediation and moderation using the approach of Preach and Hayes.
- In an attempt to discover the acceptance and rejection of hypothesis, the Preacher and Hayes approach was adopted.

3.12 Statistical Tool

The necessary statistical tests for this study were employed by using the "Statistical Program for Social Sciences (SPSS)" version 21. It is one of the most common and popular software which can carry out highly complex analyses of data by using simple instructions. In this software regression analysis, descriptive analysis, reliability analysis, correlations, demographic analysis, mediation analysis and moderation analysis were run to check the hypothesis of this study for determination of the results.

3.12.1 Reliability Analysis

A process that shows consistent results, whenever the items are tested repeatedly at different times and are the same for the scales is known as reliability analysis. The reliability of the scales is measured to determine the capability of a scale to provide similar results whenever it is tested at different periods. When a scale is measured repeatedly its consistency in producing the same findings is referred to as reliability. Consequently, we conducted a test of reliability analysis to determine the accuracy of the scales employed in study by Cronbach's alpha that explains internal reliability of variables. It measures internal consistency or how closely connected a group of things are to one another. It is also said to be a measure of the reliability of a scale. Also, it shows whether there is a link between variables or not. When the scale displays values that are higher than 0.7 it is regarded

as reliable. Values below 0.7 indicate that the chosen collection of scales is less reliable. The gathered data was tested to check its reliability and consistency.

TABLE 3.7: Analysis of Reliability.

Variables	Items	Cronbach's Alpha
Workplace Bullying	7	0.853
Perceived Organizational support	8	0.712
Internal Locus of Control	8	0.812
Innovative Work Behavior	10	0.861

As the above table shows workplace bullying has a 0.853 value of Cronbach alpha and the items of perceived organizational support has a 0.712 value of the Cronbach alpha. The scale of internal locus of control has 0.812 Cronbach alpha values and innovative work behavior has 0.861 Cronbach alpha values. Cronbach alpha values for all variables scales more than 0.7 indicating that all scales are reliable.

Chapter 4

Results

This section includes analysis of the data gathered from employees of public banking sector of twin cities of Pakistan, through questionnaires. It is the most important part of the research as it analyzes everything very critically, including the results of descriptive statistics, analysis of correlation, regression analysis along with moderation, and mediation analysis.

4.1 Descriptive Statistics

Descriptive statistics tell us all the fundamental information we gathered about the data. It defines the mean, minimum limit, standard deviation (SD) and the number of questionnaires used in research. The description of the answers in the tabular is shown through descriptive statistics. The following table includes the basic statistics from all constructs that are workplace bullying, locus of control, innovative work behavior and perceived organizational support.

The mean values indicate the respondent's approval to study agreements and differences. Higher mean values reveal the tendency of respondents to accept and lower values show a dissatisfaction inclination. Standard deviation (SD) is the calculated value that states how much the data are scattered or concerted nearby the mean. Average is referred to as the mean or a central data value. Standard

deviation, as the name implies, means how many responses vary from their average values.

TABLE 4.1: Descriptive Statistics

Variables	N	Min.	Max.	Mean	Std. Dev.
WB	336	1.14	4.71	3.01	0.82
POS	336	1.00	5.00	3.73	1.04
IWB	336	1.90	5.00	3.60	0.64
ILC	336	1.13	4.88	3.44	0.73

Table 4.1 displays the maximum and minimum mean and standard deviation values for variables in the present study. The greater mean values reflect the inclination of the respondents towards agreeableness with the questions whereas, lesser mean values show the dissent of the respondents. The mean and standard deviation values of workplace bullying (independent variable) are 3.01 and 0.82 that reflecting the agreeableness of respondents toward the questions. The mean and standard deviation values of perceived organizational support (mediator) are 3.73 and 1.04 shows agreeableness of respondents towards the questions. The mean and standard deviation values of the internal locus of control (moderator) are 3.44 and 0.73 while mean and standard deviation values of innovative work behavior (dependent) are 3.60 and 0.64 indicating the agreeableness of respondents toward the question.

4.2 Control Variables

In this study, prior to managing the control variables for analysis purposes, the ANOVA test (One Way) was executed to assess any influence of the demographic factors (age, gender, qualification and experience) on the dependent variable. One Way ANOVA is generally used to calculate and estimate the association between variables on the basis of dependence on each other. If the scores of ANOVA predict the significant relationship of demographic variables with the dependent variable,

then in the subsequent analysis, the demographic factors will be controlled otherwise; there remains no need to control these variables. When the p is greater than 0.05, the demographic variables have no significant influence on dependent variable and do not need to be controlled.

TABLE 4.2: One-way ANOVA (Control Variable)

Control Variable	F-value	Significance
Gender	1.347	0.118
Age	1.162	0.266
Qualification	1.444	0.072
Experience	1.168	0.259

One-way ANOVA analysis was showed in **Table 4.2**, which highlighted demographic data for a variety of values including gender ($F=1.347$, $p=0.118$), age ($F=1.162$, $p=0.266$), qualification ($F=1.444$, $p=0.072$) and experience ($F=1.168$, $p=0.259$). We discovered that all demographic characteristics such as gender, age, qualification and experience had negligible relationships based on the aforementioned values. As a result, all demographics have no effect on the dependent variable and further inquiry to monitor these insignificant variables is unnecessary.

4.3 Correlational Analysis

A method for assessing the strength of a link between two variables is correlation analysis. It reveals the degree to which how closely two variables are connected to each other. Weak or low correlation indicates that there is little or no association among variables whereas high correlation indicates that there is a significant link between variables. In present study correlation analysis is conducted to find out the association between workplace bullying, perceived organizational support, innovative work behavior and internal locus of control. To determine the kind of variation among these variables or whether they fluctuate separately or collectively correlation analysis was conducted. Values of analysis with positive signs exhibit the movement of variables in the same direction. On the contrary, negative

signs depict the movement of variables in reverse direction. Weak correlation is indicated by values between 0.10 and 0.29; whereas moderate correlation between variables is indicated by values between 0.30 and 0.49 and values in the range of 0.5 to 0.8 indicates a significant association between variables (Cohen, West & Aiken, 2014).

TABLE 4.3: Correlational Analysis

Variables	1	2	3	4
Workplace Bullying	1			
Perceived Organizational Support	-.158**	1		
Innovative Work Behavior	-.144**	.409**	1	
Internal Locus of Control	.233**	.382**	.237**	1

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

The correlation results in **Table 4.3** indicates a negative and significant relationship between workplace bullying and perceived organizational support, with $r = -.158^{**}$ at $p < 0.01$. Workplace bullying, as $r = -.144^{**}$ at $p < 0.01$, indicate a negative and significant correlation with innovative work behavior. Workplace bullying has significant and positive correlation with internal locus of control as $r = .233^{**}$ at $p < 0.01$. Perceived organizational support has a positive and significant link with innovative work behavior as $r = .409^{**}$ at $p < 0.01$ whereas perceived organizational support is positively and significantly correlated with internal locus of control as $r = .382^{**}$ at $p < 0.01$. Innovative work behavior is positively and significantly correlated with internal locus of control as $r = .237^{**}$ and also significant as $p < 0.01$.

4.4 Regression Analysis

Correlation analysis was conducted to examine the links between variables however; this method should not be relied only upon because it does not reveal the

causal relationship between variables. Regression analysis was used in conjunction with this goal to confirm the relationship between the variables.

There are two forms of regression: simple regression and multiple regression. When there are just two variables, simple regression is used; when there are more than two variables, multiple regression is used. In cases of mediation and moderation, multiple regression is used. Regression analysis uses the following coefficients to explain the statistical association between two variables i.e. Standard Error of regression (SE), t value indicates the gap in standard error units, p value represents that relationships are significant statistically. Lower level of confidence interval (LLCI) and upper level of confidence interval (ULCI) was used to assess the significance level by value of lower and higher level of confidence interval. Regression analysis was used in this study to assess the frequency influence of the independent variable on the dependent variable, analysis of mediation was also conducted to test if an independent variable influences the mediator and moderation analysis was also conducted to analyze the role of a moderator whether the association of two variables can be influenced by third variable. Moderated mediation analysis was run to test the theoretical model using the PROCESS macro model 7 by Hayes (2018).

4.4.1 Simple Regression

To determine the causal relations between variables regression analysis is done. This analysis shows how often the independent variable changes the dependent variables. In this study, we used simple regression. In this research, the effect and influence of workplace bullying on innovative work behavior were examined by a linear or simple regression.

TABLE 4.4: Simple regression.

	β	T	R^2	ΔR^2
IV To DV				
(WB to IWB)	-0.202	-3.765	0.041	0.038

Simple regression in **Table 4.4** demonstrates that workplace bullying is inversely linked with innovative work behavior and is significant as the beta value = -0.202 and $p < 0.001$. So the beta value shows that workplace bullying is inversely correlated with innovative work behavior and the p-value < 0.001 shows that it is strongly significant. $R^2 = 0.041$ notes that the workplace bullying changes will be negative, as a single unit change occurs in workplace bullying, contributes 4.1% to innovative work behavior. As a result, hypothesis 1 is acceptable which is;

H1: Workplace bullying has a negative impact on innovative work behavior.

4.5 Mediating Role of Perceived Organizational Support

To determine if the mediator mediates between independent variable and the dependent variable, mediation test is conducted. Within the proposed investigation workplace bullying is used as an independent variable (X) and innovative work behavior as a dependent variable (Y) and perceived organizational support as a mediator (M). For mediation analysis we checked workplace bullying (X) impact on perceived organizational support (M) path a, perceived organizational support (M) impact on innovative work behavior (Y) lies in path b, direct effect of workplace bullying (X) on innovative work behavior (Y) lies in path c, total effect of workplace bullying (independent variable) (X) on innovative work behavior (dependent variable) (Y) path c and indirect effect of workplace bullying (X) on innovative work behavior (Y) through relationship perceived organizational support (M). **Table 4.5** shows that workplace bullying to perceived organizational support has beta = -0.3005** at $p < 0.01$ which is the path a which means that workplace bullying has a negative impact on perceived organizational support and is strongly significant as p-value is less than 0.01. So hypothesis 2 is supported which asserts that,

H2: Workplace bullying has a negative impact on perceived organizational support.

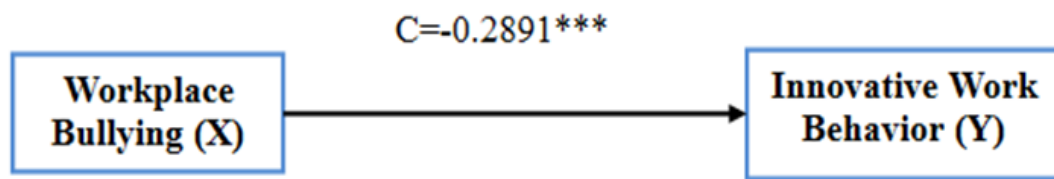


FIGURE 4.1: Direct Path

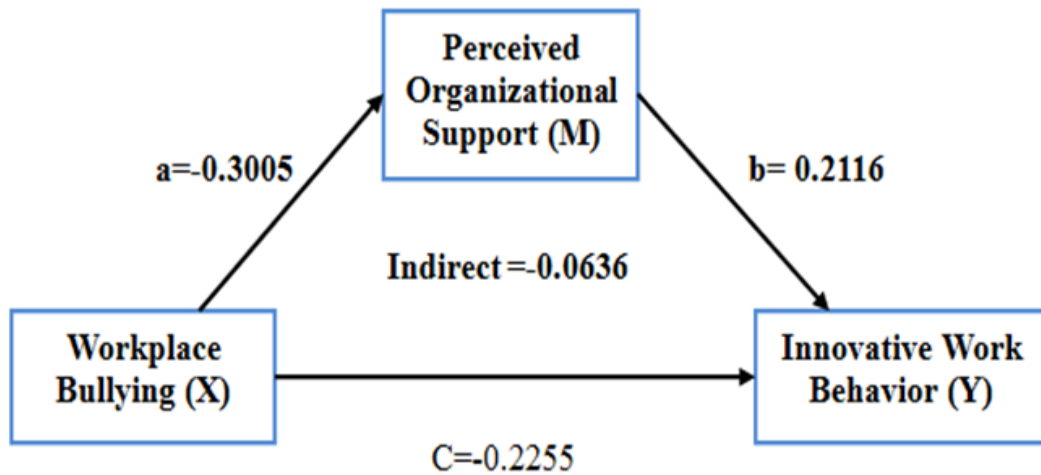


FIGURE 4.2: Indirect Path

TABLE 4.5: Direct and Indirect Path

Predictors	β	SE	T	P	LLCI	ULCI
Path a (WB to POS)	-0.3005	0.0933	-3.2206	0.001	-0.4840	-0.1169
Path b (POS to IWB)	0.2116	0.0436	4.8544	0.000	0.1259	0.2973
Direct effect Path C (WB to IWB)	-0.2255	0.7550	-2.9883	0.003	-0.3739	-0.0771
Total Effect Path c (WB to IWB)	-0.2891	0.0768	-3.7647	0.000	-0.4401	-0.1380
Bootstrap for Indirect Effect	β	SE	LLCI	ULCI		
			95%	95%		
POS	-0.0636	0.0250	-0.1179	-0.0207		

The co-efficient of unstandardized regression is mentioned. The sample for Bootstrap was 5000. $N=336$, $**p < 0.01$; $*p < 0.05$; $***p < 0.001$ LL stands for Lower Limit. The upper limit is referred to as the UL, while the confidence interval is referred to as the CI.

Table 4.5 shows that perceived organizational support (M) has a positive impact on innovative work behavior (path b) having a beta value 0.2116 and $p < 0.001$ which means that its significance at the p-value is less than 0.001. This effect demonstrated that our hypothesis 3 is being supported as there is significant and positive relationship between perceived organizational support (M) and innovative work behavior (Y). So hypothesis 3 is accepted which is;

H3: Perceived organizational support has a positive impact on innovative work behavior.

The direct effect of workplace bullying on innovative work behavior is negatively associated and has a significance having beta value -0.2255 $p < 0.01$ means that path c' or direct effect is significant. Results showed that the total effect of workplace bullying on innovative work behavior is negatively associated and significant with having a beta value of -0.2891 $p < 0.001$ where p-value indicates that it's significant. The indirect effect (Path a*path b) is also negative and significant as beta value -0.0636 and bootstrap lower limit 95% confidence interval is -0.1179 bootstrap upper limit 95% confidence interval is -0.0207 . The signs of bootstrap limits are the same, the indirect effect is substantial. Results indicate that there is a mediating role of perceived organizational support so the fourth hypothesis is accepted that states;

H4: Perceived organizational support mediates the relationship between workplace bullying and innovative work behavior.

4.6 Moderation Analysis

To test our last hypothesis H5 which says that internal locus of control moderates the relationship between workplace bullying and perceived organizational support, we used the moderation model 7 of PROCESS macro through SPSS (Hayes, 2018).

TABLE 4.6: Moderation Analysis

	β	R^2	SE	T	P
(Int term)	-0.4455	0.877	0.1256	-3.5468	0.000
			LL95%CI	UL95%CI	
Bootstrap for Int term			-0.6926	-0.1948	

The un-standardized regression coefficient reported. Confidence Interval = 95%, N = 336, *p< 0.05; ** p< 0.01; *** p<0.001.

Moderation hypothesis was given. **Table 4.6** demonstrates the results of testing hypothesis 5 which is “internal locus of control moderates the association between workplace bullying and perceived organizational support such that it weakens the relationship when it is high and strengthens the relationship when it’s low”. Results depicts that the interaction term of workplace bullying and internal locus of control moderated on the link between workplace bullying and perceived support and has the lower and upper level of 95% confidence interval of -0.6926 and -0.1948 respectively furthermore both values have same sign it means that moderation exists between variables.

Likewise the interaction term has beta value -0.4455 R sq change=0.877 se = 0.1256 p = 0.000 which express significant relation means that internal locus of control moderates the relationship of workplace bullying and perceived organizational support such that the relationship will be weaker for those who are high on internal locus of control and this relation will be stronger for those who are low on internality. Therefore, we concluded that hypothesis 3 has been supported for moderation.

Figure 4.3 shows the graphical representation of moderation hypothesis acceptance. The relationship between workplace bullying and perceived organizational support is moderated by the internal locus of control.

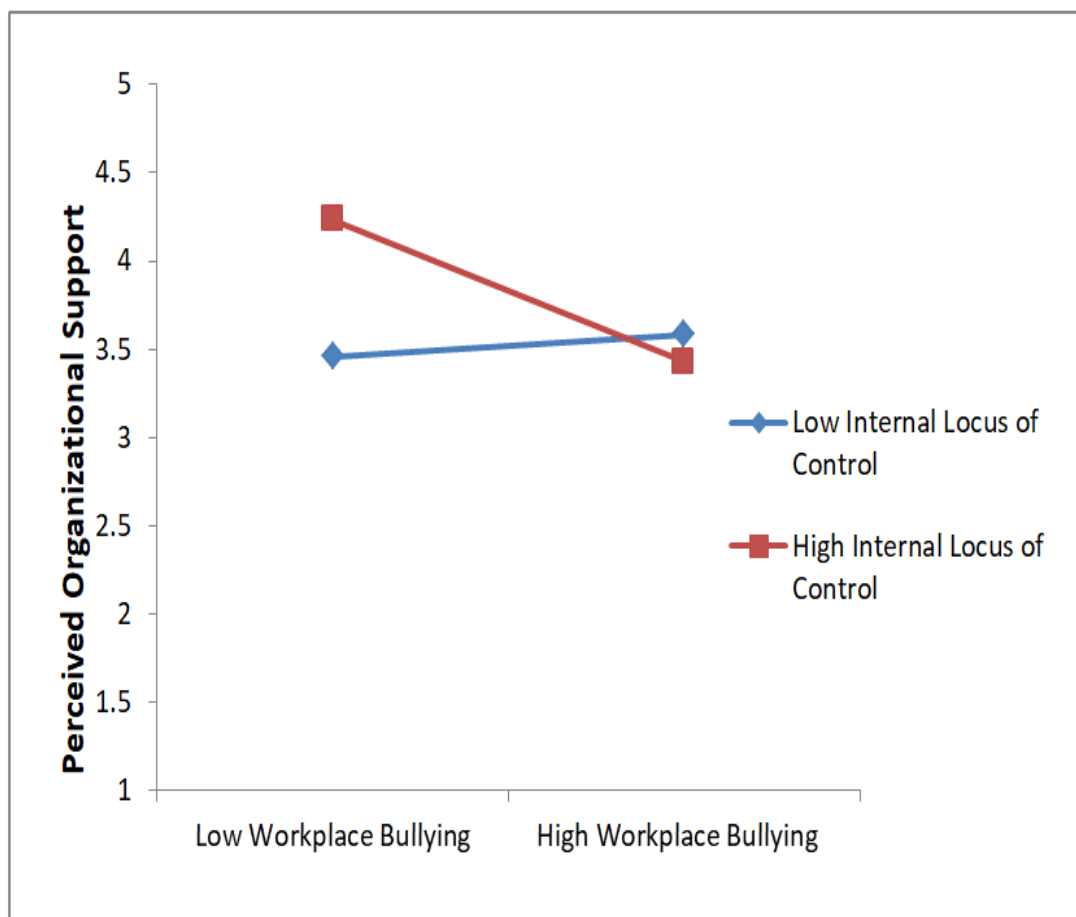


FIGURE 4.3: Moderation Graph

In **Figure 4.3** the slopes of lines indicates negative relation between workplace bullying and perceived organizational support. The orange line represents a high internal locus of control whereas the blue line represents low internal locus of control. Placement of lines denotes an association between bullying and perceived organizational support. Due to the orange line's greater slope relative to the blue line it indicates that in the case of high internality, the association among bullying and POS becomes weaker.

Whereas the blue line lies above the orange line with less steep slope than the orange line indicating that in case of low locus of control the correlation between workplace bullying and perceived organizational support is stronger. The graph explains the role and direction of internal locus of control between workplace bullying and perceived organizational support.

4.7 Summary of Hypothesis Results

TABLE 4.7: Hypothesis Results Summary

Hypothesis	Statements	Results
H1	Workplace bullying has a negative impact on innovative work behavior.	Accepted
H2	Workplace bullying has a negative impact on perceived organizational support.	Accepted
H3	Perceived organizational support has a positive impact on innovative work behavior.	Accepted
H4	Perceived organizational support mediates the relationship between workplace bullying and innovative work behavior	Accepted
H5	Internal locus of control moderates the relationship between workplace bullying and perceived organizational support such that it weakens the relationship when is high and strengthens the relationship when it is low.	Accepted

Chapter 5

Discussion and Conclusion

Chapter 5 gives an overview of research process and discusses the findings of the research, its theoretical and practical implications and also the future direction of the study. The impacts of results and the strengths and weaknesses of the study are then examined. Complete conclusions have also been discussed.

5.1 Discussion

This study main goal was to investigate how bullying at work affects innovative work behavior. Additionally, focus of this investigation was also the moderating role of locus of control and mediating role of perceived organizational support. This section of the research will look at the findings presented in chapter 4 that were based on various statistical techniques and analysis using SPSS. This chapter's main goal is to assess and clarify the provided results and their relationships. To determine the similarities and differences between the various concepts, it will also focus on and clarify the relationships between the presented relationships and prior research investigations. This confirms Hypothesis 1, in which workplace bullying is negatively associated with Innovative work behavior. Similar to this (Rasool et al., 2020) study of 180 employees at Chinese banks revealed that bullying at work is directly and adversely related to innovative work behavior. The earlier shown research questions will steer the conversation under the suggested hypothesis, allowing the study to achieve potential ramifications.

5.1.1 Research Question No. 1

Question no 1: What is the impact of workplace bullying on innovative work behavior. To respond this question hypothesis no 1 was formed.

H1: Workplace bullying has a negative impact on innovative work behavior.

The first hypothesis was accepted in the previous chapter after data collection and analysis. As correlation analysis shows that both variables are significantly correlated. Moreover, the regression analysis also demonstrated the acceptance of first hypothesis. The study's findings were in line with COR theory. Results show that workplace bullying is negatively related with innovative work behavior and is significant as the beta value = -0.202 and $p < 0.001$. So the beta value shows that workplace bullying is negatively related to innovative work behavior and the p-value < 0.001 shows that it is strongly significant.

The present study findings indicate a negative correlation between bullying at work and innovative work practices. A high prevalence of bullying among coworkers is likely to result in less innovative work behavior (McCarthy, 2016). This confirms Hypothesis 1, in which workplace bullying is negatively associated with Innovative work behavior. Similar to this (Rasool et al., 2020) study of 180 employees at Chinese banks revealed that bullying at work is directly and adversely related to innovative work behavior. This study results are also consistent with prior studies that have shown a negative relationship between WB and IWB (Zhou, Rasool, Ma, 2020; Smith & Bruyns, 2011).

Prior literature has shown that in the current competitive climate, companies continue to encounter a significant and serious problem with the existence of negative behaviors and interpersonal maltreatment, such as workplace bullying (Salin, 2003). Workplace bullying is demarcated by (Einarsen, Hoel & Cooper, 2003) as pestering, violating, socially alienating someone, or negatively affecting someone's work tasks. By elaborating the definition of workplace bullying we can declare the effects of workplace bullying on innovative work behavior. Harsh treatments deplete target's resources resulting in decreased performance and greater vengeful actions (Naseer et al., 2018). Bullying is a negative behavior at work that increases

health and psychological issues and adversely influence employee innovative practices (Sheehan et al., 2018).

According to prior research findings, bullying has a detrimental influence on individual motivation, which limits creative production, and such conduct diminishes the creativity and abilities of organizational employees (Liao, Lui, & Lio, 2010). Therefore, employees don't engage in meetings and discussion sessions and the organization don't receive innovative and original ideas, bullying results in a dreadful environment at work (Pearson et al., 2001). Employees who are bullied at work feel disrespected and lose their integrity and self, which leads to decreased efficiency and a drop in employee innovative work behavior (Ghosh, 2017). To prevent workplace bullying, there should be a strong emphasis on treating employees fairly.

5.1.2 Research Question No. 2

Question 2: What is the influence of workplace bullying on perceived organizational support? To respond this question hypothesis no 2 was formed.

H2: Workplace bullying has a negative impact on perceived organizational support.

The second hypothesis of the study was confirmed by our data analysis and findings, which provides us a clear understanding of workplace bullying negatively affects perceived organizational support. As correlation analysis described that variables are significantly correlated. The regression analysis also demonstrated the validity of the second hypothesis. The study's findings were consistent with resource conservation theory. Results show that workplace bullying is negatively related to perceived organizational support and is significant as the beta value = -0.3005 and $p < 0.01$. So the beta value shows that workplace bullying is negatively associated with perceived organizational support and the p-value < 0.01 shows that it is significant.

According to earlier research, there is a significant and negative relationship between experiencing bullying and perceiving that organization supports you. (Hauge

et al., 2011; Shoss et al., 2013). Similarly, a previous study of 301 employees at micro enterprises in the Guangdong Province of China revealed a strong and unfavorable association between perceived organizational support and toxic workplace environments, such as workplace bullying (Rasool, Wang, Tang, Saeed, & Iqbal, 2021). Bullied workers are more likely to have poor opinions of environment and support of their employers (Skogstad, Torsheim & Einarsen, 2011). Therefore, primary resource loss emerges when individuals who experience a stressor such as workplace bullying incur psychological resource loss in the form of decreased POS, which is consistent with COR theory (Hobfoll 2002).

Cassidy et al. (2014) corroborated their findings in a recent research study, revealing that employees who confront stressful conditions such as bullying are more inclined to report lower organizational support. An earlier study found that victims of bullying held the company accountable for the supervisors' misbehavior (Shos & Restubog, 2013). Moreover, it is understood that employees build negative perception of organizational support when exposed to bullying. To provide moral and quick solutions for both the offender and victim will encourage the employees in developing positive perceptions of organizational support, it should be imperative to enact anti-bullying policies.

5.1.3 Research Question No. 3

What is the effect of Perceived organizational support on Innovative work behavior? To respond this question hypothesis 3 was formed.

H3: Perceived organizational support has a positive impact on innovative work behavior.

The third hypothesis was accepted after gathering and evaluating data in the previous chapter. Both variables are correlated, as shown by correlation analysis. Moreover, the regression analysis proved that the third hypothesis is accepted. Results depicts that perceived organizational support is positively linked with innovative work behavior and significant as the beta value = .2116 and $p < 0.001$. So the beta value shows that perceived organizational support is positively correlated

with innovative work behavior and the p-value ≤ 0.001 shows that it is strongly significant.

Similar to this, prior studies revealed a significant correlation between perceived organizational support and innovative behavior. This study shows perceived organizational support has the strongest positive relationship with employee innovativeness, per the data's findings and also demonstrates that members are more eager to exhibit innovative behavior if they recognize that their organization supports revolutionary suggestions, extra efforts, or achievements related to their tasks and when they believe it to be the primary source that distributes the crucial resources they need (Caglar & Dogru, 2018). Literature therefore, suggested that the relation between POS and innovative work behavior is positive. Current study findings are in line with the results of (Afsar & Badir, 2015) found that a higher level of perceived organizational support fosters creativity and might a trigger for innovative work behavior.

Kim, Eisenberger & Baik (2016), indicated a positive link between supervisor support and innovative behavior. Similarly, this study also finds support that individual who receives encouragement from their supervisor or managers are more engage in innovative practices. Another research finding shows that organizational support significantly and positively influences innovative work behavior (Darwish et al., 2020). According to Gregory et al. (2010), employees are more likely to initiate innovative ideas, investigate opportunities, solve problems and put their creative suggestions into action when they feel that their employer cares about them, is honest and nonjudgmental about their work and supports them in their actions. As a result, employees produce more innovative ideas.

5.1.4 Research Question No. 4

Question 4: How perceived organizational support mediates the relationship between workplace bullying and innovative work behavior . In order to address this query, hypothesis 4 was formed.

H4: Perceived organizational support mediates the relationship between workplace bullying and innovative work behavior.

Analysis and results supported the fourth hypothesis of study, providing a clear insight of how workplace bullying will affect perceptions of organizational support and how it will negatively affect their ability to be innovative, decreasing their willingness to engage in innovative work behavior. Vital contribution of this study is to analyze mediating role of perceived organizational support in a link between workplace bullying and innovative work behavior.

In a similar direction Saima Naseer & Usman Raja (2021), found strong evidence to support the hypothesis that job strain results from workplace bullying through less perceived organizational support. They also confirmed the mediating role of perceived organizational support in the relationship between workplace bullying and job strain. Workers who have admitted to being bullied have reported receiving little help from their employers, as perceived support appears to be impacted by workplace bullying events as a result it is difficult for employees to make positive contribution behaviors, such as innovative work behavior (Hobfoll, 2010; Zapf et al., 1996).

It may have a major effect on productive behavior when blame is primarily aimed at the organization in the form of lower POS. The current study's mediation results show that workplace bullying is deleterious and would decrease employee innovation in the workplace even if mediated by perceived organizational support. The fourth hypothesis stating mediating role of perceived organizational support between workplace bullying and innovative work behavior was supported. It relates to the fact that when employees have a high degree of workplace bullying and negative perceptions regarding POS, are more likely to produce less IWB.

5.1.5 Research Question No.5

Question 5: How ILC moderates the relationship between workplace bullying and innovative work behavior? To respond this query hypothesis five was formed.

H5: Internal Locus of control moderates the relationship between workplace bullying and perceived organizational support, such that it weakens the relationship when it is high and strengthens the relationship when it is low.

These findings of the current study support the 5th hypothesis. Moderating variable $B = -0.4455$ and $p = 0.000$, which express significant relation and also bootstrap result lower limit 95% confidence interval value -0.6926 and upper limit 95% confidence interval -0.1948 both are having same signs which means that moderation is present and it is significant too while B means that a unit's change reduces 44 percent effect of bullying on the employee's innovative work behavior. Prior studies highlighted that individual differences have a crucial role in determining and explaining workplace bullying, as shown that personal dispositional traits act as moderators within workplace bullying-outcomes relationship (MorenoJimenez et al., 2009). In this perspective, one of the key personal characteristic of locus of control has gained very less attention in bullying research (Rai & Agarwal, 2017). Earlier studies have shown that behavior is an outcome of sequences of cognitive and emotional processes, and individual differences have an obvious standing in process, research on bullying has focused on an underlying path leading to these outcomes. Internal locus of control gives an individual the energy and assurance to deflect the negative impacts of adverse life events (Connolly, 1980).

Hence, individuals with a high level of internal locus of control will think and behave favorably. Locus of control is connected to active coping techniques because it requires cognitive appraisal followed by proactive activities, which has previously been established that controlling behaviors improve people's capacities to cope with adverse environmental elements and occurrences (Dijkstra, Beersma & Evers, 1977). Internality will enable people to remain optimistic even in the face of adverse circumstances. As workplace bullying has negative implications (just like any stressor), internal locus of control will moderate impact of workplace bullying and results in positive interpretations regarding organizational support as a result, employees are more willing to engage and exhibit in new innovative practices.

Hence, it is found that individuals with a high level of ILC will behave positively, thereby mitigating the negative effects and consequently will act constructively for the organization. Grob (2000) found that persons who have relatively strong internal locus of control think they have influence over course of stressful situations also show a higher level of self-esteem and perceive their working environment in a

more positive light. As a result, they have a better probability of developing greater interpretations of organizational support that promotes employee innovative work behavior than their counterparts who have an external locus of control.

5.2 Implications

5.2.1 Theoretical Implication

This study extends literature by investigating the mechanism by which individuals' exposure to workplace bullying influences their innovative work behavior. We explain our framework by using COR theory. COR theory supports the proposed model. Practitioners and academia's can adopt this model for improvement in workplace bullying issues. This theory contends that employees try to obtain, keep and guard their valuable resources. The loss of resources is more crucial than the gain of resources. We proposed and found support that when people are exposed to a dangerous scenario such as workplace bullying it depletes their resources such as perceived organizational support and as a result employee innovative work behavior declines.

In previous literature, bullying has been linked with many other variables such as project success, religious values, mood disorders, social anxiety, etc. (Newman et al., 2017; Creasy & Cranes, 2017; Garandaeau, 2018). This research expands our interpretation of the literature on workplace bullying by focusing on innovative work behavior. This research contributed crucial factors: Firstly, this study hypothesizes the link between bullying in the workplace and innovative work behavior and the relationship was supported by the results.

Secondly, there is an understanding of the impact of bullying on innovative work behavior with moderating role of the internal locus of control. We have also analyzed the mediating role of perceived organizational support between workplace bullying and innovative work behavior that is also supported by the results. Bullying was examined with several factors including mental health issues, post-traumatic depression, exhaustion, health problems, insomnia and low job

satisfaction in the workplace in the previous research (Nielsen & Einarsen, 2012). Therefore influence of workplace bullying on innovative work behavior is mainly explored in this research not previously studied with mediating function of perceived organizational support in the workplace and moderating role of internal locus of control.

5.2.2 Practical Implication

The findings of study provide several practical implications for public sectors organizations in Pakistan. This research suggests concrete strategies to assist organizations and executives to respond positively towards bullying prevention at the workplace and to enhance employees innovative work behavior. Findings of this research study have shown association between workplace bullying and innovative work behavior is negative.

Organizations should recognize bullying behaviors and make employees aware that they should respond to such behaviors. To control bullying, managers must interact with staff members at all levels. The following actions may be taken by managers and policymakers to stop bullying at work. Employees may be urged to report occurrences of bullying in suitable venues in order to spotlight the issues and offenders, with the guarantee that the victims' interests would be protected. Organizations should encourage workers to communicate to their leader or the department involved, if they encounter bullying incidents, like the HR department. Organizations might devote resources to establishing procedures that allow victims of such abusive behavior to anonymously report such incidents and get assistance. There should also be a procedure in place for maintaining written proof of such grievances. Top management must ensure that reliable, impartial teams are formed to handle disciplinary issues including incidents of workplace bullying. Managers should also implement follow-up procedures on a regular basis to ensure appropriate and quick remedies for both the bully and the abused.

It is essential for employers to revisit the selection criteria as individual's own dispositional and effective states alter the consequences of workplace bullying in either

good or bad ways. Employees with a low ILC are more vulnerable to the harmful effects of workplace bullying. Many of the detrimental impacts of workplace bullying, from both the perpetrator and victim's perspectives, may be avoided by concentrating on the selection of mentally and emotionally fit people. Organizations should employ the yardstick of personal traits by assessment through psychological evaluation when choosing potential candidates for employment dependent on type of the job and working. Organizations may also use a variety of intervention approaches and higher level training programs for current employees in order to improve their ability to deal with unpleasant events and behaviors. Employee counseling programs should be established so that participants may discuss experiences of workplace bullying with qualified counselors. This would assist people to develop good perceptions of organizational support and improve their innovative work behavior. Finally, giving employees time off from work can aid in replenishing their depleted resources.

5.3 Limitations

This study has few limitations however; all required efforts were made to satisfy the desired standards of professional research within the confines of the resources available. Firstly, due to the resource limitations, the data was obtained by the methodology of convenience sampling and the sample size was modest, it's possible that not all bullied workers in Pakistani organizations are included. Future studies should include longitudinal designs, which make it easier to analyze workplace bullying with precision and clarity of outcomes. This will increase its applicability in a broader scenario.

Secondly, due to time restrictions, the study has been conducted with a cross-sectional frame of time horizon. The sequence of repeated observations would be appropriate to examine the prevalence of workplace bullying. Workplace bullying entails repeated bad behaviors over time, applying a time lag of at least six months would be more appropriate. In addition, the spectrum of the present research was narrowed to employees of public banking sector. Also participants were taken from

Rawalpindi and Islamabad, so the results may not be generalized to other regions of the country.

This scope limitation could constrain the usefulness of the study analysis with regard to many other core sectors of employment. The testing and significance of the results might well be improved by including additional significant private organizations, such as commercial banks, textile units, software companies, the hospitality domain, etc. Due to variations in the working environment, the kind of organization will have an impact on the outcomes. For instance, compared to manufacturing firms where normal labor does not require public interactions or rigorous deadlines, the amount of bullying exposure in service sectors is challenging and deadline-specific tasks will be higher.

5.4 Future Research Direction

The current study may provide several new avenues for future investigation. The current research examined how workplace bullying affects innovative work behavior. The study has also tested the influence of perceived organizational support and internal locus of control. Individual personality attributes are essential in comprehending the outcomes of bullying (Moreno-Jimenez et al., 2009).

In this study dispositional factor such as internal locus of control is used as a moderator future research should focus on other types of personality factors like neuroticism, agreeableness, and consciousness, openness to experience which may add new insights to the concept of workplace bullying. As current study investigated the effect of workplace bullying on innovative work behavior. Future studies of workplace bullying need to be studied in connection to several other workplace behaviors, including such as job engagement, organizational commitment, and different factors of work satisfaction in order to assess the maximum range of its consequences.

Future research should also focus on stress intervention measures that might assist to mitigate the detrimental effects of workplace bullying by enhancing individual

capacities. Future studies might look at further mechanisms relating workplace bullying to innovative work behavior e.g. it may be worthwhile to explore the mediating role of employee voice, organizational justice, organizational climate and so on as a mechanism by which bullying impacts employee creativity and innovative work behavior. Future studies can also be carried out to observe how the prevalence of workplace bullying deviates between males and females. In addition, cross-gender and same-gender bullying could be a fascinating concept to investigate.

5.5 Conclusion

Workplace bullying is a growing concern which brings up several detrimental repercussions on both employees as well as on organizations where they employed. The purpose of current research was to study the link between workplace bullying and innovative work behavior within an integrative framework based on COR theory's underlying principles. Data was collected from employees of public banks through questionnaire survey. Statistical tests indicate that validity and reliability of the research variables are also suitable. Proposed hypotheses give confirmation that workplace bullying has impact on innovative work behavior. In particular, there is negative link between workplace bullying and innovative work behavior. By incorporating perceived organizational support as mediating variable, shows significant effect on outcome variable (innovative work behavior). However the effect of moderating variable (internal locus of control) was quite strong. The result of the study supported all five hypothesis of the study and we find support that when individuals are exposed to a dangerous scenario, such as workplace bullying, it causes their resources like perception of organizational support to erode as a result, employee innovative behavior in the workplace declines. On the other side, the tendency of high level of internal locus of control helps individuals to regulate their behavioral response toward negative events at the workplace. Also, the results of our research include a frame of reference for recognizing the consequences of workplace bullying and further enable organizations to identify the role of workplace bullying and mitigate the negative effects through relevant strategies. Avoiding harassing and

contradicting acts might assist employees to become more dedicated to the business and expected to stay for prolonged period of time. Therefore, organizations must monitor or avoid bullying in the workplace, in order to foster innovative work behavior, accomplish goals and improve overall performance.

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Appendix-A

Questionnaire

Dear Respondent

I am **Zarlakhta Babar**, as a MS research scholar at Capital University of Science and technology, Islamabad; I am collecting data for my research thesis. Title “**Workplace Bullying and Innovative Work Behavior: the Mediating role of Perceived Organizational Support and Moderating role of Internal Locus of Control**”. It will take your 15-20 minutes to answer the questions and to providing the 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 or name of organization anywhere in the questionnaire.

Sincerely,

Zarlakhta Babar,

MS Research Scholar,

Faculty of Management and Social Sciences,

Capital University Science and Technology, Islamabad.

Section 1: Demographics

Gender	1- Male 2- Female
Age(years)	1 (20-23), 2 (24-27), 3 (28-31), 4 (32-35), 5 (36-39), 6 (40-43), 7 (44-47), 8 (48-51), 9 (52 and above)
Qualification	1 (Matric), 2 (Inter), 3 (BS), 4 (MS/M.Phil.), 5 (PhD)
Experience(years)	1 (Less than 1 year), 2 (1-3), 3 (4-6), 4 (7-9), 5 (10-12), 6 (13-15), 7 (16-18), 8 (19-21), 9 (22 and above)

Section 2: Workplace Bullying

Please tick the relevant choices: 1= strongly disagree, 2= Disagree, 3 = Neutral, 4= Agree, 5= Strongly Agree.

Item No	Items					
1	I am being exposed to an unmanageable workload.	1	2	3	4	5
2	I am being ignored or excluded from work related social gatherings.	1	2	3	4	5
3	I am being insulted or offensive remarks made about my (i.e. habits and background), my attitudes or my private life.	1	2	3	4	5
4	I am being shouted at or being the target of spontaneous anger.	1	2	3	4	5
5	Someone always reminds me repeatedly about my errors or mistakes.	1	2	3	4	5
6	I am being persistently criticized of my work and effort.	1	2	3	4	5
7	Hints or signals from others that i should quit at my job.	1	2	3	4	5

Section 3: Perceived Organizational Support

Please tick the relevant choices: 1= strongly disagree, 2= Disagree, 3 = Neutral, 4= Agree, 5= Strongly Agree.

Item No	Items					
1	My organization values my contribution to its well-being.	1	2	3	4	5
2	My organization really cares about my well-being.	1	2	3	4	5
3	My organization care about my general satisfaction at work.	1	2	3	4	5
4	My organization takes pride in my accomplishments at work.	1	2	3	4	5
5	My organization fails to appreciate any extra effort from me.	1	2	3	4	5
6	My organization would ignore any complaint from me.	1	2	3	4	5
7	Even if I did the best job possible, my organization would fail to notice.	1	2	3	4	5
8	My organization shows very little concern for me.	1	2	3	4	5

Section 4: Innovative Work Behavior

Please tick the relevant choices: 1= strongly disagree, 2= Disagree, 3 = Neutral, 4= Agree, 5= Strongly Agree.

Item No	Items					
1	I always pay attention to issues that are not part of my daily work.	1	2	3	4	5
2	I wonder how things can be improved.	1	2	3	4	5

3	I always search out new working methods, techniques or instruments.	1	2	3	4	5
4	I always generate original solutions for problems.	1	2	3	4	5
5	I always find new approaches to execute tasks.	1	2	3	4	5
6	I always make important organizational members enthusiastic for innovative ideas.	1	2	3	4	5
7	I always attempt to convince people to support an innovative idea.	1	2	3	4	5
8	I always systematically introduce innovative ideas into work practices.	1	2	3	4	5
9	I always contribute to the implementation of new ideas.	1	2	3	4	5
10	I always put effort in the development of new things.	1	2	3	4	5

Section 5: Internal Locus of Control

Please tick the relevant choices: 1= strongly disagree, 2= Disagree, 3 = Neutral, 4= Agree, 5= Strongly Agree.

Item No	Items					
1	Whether or not I get to be a leader depends mostly on my ability.	1	2	3	4	5
2	Whether or not I get into a car accident depends mostly on how good a driver I am.	1	2	3	4	5
3	When I make plans, I am almost certain to make them work.	1	2	3	4	5
4	How many friends I have depends on how nice I am.	1	2	3	4	5
5	I can pretty much determine what will happen in my life.	1	2	3	4	5

6	I am usually able to protect my personal interests.	1	2	3	4	5
7	When I get what I want, it's usually because I worked hard for it.	1	2	3	4	5
8	My life is determined by my own actions.	1	2	3	4	5