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Impact of Punitive Supervision on Employee's Creativity and Task Performance: Mediating Role of Social Undermining and Knowledge Hiding Behavior of Employees Moderating Role of Employee Resilience

by

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Dedicated to my parents, supervisor and friends

CERTIFICATE OF APPROVAL

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Abstract

The research aimed to investigate the impact of punitive supervision on employee's creativity and task performance in the hospitality sector of Pakistan. The study tested the mediating roles of social undermining and knowledge hiding of employees for the given relationships between punitive supervision and employee creativity and task performance. The study also explored the moderating role of employee resilience between the relationship of punitive supervision and social undermining and knowledge hiding behaviors of employees.

Data was collected from 279 employees, constituting a 72% response rate. The response was obtained from leading hotels and restaurants of Islamabad, Rawalpindi, and Lahore through a convenience sampling technique. SPSS and Amos were used for the data analysis. The results revealed that punitive supervision has a positive and significant impact on both of the dependent variables: employee creativity and employee task performance. The results also showed that employee social undermining and knowledge hiding both were significantly mediating the relationship between punitive supervision and employee creativity. Employee social undermining and knowledge hiding were also mediating the relationship between punitive supervision and employee task performance.

The results of the study showed that employee resilience was not moderating the relationship between punitive supervision and both of the outcome variables: employee social undermining and knowledge hiding. The central objective of this study was to create an understanding of punitive supervision, which the hospitality sector can use to prevent the occurrence of undesirable outcomes. The limitations and future directions are also discussed.

Keywords: Punitive Supervision, Employee Creativity, Task Performance, Social Undermining, Knowledge Hiding, Employee Resilience, Affective Event Theory (AET).

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Chapter 1

Introduction

1.1   Background of the Study

Leadership plays a major role in the workplace and has a dynamic impact on followers; leaders provide guidance, allocate responsibilities, manage disputes, and support the team to achieve the desired organizational goals (Yukl, 2012). Since the beginning, the construct with the positive side of leadership has been drawing attention (Schilling, 2009) and not much focus has been given to the negative side of leadership. However, recent research has acknowledged the dark side of leadership (Schyns & Schilling, 2013). In today's environment, organizations are highly concerned about the negative side of leaders (Hoobler & Hu, 2013).

Researchers have developed a keen interest in the dark side of leadership, has introduced many terminologies, such as petty tyranny (Ashforth, 2009), abusive supervision (Tepper, Moss, & Duffy, 2011), and destructive leadership (Einarsen, Aasland, & Skogstad, 2007). Schmid, Pircher, and Verdorfer also evaluated three different types of destructive leadership patterns and their effects on followers and found negative outcomes associated with each of the negative leadership style (Braun, Kark, & Wisse, 2018). The concept of punitive supervision has been recently introduced by Cangiano, Parker, & Yeo, (2018). It's concerned with a person who tends to respond negatively and blames employees for losses. It's a newly identified scourge of anti-social behavior (Brown, 2019), and it is a form of

abusive supervision (Besacier, 2017). When provocation is used by the punitive boss (most often in the form of anger, self-lacerating rebukes), he seeks to reinforce the avoidance of conduct that breaches job rules and regulations.

The boss usually knows that aggression is hurtful to the employees but doesn't show much concern. He emphasizes that if someone wants to prevent this in the future, follow rules and regulations. The supervisor's engagement in punitive behaviors towards subordinates isn't limited to blame, it also included shout, ridicule, terror, withholding information, and/or threaten to the employee for dismissal (Lopez, Dohrn, & Posig, 2019). Additionally, intentionally provoking employees verbally (Peltokorpi & Ramaswami, 2019). The supervisor's abusive actions might appear in disrespect, rudeness, criticism, contempt, and other offensive activities including verbal and non-verbal threats (Ghani, et al., 2020).

Punitive supervision is an important concept to be examined in greater depth and perspectives of those people who find themselves in the dangerous end of those supervisory activities and practices (Harris & Jones, 2018). The researchers argue that punitive supervision can restrict or strain direction, implemented only when people have highly punitive supervisors (Liu, Tangirala, Lee, & Parker, 2019). Thus, this study focuses on both; the supervision style and the associated employees' outcomes (Raza, Ahmed, Zubair, & Moueed, 2019).

1.2   Gap Analysis

Supervision affects employee creativity as it can create a working atmosphere where workers can debate openly and try out new ideas and approaches (Henriques, Curado, Jeronimo, & Martins, 2019). Most of the scholars who have explored employee creativity antecedents: found that the positive behavior of the supervisor is a vital precursor of the creativity of employees (Liu, Zhang, Liao, Hao, & Mao, 2016). However, the negative behavior of supervision, might harm the basic psychological needs of employees and eventually diminish their motivation and creativity (Liu, Chen, He, & Huang, 2019).

Owing to the value of employee creativity and high performance in the competitive hospitality industry, academics and practitioners have long sought to define their predictors. Among the various variables in the literature, previous research narrowly classifies supervisory actions as a major predictor to play role in influencing employee activities. There is a clue that dysfunctional supervision is negatively related to employee's task performance (Wheeler, Halbesleben, & Whitman, 2013). Tepper, Moss, & Duffy, (2011) have theorized that employees are low performers have less utility for their supervisors and have therefore demonstrated empirically a negative association and relationship between the perceived performance of employees' tasks and misconduct of the supervisor.

There is a need to investigate the black box of disruptive behavior like punitive to reflect the perspectives of those that are at the target of such behavioral activities (Jahanzeb, Fatima, Bouckenooghe, & Bashir, 2019; Harris & Jones, 2018). To fill this gap this survey would investigate how dysfunctional supervision can affect the employee creativity of the and task performance. Additionally, it would explore how social undermining and knowledge hiding act as central mechanisms that describe the deleterious effect of punitive supervision on the outcomes.

This study emphasizes knowledge hiding that mediates the link of punitive supervision on employee creativity. Khalid, Bashir, Khan, & Bashir, (2018) also emphasized to identify the psychological process regulating the relationship between such a negative side of supervision and employee creativity. Few others also indicate that it received limited attention from extant researchers (Liu, Zhang, Hao, & Mao, 2016). The dysfunctional supervisory conduct is well associated with behaviors of dysfunctional subordinates such as knowledge hiding (Connelly, Cerne, Dysvik, & Skerlavaj, 2019). Therefore, extensive study is required to be done on the concequences of knowledge hiding. Therefore, the present research would explore how punitive supervision results in reduced employee creativity. Knowledge hiding is deliberate concealment or denial of information when other people exercise it (Pana, Zhang, Teo, & Lim, 2018).

The study also considers the social undermining as another mediating mechanism that is characterized as conduct, proposed to hinder the capacity to create and

sustain productive relational connections and business achievement (Herhscovis, 2011). Undermining activities such as gossiping, purposely delaying the work of others are viewed as displaying a lack of respect and considerations and therefore breaching social interaction norms (Lee, Kim, Bhave, & Duffy, 2016). Some researchers suggest that the adverse effects of social undermining are affective, cognitive, and behavioral (Sabeen & Arshad, 2019). Observing negative supervision may activate the employee's evil pleasure, leads the employees to entail in social undermining (Xu, et al., 2020).

The study on social undermining has repeatedly focused for more study that looks at antecedents (punitive supervision) that unfolds such costly workplace behaviors (Eissa, Wyland, & Gupta, 2018). Therefore, the current study aims to know whether punitive supervision leads to employee social undermining or not. Additionally concerned with exploring the mechanism that bridges the punitive supervision and the creativity and task performance of employees.

The role of the psychological factors is important to understand while studying the negative supervisory behaviors since employee's psychological state has an important effect on how they act and react to procedures and controls in the work environment (Lin, Wang, & Chen, 2013). The researchers have indicated for example, that employees with low resilience are more sensitive to negative supervision compared to those high in resilience. Additionally, punitive supervision at the workplace contributes to the emotional experience of the victim that can moderate attributes and outcomes (Hackney & Perrewe, 2018).

Resilience can be described as a relatively permanent personal trait that helps to adapt effectively to stressful situations and to deal with unfortunate events (Navarro, Yubero, & Larranaga, 2018). Empirical studies found resilient subordinates more likely to retain their emotional state than less resilient counterparts (Khan R., 2019) and show reasonable attitudes and behaviors at the workplace. This study, therefore, finds to identify the moderating effect of resilience in the relationships between punitive supervision and the employees' perceived social undermining and knowledge hiding. The research specifically going to target the hospitality industry to test assumptions associated with punitive supervision. As

there is a huge margin to get information about a variety of attitudes and behaviors.

1.3   Problem Statement

The research on the dark side of leadership has received limited attention in the extant literature, it is evident from recent studies that the concept needs further investigation to identify associated outcomes and consequences. Punitive supervision is a recent concept, it affects employees psychologically, so change occurs in their attitudes and behaviors simultaneously.

To our best knowledge, there is little attention given to identifying the impact of punitive supervision on the creativity of employees and the task performance of employees. Furthermore, in the hospitality industry of Pakistan, employees may have a higher probability of experiencing hostility in the workplace. They have a higher risk of verbal abuse by their supervisors, ultimately, leaving them with a feeling of perceived undermining.

Even, sometimes, top management in organizations remains unaware that rudeness is exercised by their managers and supervisors at the workplace, which eventually encourages employees towards knowledge hiding. Consequently, employees don't show their complete potential and become a source of knowledge hiding. Thus, the present study is going to address all these issues and investigating the explanatory mechanism of knowledge hiding and social undermining for the link between punitive supervision and employee creativity and employee task performance. The situational experiences sometimes instigate the employees to exhibit defensive behaviors.

The present study is also inclined to identify employee resilience as an underlying defensive mechanism that buffers the negativity of punitive supervision and allows the employees to reduce their feeling of undermining and tendency towards knowledge hiding. Thus, the study would be a significant theoretical and contextual addition to the literature.

1.4   Research Questions

The goal of this study is to find the answers to the research questions as mentioned below:

Question 1: What is the relationship between punitive supervision and (dv1) employee creativity and (dv2) employee task performance?

Question 2: Does the (med1) social undermining behavior and (med2) knowledge hiding behavior of employees mediate the relationship between punitive supervision and (dv1) employee creativity and (dv2) employee task performance?

Question 3: Does employee resilience moderates the relationship between punitive supervision and (med1) social undermining behavior and (med2) knowledge hiding behavior of employees ?

1.5   Research Objectives

The overall purpose of the study is to develop an integrative model. By examining the link of punitive supervision on employee's creativity and task performance using social undermining and knowledge hiding behaviors of employees as mediators and the role of personality trait "Resilience" as a moderator between punitive supervision and two mediators of employee social undermining and employee knowledge hiding.

The research attempts to achieve the following objectives:

Research Objective 1:

To investigate the association between punitive supervision and employee creativity.

Research Objective 2:

To investigate the association between punitive supervision and employee's task performance.

Research Objective 3:

To examine the mediatory role of social undermining between punitive supervision and employee's creativity.

Research Objective 4:

To examine the mediatory role of social undermining between punitive supervision and employee's task performance.

Research Objective 5:

To examine the mediatory role of knowledge hiding between punitive supervision and employee's creativity.

Research Objective 6:

To examine the mediatory role of knowledge hiding between punitive supervision and employee's task performance.

Research Objective 7:

To examine the moderating effect of resilience between punitive supervision and the social undermining behavior of the employee.

Research Objective 8:

To examine the moderating effect of resilience between punitive supervision and knowledge hiding behavior of the employee.

1.6   Significance of the Study

The significance of this research is that it contributes to the punitive supervisory literature and the creativity and task performance of employees. This study has a novelty because the variables and the relationships explored in this integrated model haven't been discussed prior, as punitive supervision is also a new variable. Thus, this study intends to find the impact of punitive supervision on employee's creativity and task performance by using social undermining and knowledge hiding affectivity as a mediator and employee resilience as a moderator.

This study would offer some suggestions to practitioners in the hospitality sector to better understand how punitive supervision can affect an employee's creativity and task performance. This study will help to develop awareness among organizations regarding punitive supervision and their behavior among employees. On a further note, this study will also help supervisors to keep a healthy environment where employees could show their creativity, skills, and competencies, and task performance and they could easily contribute to the success of the organization. The present study will help the hospitality sector and its policymakers to deal with these destructive problems of punitive supervision.

1.7 Supporting Theory

1.7.1 Affective Event Theory

A theoretical framework is being offered to analyze the effects of punitive supervision on employee's creativity and task performance with the help of Affective Event Theory. AET pays attention to work events and their effect on feelings as well as the further influence on attitudes and behaviors of individuals. The theory indicates that work events that workers encounter will cause a worker's positive or negative emotional experiences, and emotions will also influence their attitudes and behaviors. Specifically, it suggests that witnessing punitive supervision as a negative work event can lead to the social undermining and knowledge hiding behaviors of employees.

The emotions produced during the cognitive assessment process often influence their subsequent behavioral reactions. Resilience thus represents a key role in the relationship between punitive supervision and behavioral reactions of employees such as social undermining and knowledge hiding. Therefore, according to Affective Event Theory, human traits can also affect the emotional response of workers to work events. The higher the resilience characteristic of the person, the lower the emotional impact will be of social undermining and knowledge hiding behaviors of employees.

Chapter 2

Literature Review

2.1 Punitive Supervision

2.1.1 Punitive Supervision and Employee's Creativity

Existing work has identified supervisor behaviors as a critical contextual factor that affects employee creativity (Zheng & Liu, 2017). Social influences that arise from individual creative actions, produce creativity (Jiang & Gu, 2016). For enabling a positive relationship between employee motivation and organizational growth, is called creativity (Sigalaa & Chalkiti, 2015). Creativity in business management is widely researched upon and is growing (Hon & Lui, 2016), in the country of today's dramatically changing environment, it is meaningful to support the organizations to survive and thrive (Liua, Jiang, Shalley, Keem, & Zhou, 2016).

Creativity is defined as the development of ideas about products, processes, services, or procedures that are meaningful for the growth factor of an organization (Wang, Zhang, & Jia, 2017). Recent studies have shown that leadership style can improve the creativity of employees as it shows a productive relationship between empowering leadership and creativity of employees through three mediating mechanisms: psychological empowerment, intrinsic motivation, and creative engagement of processes (Zhang & Bartol, 2010). Some researchers, for example,

found that transformational leadership can promote the creativity of the employees through intrinsic motivation (Shin & Zhou, 2007). Depending on the nature of the context, the link between supervisors and employee creativity can manifest itself differently (Jiang & Gu, 2015). Comprehending the relationship between different leadership styles their impact on promoting creativity among employees a large number of studies have been done already done (Mumford, Hunter, Eubanks, Bedell, & Murphy, 2007).

The traditionally conceptualized important contextual factor which cultivates or stifles the creativity of employees are supervisors (Liu, Liao, & Loi, 2012). In building a well-performing and creative workforce, supervisors play their role (Guo, et al., 2018). Workplace supervisors who can provide the organization and its members with innovation-based expertise, resources, skills, and motivation, are argued for creating ripple effects directly through innovation-based expertise, resources, skills, and motivation (Barsade, 2002).

Employee creativity decreases when the work environment of innovation and motivation encouragement decreases or when problems increase (Ma & Jiang, 2018). One of the studies predicts that workplace supervisors' humiliation harms employee creativity through decreased job resources and creative interaction with processes (Kwan, Zhang, Liu, & Lee, 2018).

Supervision that has dysfunctional aspects like abusive behavior (Tepper, Simon, & Park, 2017), blame attribution (Lian, Morrison, & Rachel Brown, 2014), hostile attribution style (Costa & Neves, 2017), bullying behavior (Karabulut, 2016) damage employee creativity (Mullen, Fiset, & Rheaume, 2018. For example, a lot of factors in the work environment have the potential to undermine workplace creativity of employees, including the organizational practice of extensively criticizing new ideas, political problems within the organization, excessive emphasis on the status quo, conservative risk-averse attitudes among managers, and abuse oversight (Hur, Moon, & Jun 2016). According to AET (Weiss & Cropanzano, 1996), to predict employee workplace behavioral outcomes, emotions are central.

In the way, AET tries to explain the behaviors of employees as a process that occurs through emotions, that begins with exposure to work events and results

in behavioral outcomes. Since the development of AET, research has empirically backed its basic tenets. Positive or negative emotional experiences, for example, explain the impact of the work environment on employee behaviors, including withdrawal behaviors and creativity (Carlson, et al., 2011). Using effective events theory (AET), abusive supervision is a contextual event, suggested by one study (Gonzale, Tillman, Crawford, Lawrence, & McClellan, 2016). The current study extends AET to punitive supervision (a type of abusive supervision literature) that harms employee creativity (Eissa & Lester, 2016) which is similar to these findings. Employees are not able to solve the difficulties faced in the cycle of innovation, which is not ideal for employee creativity (Gu, Wang, Liu, Song, & He, 2018).

Employee's creativity is negativity affected by the dark side of supervision, while recent research showed that employees are suffering from verbal aggression regularly (Tepper, Henle, Lambert, Giacalone, & Duffy, 2010). Furthermore, punitive supervision is likely to trigger negative emotional responses, such as anxiety and depression. As creative work is an effectively charged experience and positive rather than negative effect plays a vital role in enhancing creativity (Amabile, Barsade, Mueller, & Staw, 2005).

Therefore negative emotions associated with perceived aggression reduce employee's intention towards participating in creative tasks (Zhan, Li, & Luo, 2018). Thus, we argue that decreased employee creativity is possible outcomes of destructive behaviors like punitive supervision (Xiaqi, Kun, Chongsen, & Sufang, 2012). We suggest the following hypothesis, based on the theoretical rationale and current empirical evidence.

Hypothesis 1: Punitive supervision has a negative impact on employee creativity.

2.1.2 Punitive Supervision and Employee Task Performance

Hosie & Nankervis, (2016) defines task performance as the effectiveness with which job-holders carry out activities that contribute to their technical core either by directly implementing part of their technological process or by providing them with

the required materials or services. According to contemporary management practices, supervisors perform a pivotal role in the well-being of employees, which in turn, significantly impacts employees' task performance (Lin, Wang, & Chen, 2013). Dysfunctional supervision was primarily associated with a variety of organizational outcomes such as aggression (Burton & Hoobler, 2011), workplace deviance (Mitchell & Ambrose, 2007), employee's task performance (Tepper, Moss, & Duffy, 2011). Researchers explored the argument that negative feedback results in a shift in self-respect, leading to reduced task performance (Vancouver & Tischner, 2004) and destructive feedback from supervisors created rage and frustration in subordinates, leading to inadequate approaches to resolving the performance issues at hand (Gaddis, Connelly, & D.Mumford, 2008). Rude behaviors are very likely to trigger negative emotions and these emotions should be inconsistent with task performance (Porath & Erez, 2007). Researchers suggest that negative emotional processes contribute to a lack of co-ordination when cognitive energy is diverted towards solving social conflicts within the group instead of concentrating on achieving the group's performance goals (Tee, Ashkanasy, & Paulsen, 2013). According to the literature, several studies have analyzed task performance outcomes of dysfunctional supervision perception and constantly found a negative relationship (Martinko, Harvey, Brees, & Mackey, 2013).

When employees experience depressive moods during the workday, they are less motivated to regulate their effort and behaviors concerning achieving successful goals, which can lead to a decline in the performance of tasks (Chi, Chang, & Huang, 2015) investigated that effects of the interaction of the punitive supervision experiences of owners and coworkers on employee results, such as decreases in task performance (Hannah, Schaubroeck, & Peng, 2016). Theorists have argued that employees undergoing dysfunctional supervision respond by reducing their performance quality (Harris, Kacmar, Zivnuska, & Shaw, 2007). Furthermore, some studies show the findings that dysfunctional supervision (punitive supervision) forms of abusive supervision are negatively related to employee's task performance (Decoster, Camps, Stouten, Vandevyvere, & Tripp, 2013). Based on this description, we suggested that employees can respond to punitive supervision

by reducing the quality of their task performance to alleviate the negative effect of behavior.

So using Affective event theory for the current study as a theoretical contribution. According to (Weiss & Cropanzano, 1996) stated that organizational events trigger affective responses among members of the organization, with consequences for attitudes in the workplace, behavior, and cognition. Specifically, we argue that Affective events theory obtains effective responses in terms of moods and emotions (positive or negative) and turn employee performance into a behavior. Elfenbein (2007) argues that an Affective event theory not only focuses on individuals but also on a group and organizational level. Barsade and Gibson (2007) further explain that affective events are constant experiences that influence working life, as a result, influence decision making, absenteeism, work behavior, and turnover (George & Jones, 1996). Fisher (2002) found that affective commitment and helping behavior is achieved by the positive affective reaction to work events. As the theory suggests that Affective events directly had driven certain behavior (positive or negative). Thus, from the above discussion, we can predict the following hypothesis.

Hypothesis 2: Punitive supervision has a negative impact on employee task performance.

2.2 Mediating Role of Social Undermining Between the Relationship of Punitive Supervision and Employee Creativity

Affective, cognitive, and behavioral outcomes are related to a negative event that is referred to as undermining behaviors (Yoo, 2013). Social undermining phenomenon includes behaviors aimed at a target that shows or display negative effects (anger, dislike), wrong assessment of the target in terms of its attributes, actions, and efforts (criticism), and actions that impede the achievement of instrumental objectives (Duffy, Ganster, & Pagon, 2002). Some of the examples of

social undermining behavior in the workplace include delaying work to make others feel bad and damage other's feelings viewed as a breach of the social contract and also suggesting that it may have serious and dangerous consequences that will lead to the individual as well as the organizational level (Ong & Tay, 2015). Social undermining interrupts the working relationship, and this also reflects at the victim, and the behavior of others is also aimed towards the victim. Therefore social undermining can be described as interference with working relationships and also damages people's reputation. At the conceptual level, social undermining behavior differs from other forms of antisocial behavior because it is comprised of only intentional behavior and behavior designed to weaken its target gradually or by degree (Duffy, Scott, Shaw, Tepper, & Aquino, 2012). Researchers researched the interaction between initial provocations (where individuals can not directly retaliate against the source of aggression) and subsequently triggers displaced aggression against innocent third parties (Hoobler & Brass, 2006). Indeed, studies show that employees notice and attend to their supervisor's attitudes and behaviors (Greenbaum, Mawritz, & Eissa, 2012) and usually employees look elsewhere to emulate behaviors that undermine society, making coworkers more realistic targets. In particular, colleagues serve as an easier target, as employees spend much of their time interacting with them (Eissa, Wyland, & Gupta, 2018). Researchers examine the long-term effects of punitive supervision on employees in terms of worker productivity, turnover. And social undermining and aggressive retaliatory feelings (Hamblin, 1964).

Employees deliberately try to hinder coworker's progress by engaging in social undermining (e.g., providing information to coworkers, delaying work to make coworkers look bad or slow them down, competing with coworkers for rank and recognition) (Greenbaum, Mawritz, & Eissa, 2012). Social undermining is a virus that cuts down the abilities of individuals to set up a positive social relationship, successful work relationships, and gaining a good reputation (Duffy, Ganster, & Pagon, 2002). It impacts the relationship between coworkers and even damages the victim of that phenomenon. Also, other negative constructs have no clear understanding of their negative consequences while the outcomes of social undermining

are explicit and evident. Social undermining is different from workplace incivility, in workplace incivility, the intention of behavior is not known while social undermining is intended action (Hershcovis, 2011). Researchers find that employee's creative efficiency is likely hindered by undermining, as an unsupportive working environment is created by undermining activity (Eissa, Chinchanachokcha, & Wyland, 2017). This incompetence undermines their ability to innovate because it is an employee's creativity that forms a source of new ideas, which in turn creates the starting point for innovations (Dijk & Ende, 2002). According to AET theory, negative behaviors such as social undermining are caused by negative supervision that acts as a negative workplace stressor, which in turn lead to negative behavioral results such as a decrease in creativity and task performance of employees (Atwater, Kim, Witt, Latheef, & Callison, 2015). In short, preventing employees from being creative in their work is the influenced undermining behavior of employees which is influenced by the effects of punitive supervision that is dysfunctional.

Consequently, social undermining may serve as a mediating mechanism for how punitive supervision affects an employee's creativity. We, therefore formulate the hypothesis as follows:

Hypothesis 3: Employee social undermining mediates the relationship between punitive supervision and employee creativity.

2.3 Mediating Role of Employee Social Undermining in the Relationship Between Punitive Supervision and Employee Task Performance

Social undermining behaviors can be interpreted as negative events that leading to affective, cognitive, and behavioral reactions, and we selected a sample of outcomes relevant to the workplace that correspond to these domains. By this rationale, it seems obvious that an individual does not feel up to the mark and is not dedicated

to the organization in the face of deliberate personal and professional obstacles, as these actions are seen as a direct reflection of the values of the organization (Duffy, Ganster, & Pagon, 2002). Another study showed that the hidden costs of social undermining are measured in terms of harm to the organizational culture and efficiency. Socially undermining behavior reduces motivation, thereby impacting the overall productivity of an organization, as well as the well-being of employees (Strongman, 2014). Employees who have evaluated as are not able to achieve the target results can undermine their colleagues socially to prohibit them from achieving the results they appreciate or make them look poor. However, if the worker has high job performance, they would not socially undermine provided that undermining their coworker would not do them any good by insulting their colleagues (Eissa & Wyland, 2016). According to literature, several studies have analyzed poor employee's performance outcomes as a result of negative supervision (punitive) perception and constantly found a negative relationship (Martinko et al., 2013) and this belief can, in turn, affect employees work behavior like social undermining (Chan & McAllister, 2014). Hence based on these empirical and theoretical underpinnings and the common observations. So accordingly we suggest the following hypothesis:

Hypothesis 4: Employee social undermining mediates the relationship between punitive supervision and employee task performance.

2.4 Mediating Role of Employee Knowledge Hiding in the Relationship Between Punitive Supervision and Employee Creativity

An activity that threatens organizational growth and success is the hiding of knowledge that is defined as a person who is intentionally try to conceal or withhold information that another person has requested (Abubakar, Behravesh, Rezapouraghdam, & Yildiz, 2019). Knowledge hider pretends to be oblivious (playing stupid) or offering false information (evasive hiding), in pursuit of his or her interests,

concentrating specifically on the nature of the relationship between superiors and employees' dyads (Zhao, Liu, Li, & Yu, 2019).

Knowledge hiding behaviors consisted of three dimensions, including rationalized hiding, and evasive hiding (Ghani, et al., 2020). In rationalized hiding, a person tries to give justification to the knowledge seeker or blame a third party for not providing the requested information.

Likewise, in playing dumb, a person expresses himself as ignorant of the knowledge being requested by the information seeker. Evasive hiding is described as the hider providing false facts or promising to provide information in the future to mislead the information seeker with no such real intentions. The knowledge-hiding research is still in its infancy and only a handful of observational studies have investigated its detrimental effects on the workplace, including decreased psychological protection, less creativity, and IWB, increased voluntary turnover intentions, and weakened relationships (Bogilović, Černe, & Skerlavaj, 2017).

Previous studies investigating the role supervisor plays in motivating and promoting employees' knowledge-sharing behaviors at the workplace. Transformational leadership is all about empowering their employees to continuously learn from others and to share their knowledge and information with others for mutual development and improvement (Yan, Wang, Chen, & Zhang, 2016). Similarly, in the empirical study of students of US, samples reported encouraging leadership to positively influence knowledge sharing behaviors among team members (Xue, Bradley, & Liang, 2011). Also recorded that empowering leadership to be positively related to employee's knowledge sharing behaviors (Srivastava, Bartol, & Locke, 2006).

Although previous research clearly shows a positive relationship between functional leadership style and knowledge sharing behaviors of followers, studies fail to clarify in explaining how dysfunctional and toxic leadership can often create negative and destructive work behaviors, such as knowledge hiding or knowledge hoarding behaviors (Khalid, Bashir, Khan, & Abbas, 2018).

Knowledge hiding behaviors are such implicit mutual behaviors that can be shielded from the supervisor in the form of ignorance and may not trigger punitive actions

from the supervisor. When an employee perceives the supervisor to be abusive and knows that overt and direct form of retaliation or paying back is not clear, resort to such covert ways. Covert retaliatory actions are easy to hide, and their motive may go undetected, as a result, subtle and clandestine form of retaliation provides a rare opportunity for a lower power employee to get even with the wrongdoer (Pradhan, Srivastava, & Mishra, 2019).

When employees are humilated verbally in bad manner, they in turn conceal the knowledge when requested by those who acted punitive toward them (Arshad & Ismail, 2018). More specifically, the creation of new concepts by collecting existing knowledge, skills, and expertise related to work may be prevented by knowledge hiding (Fong, Men, Luo, & Jia, 2018). Found that the annual losses due to knowledge hiding in fortune 500 companies amounted to $31.5 billion, knowledge hiding has a bad link with organizational performance and team productivity by harming organizational cooperation, creativity development, and organizational policy implementation (Zhao, Xia, He, Sheard, & Wan, 2016).

Researchers argue that an individual exhibiting high levels of knowledge hiding is related to a decreased level of creativity of that same person (Cerne, Nerstad, & Skerlavaj, 2012). Consequently, knowledge hiding can crucially affect the creativity of employees as it is highly dependent on the exchange of information (Cerne, Nerstad, Dysvik, & Skerlavaj, 2013). Researchers (Bogilovic, Cerne, & Skerlavaj, 2017) did theoretical implementation on individuals' knowledge-hiding behaviors that decrease their creativity while a reduction of information.

AET, the authors also explain how prominent affective events (punitive supervision) at work can stimulate employees' emotional and attitudinal reactions or behaviors (knowledge hiding) as well as judgment-driven behavioral outcomes (decrease employee's creativity and task performance) (Nguyen, Ashkanasy, Parker, & Li, 2018). Thus, based on these empirical and theoretical underpinnings and the common observations hypothesis is proposed as:

Hypothesis 5: Employee Knowledge hiding mediates the relationship between punitive supervision and employee creativity.

2.5 Mediating Role of Knowledge Hiding in the Relationship Between Punitive Supervision and Employee Task Performance

The consequences of hiding knowledge are both severe and disappointing, and resulting in various negative results (Peng, 2013). Knowledge hiding outcomes are related to waste of organizational resources (Sanchez & Mahoney, 1996), low employee motivation, and their commitment (Černe et al., 2013). Also have a negative spillover effect on the organization's key stakeholders (Hui & Jha, 2000), a reduction in organizational innovation and creativity (Breschi & Lissoni, 2001), and that in return, damages and losses overall organizational performance and profitability. Knowledge hiding behaviors have also been studied and reported to reduce individual and organizational performance (Connelly et al., 2012). For reasons behind employees engaging in knowledge hiding, the existing literature has plenty of evidence, but the literature exploring the consequences of knowledge hiding behavior is scare (Connelly et al., 2019). It is, therefore, argued that whenever the behavior has negative valences, the differences become more noticeable and, in turn, affect the task performance (Singh, 2019). As such, it is hypothesized that:

Hypothesis 6: Employee Knowledge hiding mediates the relationship between punitive supervision on employee task performance.

2.6 Moderating Role of Employee Resilience in the Relationship Between Punitive Supervision and Social Undermining and Knowledge Hiding Behaviors

There has been an increased interest in resilience as a positive psychological framework in recent years (Ríos-Risquez, García-Izquierdo, Sabuco-Tebar, & Martinez-Roche, 2015).

Chandra, et al., (2011) noted that famous researchers had offered a variety of definitions of the construct (Britt, Shen, Sinclair, Grossman, & Klieger, 2016) elaborated that these definitions differed according to basic abilities possessed by the individual, or their ability to adapt negative events or the availability of information describing positive changes after adversity. In unexpected circumstances, such as those in which negative events are often observed, and sometimes not.

The emotional flexibility hypothesis indicates that resilient people should have adequate emotional and physiological responses when the adverse events or conditions occur, and appropriate non-emotional responses when the adverse events do not arise, in these repeated threat situations (Waugh, Fredrickson, & Taylor, 2008). Liu, Wang, & Lu, (2012) give strong prove that resilience is of considerable benefit to people's defensive mechanisms.

As a positive emotional capacity, resilience may help employees renew one's strength from bad situations (Paul, Bamel, & Garg, 2016). These include employee attitudes like innovative performance (Avey, Avolio & Luthans, 2011). Palmer, (2013), suggests that enhancing resilience is particularly useful for those whose resilience is low due to being overwhelmed by a series of events, like employees undermining ideas or feelings related to the present case or current situation, probably increases stress.

Social undermining that affects employee's opportunities for critical reflection on the purpose and practice of future change is caused by a lack of resilience (Ensor, Park, Attwood, Kaminski, & Johnson, 2016). Relatedly, Avey, Luthans, & Mhatre, (2008), suggest that a significant role is played by resilience in managing stress and that resilience might be characterized as a coping response to both adverse and positive events. Establishment of positive emotional states such as resilience a form of psychological capital that may reduce the likelihood of hiding knowledge in the workplace (Cerne, Hernaus, Dysvik, & Skerlavaj, 2017).

The negative impacts of occupational stressors are reduced by resilience which helps as an interpersonal tool (Shen et al., 2014), and also moderates the effects of occupational stress on employee psychological and occupational wellbeing (Maidaniuc-Chirilă, 2015). Positive emotions are experienced by individuals with

a high degree of resilience and become more optimistic, cope up with stress efficiently, and display signs of improved psychological adjustment (Gupta & Arti, 2018). Resilience is a form of psychological capital that helps employees effectively cope with supervisory hostility, which they could then attenuate the effects of punitive supervision on psychological distress like social undermining and knowledge hiding (Li, Yang, Liu-Qin, & Liu, 2016).

Empirical studies found that when faced with adverse workplace stressors like experiencing stressors like downsizing the resilient employees maintained their health, performance, and happiness (Maddi, 1987). Norman, Luthans, & Luthans, (2005) found a positive link between the performance of employees and change/transformation. (Larson & Luthans, 2006), found resilient employees highly scored on multiple outcomes. Similarly, in another study employees' level of resilience was found to be significantly related to employees' workplace behaviors (Youssef & Luthans 2007). Thus, based on the above-mentioned literature we hypothesize;

Hypothesis 7: Employee resilience moderate the effect of punitive supervision on employee social undermining, such that the positive effect will be stronger for employees with a high level of employee resilience and weaker for employees with a low level of employee resilience.

Hypothesis 8: Employee Resilience moderate the positive effect of punitive supervision on employee knowledge hiding, such that the positive effect will be stronger for employees with a high level of employee resilience and weaker for employees with a low level of employee resilience.

2.7 Summary of Hypotheses

H_1: Punitive supervision is negatively associated with employee creativity.

H_2: Punitive supervision is negatively associated with employee task performance.

H_3: Employee social undermining mediates the relationship between punitive supervision and employee creativity.

H$_4$: Employee social undermining mediates the relationship between punitive supervision and employee task performance.

H$_5$: Employee Knowledge hiding mediates the relationship between punitive supervision and employee creativity.

H$_6$: Employee Knowledge hiding mediates the relationship between punitive supervision and employee task performance.

H$_7$: Employee resilience moderate the positive effect of punitive supervision on employee social undermining, such that the positive effect will be stronger for employees with a high level of employee resilience and weaker for employees with a low level of employee resilience.

H$_8$: Employee Resilience moderate the positive effect of punitive supervision on employee knowledge hiding, such that the positive effect will be stronger for employees with a high level of employee resilience and weaker for employees with a low level of employee resilience.

2.8 Research Model
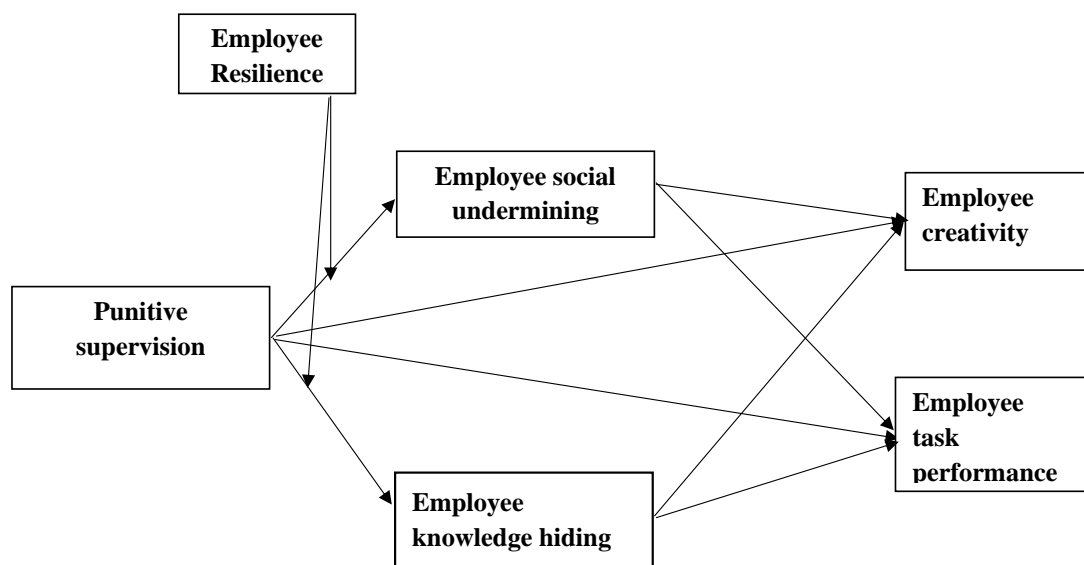
FIGURE 2.1: Research Model: Punitive Supervision impact on Employee creativity and task performance of employees through employee social undermining and employee knowledge hiding Moderating role of Resilience

Chapter 3

Methodology

3.1 Introduction

Details of the procedures and methods applied in this study are given here. The topic contains information about study design, population size, sampling methods, sampling characteristics, instruments, and dependability of all the variables and all items involved in this study.

3.1.1 Type of Study

The study is rather causal and focused to explore the impact of punitive direction on employee's creativity and task performance through the two mediating mechanisms of employee's social undermining and knowledge hiding. The moderating role of employee resilience between punitive supervision and social undermining and knowledge hiding is also tested. For this purpose, the hospitality sector of Pakistan has been focused to get the required data importantly to get the accurate results. The data were collected at one time only, therefore, the study is cross-sectional. Initially, 350 questionnaires were set as a target but 279 genuine responses were collected with a 72% response rate. The sample that was selected for this study is assumed to represent the entire hospitality sector organization's employees of Pakistan.

3.1.2 Research Philosophy and Quantitative Analysis

This study follows the deductive research method that is based on the theory of determinism. Previous research and the existing theories have been utilized to demonstrate and support our hypothesis which has then tested empirically for verification of the proposed hypothesis. In general quantitative approach has been used and valued to hit a broad population scale. Therefore, quantitative analysis was used on data.

3.1.3 Research Design

The current research identifies the impact of punitive supervision on employee's creativity and task performance in the Rawalpindi, Islamabad, and Lahore hospitality industry. It also studies the mechanisms of social undermining and knowledge hiding behaviors of employees as mediators and employee resilience as a moderator to further deepen the relationship of punitive supervision with social undermining and knowledge hiding behaviors of employees.

3.1.4 Quantitative Research

The present study is quantifiable, as the analysis and conclusions are based on data obtained by questionnaires from the respondents. The data have been evaluated by using different statistical tools and techniques like SPSS 22 and Amos 22.

3.1.5 Cross Sectional Study

The study is cross-sectional. In cross-sectional research, respondent data is only obtained at a single point in time and that is used for further study of the research.

3.1.6 Unit of Analysis

The focus of this research is to address the effect of punitive supervision among the employees of the hospitality industry, thus, individuals are the unit of analysis

for this present research. To get desirable data set, the study needed to approach different restaurants and hotel employees and supervisors.

3.1.7 Population and Sample

3.1.7.1 Population

The research of a population is considered as the group of characters or items that hold individualities of comparable nature (Wrigh, Crawford, & Castillo, 2009). The population included managers, supervisors, and employees working at a different position in top and medium-level hotels and restaurants in Pakistan includes Serena, Marriot, Best western, Pearl Continental, PC Bhurban, etc. These organizations were targeted because they have to deliver on daily basis, thus supervisors' behavior determines the outcome and consequences.

About 350 questionnaires were distributed in the organizations. Participants were ensured of the confidentiality of the information that they have provided for the research purpose. 314 questionnaires were returned but 279 genuine responses were considered, thus constituting a 72% response rate. The technique for data collection was the survey method. This method of data collection is easy as compared to other methods and it helped to collect data from numbers of respondents at the same time. In most of the research studies, this method has mostly been used to generalize the results of the whole population. Questionnaires were circulated personally and online (both) to obtain an instant response. According to past research, online is also the easiest way to collect data. Additionally, there is no noticeable impact on the quality of data regardless of the method of data collection while using either of the two methods mentioned above (Church, Elliot, and Gable, 2001). Considering the time and resource constraints, the above-mentioned techniques have been very effective for data collection in the present study.

3.1.7.2 Sampling

Sampling is a common procedure for collecting data. Due to resources and time constraints, it is very difficult to collect data from the entire population, hence

sampling is the widely used method for data collection. A particular group of people is selected for this reason who are the true representations of the targeted population. Thus, for this study, only those organizations are approached who appeared to have an extra workload, and because of that supervisors. They sometimes show aggressive behavior towards their subordinates to compel them to meet deadlines.

Therefore the sample chosen for the study contains all the elements appropriate for obtaining the results needed and is a true representation of the population needed. Since the present study is going to contribute towards the novel aspects of enhancing psychological resilience in the workplace. The sample consists of employees of the different top-ranking hotels and restaurants; hence data was collected through self-reported and online questionnaires. Almost 350 questionnaires were distributed in the organizations.

3.2 Sample Characteristics

In the study, the demographics variables were age, work experience, gender, and qualification of the employee. Sample characteristic's details are the following:

Gender: It was attempted in this study to ensure the honor of gender equality, but it was still observed that the ratio of male managers is significantly higher than the ratio of female managers. Table 3.1 depicts the ratio of male and female respondents, where we observed that 90.7% of the respondents are male and the rest are female.

TABLE 3.1: Frequency by Gender.

Gender	Frequency	Percent
Male	253	90.7
Female	26	9.3
Total	**279**	**100**

Age: Age is reflected as one of the demographics, to which respondents sometimes feel uncomfortable to disclose openly for the sake of convenience of respondents,

information about age was collected in ranges. It has been shown in Table 3.2 that the most of the respondent was having ages between 26- 33, that means 62.4% of the majority respondent was having age between 26-33, 31.1% of respondents were having age ranging between 34-41, 17.9% respondents were having age ranging between 18-25, 9.3% of respondents were having age between 42-49 and only 3.2% of the employees were having an age range of 50 and above.

TABLE 3.2: Frequency by Age.

Age	Frequency	Percentage
18-25	50	17.9
26-33	110	39.4
34-41	84	30.1
42-49	26	9.3
50 and above	9	3.2
Total	**279**	**100**

Qualification: Education is the major contributor to the prosperity and growth of the whole nation, also the fundamental essential to success globally. Qualification is an energetic dimension of the demographics because education opens up several new and special pathways for success. It has been shown in Table 3.3 that most of the respondents were qualifying for Bachelor, which comprises 43.0% of the total respondents chosen as the true representative sample of the whole population. 26.2% of the respondents were qualifying for Masters. 16.1% of respondents were having qualification of inter., 7.2% of respondents were qualifying for Matric, and 5.0% of plaintiffs were qualifying MS/M.Phil. And 2.5% of the respondents were Ph.D.

TABLE 3.3: Frequency by Qualification.

Qualification	Frequency	Percent
Matric	20	7.2
Inter	45	16.1
Bachelor	120	43.0
Master	73	26.2

MS/M.Phil.	14	5.0
Phd and above	7	2.5
Total	**279**	**100**

Experience: To gather information about the experience of the respondents, various ranges of experience period time have been established so that each respondent can easily sport out the particular tenure of their experience in the relevant field. It can be seen from the Table 3.4 that most of the respondents were having an experience ranging between 0-5 years, which depicts that 46.6%, 38.7% of respondents were having experience ranging between 6-10 years, 8.6% of respondents were having experience ranging between 11-16 years, 4.7% respondents were having experience ranging between 17-22 years and only 1.4% of respondents were having experience of 23-28 years and above.

TABLE 3.4: Frequency by Experience.

Experience	Frequency	Percent
0-5	130	46.6
6-10	108	38.7
11-16	24	8.6
17-22	13	4.7
23-28	4	1.4
Total	**279**	**100**

3.3 Instrumentation

3.3.1 Measures

The information was obtained through a selected inquiry from various validated sources by the collection of those questionnaires. Questionnaires were circulated in English but have been translated to Urdu where required. Near to 20-30 questionnaires have been distributed in each hotel and restaurants visited during the

distribution duration of the questionnaire. Questionnaires were also distributed online for an instant response.

All the items of the questionnaire are to be filled on a 5-points Likert scale where 1 signifies (strongly disagree), 2 denotes (disagree), 3 signifies (Neutral), 4 denotes (Agree) and 5 signifies (strongly agree). All these scales were allowed by passing them through a reliability test. The Questionnaire includes 51 questions in total having 7 sections i.e., demographics, punitive supervision, employee creativity, employee task performance, employee social undermining, employee knowledge hiding, and employee resilience questionnaires.

Demographic data that includes the variables age, gender, education, and knowledge, gathered to make the results more reliable and credible by guaranteeing that the participant's information is kept confidential. 350 questionnaires were circulated and 341 were received. Few of the questionnaires were incomplete or wrongly filled. The actual numbers of questionnaires used for the assessment of data to show the findings were 279 with a 72% response rate.

3.3.2 Punitive Supervision

A three-item measure of the construct has been used to gain the extent to which employees perceive their supervisors as blame oriented (Cangiano, Parker, & Yeo, 2018). Respondents were asked how their supervisor behaves on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The sample item is as follows: "My supervisor gets angry or upset with staff if they make a mistake".

3.3.3 Resilience

The resilience is measured with a scale of five-items taken from former studies (Gardner-Stephen, et al., 2013). The two-example item includes "I bounce back when I confront setbacks at work" and "Dealing with difficult colleagues and situations enable me to grow".

3.3.4 Social Undermining

A 13-item scale has been used to measure the social emasculating behavior of employees, created by Duffy, Ganster, & Pagon, (2002). The responses have obtained through a 5-point Likert scale ranging from 1 = Strongly Disagree to 5 = Strongly Agree. Sample scale items included "Gave a team member the silent treatment", "Belittled another team member or team member's ideas", "Put another team member down when he/she questioned work procedures".

3.3.5 Knowledge Hiding

Knowledge hiding has been measured with the 12-item scale created by Connelly et al. (2012). A sample item beneath the oblique hiding facet is "In this incident, I agreed to help my coworker but instead gave him/her information different from what he/she wanted". Another sample item of playing dumb is "In this incident, I pretended I did not know the information".

3.3.6 Employee Creativity

Employee creativity is measured by using Zhou and George's (2001) 13 items scale. Sample items included "Suggests new ways to reach goals or objectives" and "Comes up with new and real ideas to improve performance".

3.3.7 Task Performance

Task performance was measured by a 9-items scale of Goodman and Svyantek's (1999). Two sample items were: "Achieves the objectives of the job" and "Demonstrates expertise in all job-related tasks".

TABLE 3.5: Instruments.

Variables	Sources	Items
Punitive Supervision (IV)	Cangiano, Parker, & Yeo, (2018)	3

Employee Creativity (DV)	Zhou and George's (2001)	9
Employee Task Performance (DV)	Goodman and Svyantek's (1999)	9
Employee Social Undermining (Med)	Duffy, Ganster, & Pagon, (2002)	13
Employee Knowledge Hiding (Med)	Connelly et al. (2012)	12
Employee Resilience (Mod)	Gardner-Stephen, et al., (2013)	6

3.4   Statistical Tool

In the statistical method, first of all, the single linear regression was performed to research the causal relationship between the suggested variable "Punitive Supervision" and supported variables "Employee Creativity" and "Employee Task Performance". It is commonly used when the effect of a variable on the dependent variable under study is to be tested. Regression analysis is used to identify that the variables are still supporting or not supporting the proposed hypothesis. Hayes & Preacher, (2014) were used for further mediation and moderation analysis. A separate analysis was performed for the analysis of mediations and moderation.

3.5   Pilot Testing

It is a very constructive and successful strategy to do pilot testing before going on to operate on a larger scale, as it has prevented many risks related to waste of money and time. Therefore, pilot testing of approximately 40 questionnaires was performed to ascertain whether or not the respondents are aware and in line with the hypothesis planned. After the pilot testing, it was found that there was no big issue in the variables and that scales were completely accurate for further analysis.

3.5.1 Reliability Analysis of the Scales Used

Reliability is assessed where the same item is checked to produce the same consistent results or outcomes over and over. Scale reliability indicates the capacity of the scale when it is tested for several times to provide constant results. Via Cronbach alpha, a reliability test was conducted, it showed the internal reliability of the variables. It showed that the variables have a relation between them. The Cronbach alpha has a scale between 0 and 1. The greater the value, the greater the reliability of the scale to measure the design it is intended to measure. The alpha value above 0.7 is considered consistent, and the calculation of the selected set of constructs below 0.7 is considered to be less reliable. In Table 3.6, all the scales of Cronbach alpha used in the figures collection are shown.

TABLE 3.6: Scale Reliabilities.

Variables	Cronbach's Alpha	Items
Punitive Supervision (IV)	0.74	3
Employee Creativity (DV)	0.91	9
Employee Task Performance (DV)	0.88	9
Employee Social Undermining (Med)	0.93	13
Employee Knowledge Hiding (Med)	0.89	12
Employee Resilience (Mod)	0.92	6

3.5.2 Data Analysis Technique

After gathering the data, it was then analyzed on SPSS software version 22. While studying the data the following points were kept in consideration.

1. First, only the questionnaires which were filled appropriately were selected for the analysis.

2. Questionnaire of each variable was coded and used for data analysis.

3. Frequency tables were used to explain the sample characteristics.

4. By using the numerical values, descriptive statistics were conducted.

5. Reliability of all variables was checked through Cronbach alpha.

6. Correlation analysis was conducted to know whether there is a significant positive relationship exist between the variables in this research or not.

7. To identify the proposed relationship, a single linear regression analysis of the independent and dependent variables was conducted.

8. To determine the existence of the role of mediator and moderator between the independent and dependent variables, the Preacher and Hayes Process was used for conducting mediation and moderation.

9. Through regression by Preacher and Hayes method, the intended hypotheses were tested to check the acceptance and rejection of the proposed hypothesis.

Chapter 4

Results

To investigate the relationship among all variables, descriptive statistics, Pearson correlation, moderation, and mediation was performed by using different software such as SPSS. Furthermore, for checking the model fitness, confirmatory factor analysis was conducted by using Amos software.

4.1 Descriptive Analysis

Descriptive statistics depicts the summarized details of observation that are drawn from the data by the use of various statistical tools. Descriptive statistics of all variables such as punitive supervision, employee creativity, employee task performance, employee resilience, employee social undermining, and, employee knowledge hiding are shown in the table below. The means and the standard deviations were also calculated by using SPSS, seeTtable 4.1 below. The mean values show the response of respondents towards agreements with the questions. Higher mean values exhibit respondents' propensity towards the agreement side and lower value depicts the tendency of respondents towards disagreement.

Table 4.1 depicts information regarding variables. The independent variable (Punitive Supervision) has a mean value of 3.4002 and the standard deviation is 0.89558. The mean value of the mediator (Social Undermining) is 2.9880 with a standard deviation of 0.93398 and the mean of the other mediator (Knowledge Hiding) is

TABLE 4.1: Descriptive Analysis.

Variables	Sample	Mean	Std
Punitive Supervision (IV)	279	3.40	3.40
Employee Social Undermining (Med)	279	2.98	0.93
Employee Knowledge Hiding (Med)	279	3.98	0.77
Employee Resilience (Mod)	279	3.28	0.67
Employee Creativity (DV)	279	3.94	0.75
Employee Task Performance (DV)	279	3.85	0.52

3.2836 with a standard deviation of 0.67942. The moderator (Resilience) has a mean value of 3.2861 and the standard deviation is 0.67948. The value of the mean of the dependent variable (Employee Creativity) is 3.9427 with a standard deviation of 0.75388 and the value of the mean of other dependent variables (Employee Task Performance) is 3.8550 with a standard deviation of 0.52873.

4.2 Validity Analysis

To validate the theoretical model, the confirmatory factor analysis was conducted.

4.2.1 Confirmatory Factor Analysis

It is to analyze the measurement model, for this analysis, AMOS 22 was utilized. These statistics involve multiple indices. The measurement model has a value of chi-square static and degree of freedom also. Comparative fit indices assume that there is no correlation between all latent variables and compare a single covariance

matrix with the null model. The value should be closed to 1. Values that are above 0.90 show good model fit and below indicates a poor fit model.

TABLE 4.2: Confirmatory Factor Analysis of the Measurement Model.

Model	CMIN/DF	CFI	TLI	IFI	RMSEA
Initial Model	1.40	0.76	0.72	0.833	0.03
Modified Values	1.60	0.90	0.90	0.90	0.04

4.2.2   Measurement Model

To validate the proposed model, CFA is necessary to conduct (Gerbing & Anderson, 1988). The proposed model consists of four latent variables, punitive supervision, employee creativity, employee task performance, employee resilience, employee social undermining, and employee knowledge hiding. The fusion of different fit indices such as model, comparative fit index (CFI), Tucker-Lewis index (TLI), incremental fit index (IFI), and the root mean square of approximation (RMSEA) revealed a good fit statistics.
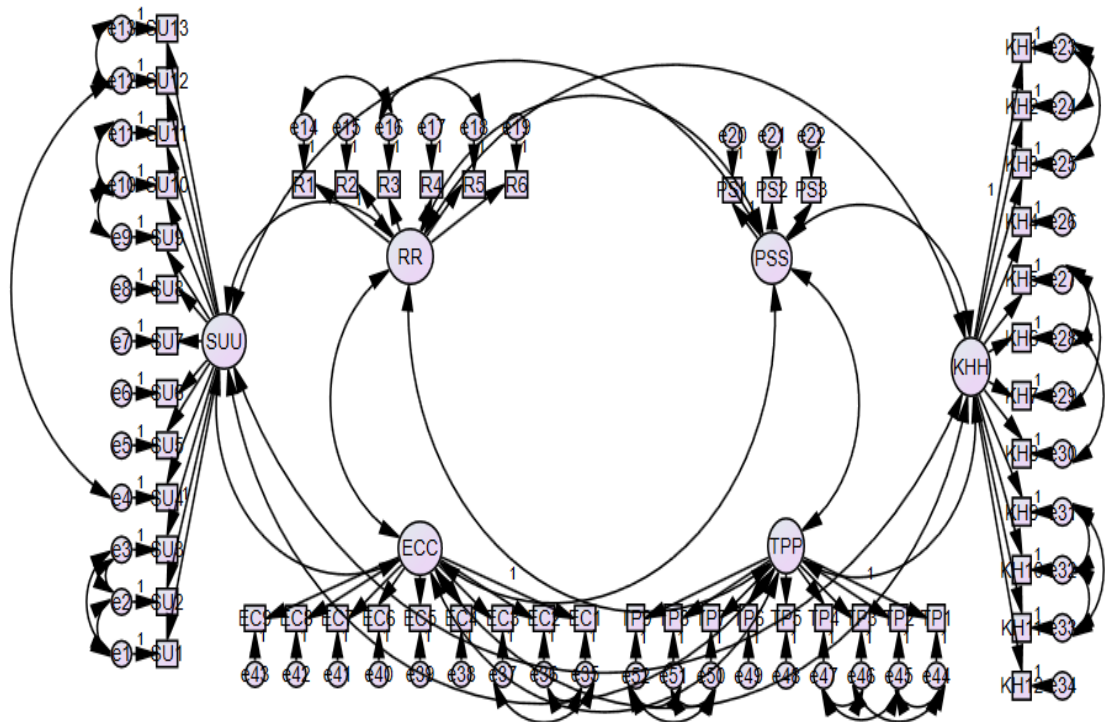

FIGURE 4.1: Measurement Model.

The CFA of the four-factor model represented a good fit as shown in Table 4.2. Changes were made by using modification indices. Since the original model was not meeting the statistics of model fitness. Hence, the modified model fits the data better because all values are meeting the threshold.

Incremental fit index (IFI) value is greater than 0.90 that was 0.906, which represents excellent fit, the value of the comparative fit index (CFI), should be greater than 0.90 that was 0.905, which again illustrates good model fit, values of root mean square of approximation should be less than 0 .07 that was 0.047. Similarly, the value of the Tucker-Lewis index (TFI) should also be greater than 0.90 which was 0.903, which also represents a good model fit. The Chi-square value for model fit should be less than 3 and that was 1.606 which indicates a good model fit. Overall, the four-factor model results in the good and excellent model as the values provide evidence.

4.3   Control Variables

A One-way ANOVA test was run in SPSS for control variables. The main aim of conducting one-way ANOVA was to see whether the demographic variables have any impact on the dependent variable, including employee creativity and employee task performance. Hence, our main purpose is to see pure relationships, which were proposed in the model, and their influence.

Demographics values showed an insignificant impact, which means that there is no need of controlling these variables: employee's gender (F = 0.66, P > 0.05), age (F = 0.19, P > 0.05), qualification level (F = 0.99, P > 0.05), and experience (F = 0.81, P > 0.05).

4.4   Correlation Analysis

Correlation analysis is used to discover the relationship between variables. For the current research, the purpose of correlation analysis is to determine the correlation between punitive supervision and employee creativity and task performance,

with the arbitrating functions. Pearson introduced a correlation analysis to determine the strength of the relationship through a correlation range that is from -0.1 to 0.1. Positive signs indicate that the variables move in the same direction and the negative variable indicates that variables move in the opposite direction. Additionally, the "r" value shows the strength of the association of variables. The value of the correlation coefficient shows different effects like, if the value of Pearson Coefficient range between .1 to .3 it means there is weak correlation, the value range of coefficient is .3 to .5 means a moderate correlation, and the value greater than.5 represents a high correlation. Whereas zero value of coefficient shows that there is no correlation between variables. The following table below indicates the correlation between hypothesized variables.

Table 4.3 exhibits the information regarding correlation between these variables. As the results shows that punitive supervision has significant positive relationship with social undermining (med1) (r=.147*, $p < 0.01$) and knowledge hiding (med2) (r=.165*, $p < 0.01$), and employee resilience (mod) (r=.004, $p < 0.01$). And also punitive supervision has significant positive relationship with employee creativity (IV1) (r=.194**, $p < 0.01$) and employee task performance (IV2) (r=.180**, $p < 0.01$).

TABLE 4.3: Correlation Analysis.

Variables	PS	R	SU	KH	EC	TP
Punitive Supervision (IV)	1					
Employee Social Undermining (Med)	0.147**	1				
Employee Knowledge Hiding (Med)	0.165**	0.494**	1			
Employee Resilience (Mod)	0.004	0.095	0.077	1		
Employee Creativity (DV)	-0.35	0.108	0.185**	0.031	1	
Employee Task Performance (DV)	-0.33	0.114	0.052	0.074	-0.22	1

4.5 Regression Analysis

Correlation analysis was carried out to find the link between variables. Correlation analysis does not show a causal relationship between variables, it only shows the existence between two variables. For regression analysis, different methods and tools are used, the Hayes & Preacher, (2014) macro by using SPSS for analysis of mediation and moderation. According to Preacher & Hayes (2013), mediation can be partial or full.

Further in Preacher and Hayes (2013) method bootstrapping techniques is used, in which the data is divided into small pieces and bits which increase the relative accuracy of the data in the current study, employee's social undermining and knowledge hiding are the two mediators among punitive supervision and employ's creativity and task performance.

TABLE 4.4: Direct and Indirect Effects.

Standardized Direct path coefficients of the hypothesized model			
Direct Effect	β	**SE**	**P**
Punitive supervision $\rightarrow$ Employee creativity	-0.35	0.07	0.01
Punitive supervision $\rightarrow$ Employee task performance	-0.33	0.05	0.01
Standardized Indirect path coefficients of the hypothesized model			
Indirect Effect	**BC 95% CI**		
	β	**SE**	**P**
Punitive supervision $\rightarrow$ Social undermining $\rightarrow$ Employee creativity	0.4582**	0.149	0.0024
Punitive supervision $\rightarrow$ Social undermining $\rightarrow$ Employee task performance	0.3129**	0.111	0.0055
Punitive supervision $\rightarrow$ Knowledge hiding $\rightarrow$ Employee creativity	0.4229**	0.148	0.0048
Punitive supervision $\rightarrow$ Knowledge hiding $\rightarrow$ Employee task performance	0.3303**	0.112	0.0037

*N = 279, Bootstrap sample size = 2000, BC 95% CI = Bootstrap confidence Intervals *p < .05, **p < .01, LL = Lower Limit, UL = Upper Limit, S.E = Standard Error*

Indirect Effect	Lower Limit	Upper Limit
Punitive supervision →Social undermining → Employee creativity	.16	.75
Punitive supervision → Social undermining → Employee task performance	.09	.53
Punitive supervision → Knowledge hiding → Employee creativity	.12	.71
Punitive supervision → Knowledge hiding → Employee task performance	.10	.55

N = 279, Bootstrap sample size = 2000, BC 95% CI = Bootstrap confidence Intervals *p < .05, **p < .01, LL = Lower Limit, UL = Upper Limit, S.E = Standard Error

H_1:Punitive supervision has a negative impact on employee creativity.

Hypothesis 1 enunciates that punitive supervision has a positive link with employee creativity as exhibited by the regression coefficient (B=-0.35 with p<0.01). Our first hypothesis is accepted as both variables are not moving in the same direction. When increasing the effect of punitive supervision then employee creativity decreases. Hence, H_1 proved to have a positive association between punitive supervision and employee creativity.

H_2: Punitive supervision has a negative impact on employee task performance.

Hypothesis 2 enunciates that punitive supervision has a negative link with employee task performance as exhibited by the regression coefficient (B=-0.33 with p<0.01). Our second hypothesis is accepted as both variables are not moving in the same direction. When increasing the effect of punitive supervision then employee task performance decreases. Hence, H_2 is also supported by the indication that punitive supervision has a positive effect on employee task performance.

H_3: Employee social undermining mediates the effect of punitive supervision on employee inspiration.

Hypothesis 3 shows that employee social undermining mediates the relationship between punitive supervision and employee inspiration. The results show in Table

4.4 depict that the indirect effect of punitive supervision on employee inspiration has a LL of confidence of interval and UL of confidence of interval, 0.16, and two 0.75. Both the ULCI and LLCI have the same positive sign and there was no zero between these. Hence, we can conclude from here that mediation occurs.

H_4: Employee social undermining mediates the relationship between punitive supervision and employee task performance.

Hypothesis 4 clarifies that employee social undermining is mediating the relationship between punitive supervision and employee task performance. The results show in Table 4.4 depict that the indirect effect of punitive supervision on employee creativity has a LL of confidence of interval and UL of confidence of interval, 0.09, and 0.53. Both the ULCI and LLCI have the same signs and there was no zero between these two. Hence, we can conclude from here that mediation does occur.

H_5: Employee Knowledge hiding mediates the effect of punitive supervision on employee creativity.

Hypothesis 5 expresses that employee knowledge hiding mediates the relationship between punitive supervision and employee creativity. The results show in Table 4.4 show that the indirect effect of punitive supervision on employee creativity has a LL of confidence of recess and UL of confidence of interval, 0.12, and 0.71. Both the ULCI and LLCI have the same positive sign and there was no zero between these two. Hence, we can conclude from here that mediation occurs.

H_6: Employee Knowledge hiding mediates the effect of punitive supervision on employee task performance.

Hypothesis 6 enunciates that employee knowledge hiding mediating the relationship between punitive supervision and employee task performance. The results show in Table 4.4 depict that the unintended effect of punitive supervision on employee creativity has a LL of confidence of interval and UL of confidence of interval, 0.10, and 0.55. Both the ULCI and LLCI have the same positive sign and there was no zero between these two. Hence, we can conclude from here that mediation occurs.

TABLE 4.5: Moderation Analysis.

Moderation Effect	β	SE	t	P
Punitive supervision × Employee resilience → Social undermining	0.095	0.067	1.427	0.154
Punitive supervision × Employee resilience → Knowledge hiding	0.077	0.058	1.320	0.187

N = 279, *p < .05, **p < .01, LL = Lower Limit, UL = Upper Limit, S.E = Standard Error

Moderation Effect	Lower Limit	Upper Limit
Punitive supervision × Employee resilience → Social undermining	-0.03	0.22
Punitive supervision × Employee resilience → Knowledge hiding	-0.03	0.19

N = 279, *p < .05, **p < .01, LL = Lower Limit, UL = Upper Limit, S.E = Standard Error

H$_7$: Employee resilience moderate the positive effect of punitive supervision on employee social undermining, such that the positive effect will be stronger for employees with a high level of perceived resilience and weaker for employees with a low level of perceived resilience.

For the moderation hypothesis, hypothesis 7 results show that employee resilience does not moderate the link between punitive supervision and employee social undermining. Table 4.5 results depict that the reason is interaction term of punitive supervision, employee resilience had LL and UL confidence interval of -.0123 and .1474, and both have differed signs. Hence, we conclude that hypothesis 7 was not supported.

H$_8$: Employee Resilience moderate the positive effect of punitive supervision on employee knowledge hiding, such that the positive effect will be stronger for employees with a high level of resilience and weaker for employees with a low level of perceived resilience.

For the moderation hypothesis, hypothesis 8 results depict that employee resilience does not moderate the link between punitive supervision and employee knowledge

hiding. Table 4.5 results portray that the reason is interaction term of punitive supervision, employee resilience had LL and UL confidence interval of -.0123 and .1474, and both have differed signs. Hence, we conclude that hypothesis 7 was not supported.

4.6   Summary of Hypothesis

TABLE 4.6: Summary of Hypothesis.

Hypothesis	Statements	Results
H_1	Punitive supervision is negatively associated with employee creativity.	**Accepted**
H_2	Punitive supervision is negatively associated with employee task performance.	**Accepted**
H_3	Employee social undermining mediates the relationship between punitive supervision and employee creativity.	**Accepted**
H_4	Employee social undermining mediates the relationship between punitive supervision and employee task performance.	**Accepted**
H_5	Employee Knowledge hiding mediates the relationship between punitive supervision and employee creativity.	**Accepted**
H_6	Employee Knowledge hiding mediates the relationship between punitive supervision and employee task performance.	**Accepted**
H_7	Employee resilience moderate the positive effect of punitive supervision on employee social undermining, such that the positive effect will be stronger for employees with a high level of employee resilience and weaker for employees with a low level of employee resilience.	**Rejected**

Hypothesis	Statements	Results
H_8	Employee Resilience moderate the positive effect of punitive supervision on employee knowledge hiding, such that the positive effect will be stronger for employees with a high level of employee resilience and weaker for employees with a low level of employee resilience.	**Rejected**

Chapter 5

Discussion and Conclusion

5.1 Discussion

By using AET (Weiss & Cropanzano, 1996), the central focus of the study was to analyze the impact of punitive supervision on employee creativity and employee task performance. Moreover, the mediators employee social undermining and knowledge hiding and moderating role of employee resilience were also the focus of this investigation. For this purpose, data for the suggested hypothesis were collected from the hospitality sector of Rawalpindi, Islamabad, and Lahore. As anticipated, the findings of the study were aligned with the hypothesized model. Particularly, the findings showed that punitive supervision and employee social undermining, and knowledge hiding are the antecedents of employee creativity and task performance.

5.1.1 Question1: What is the Relationship between Punitive Supervision and (dv1) Employee Creativity and (dv2) Employee Task Performance?

H_1: Punitive supervision is negatively associated with employee creativity.

The findings of this study supported the first hypothesis that punitive supervision is positively and significantly associated with employee creativity. The results provide strong reasoning for the hypothesis of H_1 of the study, which indicates that if there is a one-unit change in punitive supervision then there is a probability that employee creativity would decrease.

The study focused on the actions and behaviors of a destructive or weak supervisor (Harris & Jones, 2018). Punitive supervision is a form of abusive supervision, the difference in punitive supervision is that punitive supervisors blame employees for their mistakes, react negatively to employee's mistakes, and show aggression towards them verbally that has further negative consequences. A punitive supervisor is supposed to create frustration, which is linked with negative thoughts about one's creative mind that reduce the occurrence of employee creativity as they become more conscious about work and not use their ideas to explore new ways.

Punitive supervisors never encourage employees to improve and think out of the box that decreases the confidence of their employees, which ultimately results in the low creativity of employees. There are many studies on the dark side of leadership but there has been no study found between the relationship of punitive supervision and employee creativity.

H_2: Punitive supervision is negatively associated with employee task performance.

The findings of this study supported that the second proposed hypothesis that punitive supervision is positively and significantly associated with employee task performance. Applicably, findings suggest that employees who work under punitive supervisors are probably exhibiting a decrease in task performance at major work concerns.

The concept of negative or bad leadership behavior, including behaviors directed both towards subordinates' performance and toward the larger organization. Hence destructive leadership may undermine the performance (Einarsen, Aasland, & Skogstad, 2007). Previous studies found that the dark side of leadership leads

to employees to low task performance and hold helping behaviors (Zhou & Li, 2016). When punitive supervisors focus on sustained displays of aggressive behaviors towards employees, they become less motivated and results in lower task performance.

5.1.2 Question2: Does the (med1) Social Undermining Behavior and (med2) Knowledge Hiding Behavior of Employees Mediate the Relationship between Punitive Supervision and (dv1) Employee Creativity and (dv2) Employee Task Performance?

H$_3$: Employee social undermining mediates the relationship between punitive supervision and employee creativity.

The third hypothesis H$_3$ has been accepted. Employee social undermining as a mediator between punitive supervision and employee creativity remained effective.

The results of the third hypothesis H$_3$ revealed that employee social undermining decrease employee creativity. It could be seen that there are some studies of employee social undermining with other types of the dark side of leadership and with employee creativity but there is little attention paid to how punitive supervision trigger emotional states of employees which is employee social undermining and then how employee social undermining leads to decrease in creativity.

The leader or supervisor makes an environment best in any organization, so if a leader does not cooperate or does not appreciate the work or any ideas by their employees then definitely it creates a stressful situation for employees through which employee social undermining level increases, therefore employees further misbehave with their colleagues, which causes a decrease in their creativity.

H$_4$: Employee social undermining mediates the relationship between punitive supervision and employee task performance.

The H$_4$ has been accepted. Employee social undermining mediates between punitive supervision and employee task performance.

Indirect impacts of punitive supervision on employee task performance through employee social undermining and our fourth hypothesis H4 is hence accepted. Results of early undermining research have clearly and consistently supported the notion that undermining events evoke emotional reactions such as distress and decreased subjective well-being (Duffy, Ganster, & Pagon, 2017). Perhaps one reason is that negative events such as undermining may have a powerful effect on health status. The negative interactions often occur frequently than positive interactions with supervisors or colleagues. In this regard, they ensure less task achievement. Because punitive supervisors already put pressure on the employees and employees use their aggression in the form of social undermining and as a result, they do not perform tasks properly in the organizations.

H_5: Employee Knowledge hiding mediates the relationship between punitive supervision and employee creativity.

The fifth hypothesis H_5 has been accepted. The knowledge hiding as a mediator between punitive supervision and employee creativity. The results reflected that employee knowledge hiding as a mediator was effective.

When employees experience strong negative reciprocity beliefs, the negative effect of dysfunctional supervisory behavior on their capacity to develop original or useful ideas for their organization, exhibited through knowledge hiding (Eisenberger, Lynch, Aselage, & Rohdieck, 2004). Some researchers indicated that there is an indirect effect of perceived abusive supervision on employee creativity through knowledge hiding (Jahanzeb, Fatima, Bouckenooghe, & Bashir, 2019). Of these, we focus on knowledge hiding as one of the main forms of retaliation for three main reasons (Aquino, Tripp, & Bies, 2006). First, employees may fear supervisors, he might hold authority and exercise control over rewards and promotions (Wang & Noe, 2010). Second, employees may believe that knowledge hiding is not noticeable, so its malicious intent can be easily obscured. Third, knowledge hiding as displaced retaliation specifically relates to our outcome variable (reduced creativity).

H_6: Employee Knowledge hiding mediates the relationship between punitive supervision and employee task performance.

This hypothesis got accepted. The results show a significant role of knowledge hiding as a mediator between punitive supervision and employee task performance.

All these results from the past literature also showed that knowledge hiding and playing dumb is connected to reduced job satisfaction, reduced performance, increased turnover rates, and reduced psychological empowerment (Gagné, et al., 2019).

The leader or supervisor makes an environment best in any organization, so if a leader does not cooperate or does not appreciate the work or any ideas by their employees then definitely it creates a stressful situation for employees through which employee's knowledge hiding level increases. Therefore employees further hide knowledge, which causes a decrease in task performance of employees. So, hypothesis H_6 is accepted.

5.1.3 Question3: Does Employee Resilience Moderates the Relationship between Punitive Supervision and (med1) Social Undermining Behavior and (med2) Knowledge Hiding Behavior of employees?

H_7: Employee resilience moderate the positive effect of punitive supervision on employee social undermining, such that the positive effect will be stronger for employees with a high level of employee resilience and weaker for employees with a low level of employee resilience.

This hypothesis got rejected. As the results of the current study show an insignificant relationship (B=0.095). Earlier research studies have recognized the pivotal part of individual differences in explaining and determining detrimental behaviors in the workplace, as shown that personal dispositional traits act as a moderator within workplace relationships. In this perspective, one of the key personal characteristics of resilience has gained very little attention.

The concept of perceived control has been widely studied, as it is found that control of belief is connected with a range of psychological and behavioral results and based

on personal experience. Individuals have the different dispositional tendency to believe that they can control or cope up with the distressed environment and become happy over time. This fact has denied the way some individuals are unable to observe the linkage between their actions and outcomes (external), while others have the lasting belief that consequences are functions of their actions (internal) (Ng, Sorensen, & Eby, 2006).

The impact of employee resilience as a moderator can be explained through past researches, which is partially or wholly in support of the positive impact of employee resilience as a moderator (Lanz & Bruk-Lee, 2017). But there is also evidence which is supporting the rejection of the hypothesis, arguing that intentional behaviors like (punitive) perceived as being more negative and that the observed relationships with outcomes such as (employee social undermining) examined here it is likely stronger, the effects would be consistently negative and strong, especially even social support in the form of (employee resilience) was taken into account (Duffy, Ganster, & Pagon, 2002). So even the employee resilience is there if the punitive behavior is attacking the employee again and again then the employee's social undermining has become stronger than employee resilience and it became difficult for the employee to cope up with this type of distress situation. The level of employee resilience weakens from time to time as a result it leads to employee social undermining. So employee resilience is not moderating between the relationship between punitive supervision and employee social undermining.

H_8: Employee Resilience moderate the positive effect of punitive supervision on employee knowledge hiding, such that the positive effect will be stronger for employees with a high level of employee resilience and weaker for employees with a low level of employee resilience.

In hypothesis 8 of this study, it was proposed that employee resilience moderates the relationship between punitive supervision and employee knowledge hiding such that high employee resilience improves the relationship when it is strengthened, and it is weakened when employee resilience is low. The findings were not in the support of our hypothesis.

Higher perceived stress and lower resilience were associated with increased adverse behaviors (Feng & Wang, 2019). This may be because punitive supervision's adverse impact is sufficient to make employees perceive a lack of power that the employee's tolerance becomes poor, leading to hiding employee information. Lack of organizational interventions also exacerbates the problem and, in simple words, employees with a lower level of personal attributes like resilience become perpetrators of negative behaviors like knowledge hiding and then such organizations suffer the form of delinquent behaviors and resulting low performance.

5.2 Research Implications

5.2.1 Theoretical Implications

There are many theoretical implications of the current study, which are discussed below: Firstly, the present study investigated the link between punitive supervision and employee creativity. Earlier, limited studies are available related to punitive supervision and outcome variables employee creativity and employee task performance. This research contributes to the literature by exploring the process by which experiences to punitive supervision effects employee creativity and employee task performance. Therefore, this is a new era of study and contribution to our study.

Secondly, the role of employee social undermining and knowledge hiding behaviors as the emotional states and punitive supervision has not been earlier studied in the Pakistani context with specific consideration of hospitality sector employees; therefore, this study has contributed as how punitive supervision leads employees to social undermining and knowledge hiding. Drawing from the Affective Event Theory (Weiss & Cropanzano, 1996), the study also extended the earlier assumptions of the theory, citing that personal dispositional factors modify the implications of negative actions in the workplace. Employee resilience is influential in providing the victim with the strength to apply psychological adjustments, emotional regulations, and behavioral orientation. Beyond theoretical advancements

to the research of punitive supervision, the present study also expands the emotions literature by asserting that various work situations behave as negative affect events (i.e. punitive supervision) and these events probably trigger negative emotions (i.e. employee's social undermining and knowledge hiding) which eventually instigate negative behavioral reactions (i.e. lower employee's creativity and task performance). Therefore, the present study delineates theoretical implications to the emotions research by manifesting support for hypothesized associations. The consequences of punitive supervision are generalized across Pakistan that could be fruitful for further implementation.

5.2.2 Practical Implications

This study has some important implications for the hospitality sectors in Pakistan. The concept of punitive supervision has gained very little attention until now; even though punitive supervision exists at all levels of Hospitality sector organizations. The main factors that may be such events are not properly reported due to various factors. Given that the consequences of punitive supervision in the workplace include several detrimental effects, organizations may take actions to curb its tendency. A typical measure, which may be adopted to include, policies and procedures to handle the reported negative behaviors. Employees may be encouraged to report incidents of punitive behaviors of leaders at appropriate forums to highlight the issues and perpetrators, with the assurance to safeguard the interest of the victims. Secondly, given the fact that personal dispositional and affective states of the individuals mold the outcomes of punitive supervision at either positive or negative directions, it is imperative for the organizations to re-visit the selection criteria. Empirical studies have established the fact that employees with a low level of employee resilience under the state of enhanced employee social undermining and knowledge hiding are more prone to negative impacts of punitive supervision, this study is of particular importance.

Hospitality sectors may focus on the selection of candidates that are psychologically and emotionally fit so that they can avoid many of the workplace maledictions from both the perspective of the perpetrator and victims. Through psychological

evaluation, while selecting potential candidates (supervisors/employees) for employment as per the nature of the job and working environment. For the existing employees, the hospitality sector may adopt intervention strategies to minimize the effects of negative behaviors. Moreover, the hospitality sector may also take up several intervention strategies and advanced level training programs for supervisors and employees to develop their capabilities of handling negative experiences and behaviors. Generally, the occurrence of bullying and detrimental behavior by leaders/bosses has a downward orientation and therefore, appraisal measures (like the 360-degree approach) may be a helpful tool in gaining the assessment of leaders/bosses in terms of behaviors towards subordinate staff.

5.3   Limitations of the Research

In every research or study, there exit some reservations, in the current research there are also some limitations which we have faced while conducting this particular research, apart from the fact that all appropriate attempts were made within the available resources to reach and required standards of professional study.

Firstly, the limitation is mainly of time and resources. Due to time limitations, the study has been conducted with a cross-sectional frame of time horizon instead of a longitudinal frame, which requires more time and resources. There is enough likelihood that an employee's level of experience and exposure can have various levels depending on the time frame. The period of repeated observations would be sufficient for measuring the propensity of openness to punitive supervision. The application of time lag for six months or more would be more suitable as punitive supervision consist of repeated negative actions over some time.

Secondly, the convenience sampling technique was used for data sampling due to resource limitation because of time constraints this technique was applied as it was feasible to reach within a short time. Additionally, the sample size was not comprehensive, and may not represent all the punitive employees in the hospitality sectors of Pakistan. Therefore, the results could not be generalized widely. Future research should use other types of sampling techniques with a large sample

size because results might change if the sample size is increased. A large sample size increases the generalizability of outcomes in the wider context and their applicability.

Thirdly, the scope of the current study was limited to those working in Pakistan's hospitality industry. This restriction in scope could minimize the application of the results concerning other main employment sectors. The inclusion of other major private organizations and both private and public entities, such as the telecommunications sector, educational sector, and banking sector, can enhance the testing and significance of the outcomes. Because, surely, other types of organizations will have a different effect on outcomes due to different working environments. For instance, the level of punitive exposures in the hospitality sector having challenging and deadline specific activities will be more as compared to a manufacturing unit where routine work does not involve public dealings or strict deadlines.

5.4 Future Research Directions

Future research should focus on other types of personality factors instead of employee resilience like psychological capital, locus of control, and consciousness, to study the relationship between punitive supervision on employee's creativity and task performance. Future research can also put cultural effects on the link between the mentioned variables to enhance the generalizability of the outcomes in a larger domain. Future researchers can also explore that either this relationship is applicable in cross-culture or not.

5.5 Conclusion

The supervisor plays a significant role in organizational existence and evolution in terms of its effect on employees' responses and performances in the workplace, however, now organizations are also concerned that how supervisors affects employees. The concept of the dark side of leadership has gained much attention over some time due to its detrimental effects on employees and organizations. Due to

its universal nature and costly impact of punitive supervision on individuals and organizations, the researchers need to start research to completely examine and apprehend the causes that make supervisors delineate such punitive behavior. The purpose and focus of the research were to identify the relationship between punitive supervision and employee creativity and knowledge hiding within an integrative framework under the underpinning assumptions of AET theory. Anyhow, our research work contributes to the literature of punitive supervision and employee's creativity and task performance. As punitive supervision is a recent variable introduced, so these findings would further produce the boulevards for the leadership research. Our study gives various practical as well as theoretical implications and also provides new ways to other researchers for future studies.

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Appendix

Dear Respondent,

I am a student of MS Management Science from Capital University of Science and Technology Islamabad. I am intending to conduct a survey on the "Dark side of supervision and associated outcomes and consequences". In this regard, I have prepared the following questionnaire and request you to kindly fill all the questions. Your contribution towards this research will be highly appreciated and I assure that your responses will remain strictly confidential.

Thank you

Regards,

Toobah Roohani,

MS Scholar,

Capital University of Sciences and Technology, Islamabad

Section 1: Demographics

Please provide following information.

	1	2
Gender	Male	Female

	1	2	3	4	5
Age	18- 25	26–33	34-41	42-49	50 and above

	1	2	3	4	5	6
Qualification	Metric	Inter	Bachelor	Master	MS/M.Phil	PhD

	1	2	3	4	5	6
Experience	$0-5$	$6-10$	$11-16$	$17-22$	$23-28$	29 and above

Section 2: Punitive Supervision

Please indicate the response that describe your belief about jobs in general

The scale ranges from 1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree/nor Disagree, 4 = Agree, 5 = Strongly Agree

1	My supervisor gets angry or upset with staff if they make a mistake.	1	2	3	4	5
2	My supervisor takes responsibility away from staff if they make a mistake.	1	2	3	4	5
3	My supervisor blames staff personally if things go wrong.	1	2	3	4	5

Section 3: Resilience

Please indicate the response that describe your belief about jobs in general

The scale ranges from 1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree/nor Disagree, 4 = Agree, 5 = Strongly Agree

1	I tend to bounce back quickly after hard times.	1	2	3	4	5
2	I have a hard time making it through stressful events.	1	2	3	4	5
3	It does not take me long to recover from a stressful event.	1	2	3	4	5
4	It is hard for me to snap back when something bad happens.	1	2	3	4	5
5	I usually come through difficult times with little trouble.	1	2	3	4	5

6	I tend to take a long time to get over set-backs in my life.	1	2	3	4	5

Section 4: Social Undermining

Please indicate the response that describe your belief about jobs in general

The scale ranges from 1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree/nor Disagree, 4 = Agree, 5 = Strongly Agree

1	Hurt another members feelings?	1	2	3	4	5
2	Put another team member down when he/she questioned work procedures	1	2	3	4	5
3	Undermined another team member's effort to be successful on the job?	1	2	3	4	5
4	Let another team member know you did not like them or something about them?	1	2	3	4	5
5	Talked bad about them behind their back?	1	2	3	4	5
6	Insulted them	1	2	3	4	5
7	Belittled another team member or team members ideas	1	2	3	4	5
8	Spread rumors about a member of my group?	1	2	3	4	5
9	Made them feel incompetent?	1	2	3	4	5
10	Delayed work to make them look bad or slow them down?	1	2	3	4	5
11	Talked down at them?	1	2	3	4	5
12	Gave a team member the silent treatment?	1	2	3	4	5
13	Did not defend them when people spoke poorly of them?	1	2	3	4	5

Section 5: Knowledge Hiding

Please indicate the response that describe your belief about jobs in general

The scale ranges from 1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree/nor Disagree, 4 = Agree, 5 = Strongly Agree

1	I agree to help him/her but never really intend to.	1	2	3	4	5
2	I agree to help him/her but instead give him/her information different from what s/he wanted.	1	2	3	4	5
3	I tell him/her that I would help him/her out later but stall as much as possible	1	2	3	4	5
4	I offer him/her some other information instead of what he/she really wants	1	2	3	4	5
5	I pretend that I do not know the information	1	2	3	4	5
6	I say that I do not know. even though I do	1	2	3	4	5
7	I pretend I do not know what s/he was talking about	1	2	3	4	5
8	I say that I am not very knowledgeable about the topic	1	2	3	4	5
9	I explain that I would like to tell him/her but was not supposed to	1	2	3	4	5
10	I explain that the information is confidential and only available to people on a particular project	1	2	3	4	5
11	I tell him/her that my boss would not let anyone share this knowledge	1	2	3	4	5
12	I say that I would not answer his/her questions	1	2	3	4	5

Section 6: Employee Creativity

Please indicate the response that describe your belief about jobs in general

The scale ranges from 1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree/nor Disagree, 4 = Agree, 5 = Strongly Agree

1	Is a good source of creative ideas	1	2	3	4	5
2	Comes up with creative solutions to problems	1	2	3	4	5
3	Comes up with new and practical ideas to improve performance	1	2	3	4	5
4	Often has new and innovative ideas	1	2	3	4	5
5	Suggests new ways to achieve goals and objectives	1	2	3	4	5
6	Suggests new ways of performing work tasks	1	2	3	4	5
7	Suggests new ways to increase quality	1	2	3	4	5
8	Exhibits creativity on the job when given the opportunity to	1	2	3	4	5
9	Often has a fresh approach to problems	1	2	3	4	5

Section 7: Task Performance

Please indicate the response that describe your belief about jobs in general

The scale ranges from 1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree/nor Disagree, 4 = Agree, 5 = Strongly Agree

1	Achieves the objectives of the job.	1	2	3	4	5
2	Meets criteria for performance.	1	2	3	4	5
3	Demonstrates expertise in all job-related tasks.	1	2	3	4	5
4	Fulfills all the requirements of the job.	1	2	3	4	5
5	Could manage more responsibility than typically assigned.	1	2	3	4	5
6	Appears suitable for a higher level role.	1	2	3	4	5
7	Is competent in all areas of the job, handles tasks with proficiency.	1	2	3	4	5
8	Performs well in the overall job by carrying out tasks as expected.	1	2	3	4	5

| 9 | Plans and organizes to achieve objectives of the job and meet deadlines. | 1 | 2 | 3 | 4 | 5 |

Section 8: Weekly Work Plan for MS thesis

4 Weeks	May 1- May 15	Introduction
	May 16-May 31	Literature Review
4 Weeks	June 1-June 15	Literature Review
	June 16-June 30	Methodology & Data Collection
4 Weeks	July 1-July 15	Methodology & Data Collection
	July 16-July 31	Methodology & Data Collection
4 Weeks	August 1- August 15	Analysis & Findings
4 Weeks	August 16- August 31	Analysis & Findings

Section 9: Report Sheet

S. No.	Suggestions
1	Shift resilience moderator after social undermining and knowledge hiding behaviors of employees.
2	Issue in finding employee creativity in hospitality sector.
3	Significance of study