LEADER-MEMBER EXCHANGE QUALITY AS MEDIATOR BETWEEN TOXIC LEADERSHIP AND ORGANIZATIONAL LEARNING IN PAKISTANI BANKS

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DEDICATION

I dedicate this work to the most essential pillars of my life first and foremost, my parents who sacrificed their comfort for my education; to my sisters and to my colleagues for bearing with my lack of attention during the time I was writing the thesis.

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ABSTRACT

The twenty-first century is shaded with numerous scams that linked to the leadership decisions. Such incidents raise the questions on the ability and intentions of the leadership that whether they were intentionally involved or these were the results of their negligence, incompetence or inability to manage. Leadership has been interesting, attracting and remain an important topic for the academician as well as business personnel. It's been years that leadership is being studies and majority of scholars just focus on the constructive side of the leadership but the darkest and negative traits or behaviours of leaders are not studies. One such behaviour is toxic leadership. The available literature identifies that investigation related to toxic leader and organizational learning with the mediating role of leader-member exchange quality is limited. The current study explored the mediating role of leader-member exchange quality between toxic leadership and organizational learning in the banking sector of Islamabad, Pakistan. The study is cross-sectional in nature and convenient sampling technique was employed to collect the data from the individual bankers working in banking sector of Islamabad. A total of 214 responses were collected through survey questionnaire developed in google form, for the convenience of data collection and respondents. 3 responses were deleted due to the duplication and 211 responses were used for the study. The descriptive statistics, correlation, linear regression and process macro v4.0 by Andrew F. Hayes were employed for the data analysis. The coefficient of correlation revealed the significant negative relationship of toxic leadership with the organizational learning and leader-member exchange quality and significant positive relationship of leader-member exchange quality with the organizational learning. The study findings justify that toxic leadership damages the process of organizational learning and leader-member exchange quality mediates the relationship between toxic leadership and organizational learning. The current study is unique as it explored the mediating role of leader-member exchange quality between the toxic leadership and organizational learning. The study further discusses the implications for the banks and practitioners to deal effectively with the toxicity of leaders at different levels.

Keywords: *Toxic Leadership*, *LMXQ, Mediation Effect of LMXQ, Organizational Learning*

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LIST OF ABBREVIATION

Abbreviation	**Description**
TOXL	Toxic Leadership
OL	Organizational Learning
LMXQ	Leader-Member Exchange Quality
LMX	Leader-Member Exchange
CMB	Common Method Bias

Chapter 1

INTRODUCTION

1.1 Background of the Study

The twenty-first century is shaded with a list of hideous scams that are linked to the leadership decisions. Such incidents raise the questions on the ability and intentions of the leadership that whether the leaders were intentionally involved or these are the results of their negligence, inability to manage or their incompetence (Sing, Sengupta & Dev, 2018).

Leadership is about influencing the followers to achieve the organizational goals and objectives (Yukl, 2012; Akca, 2017). Leadership has been very interesting, attractive and important topic for academician as well as business personnel. Where ever there are two or more people required to do a certain task the leadership in term of team lead or guidance will become necessity. At times people have choice to choose who to follow but mostly in professional life people do not have luxury to opt who to follow. In general, leadership is all about influencing the people and giving them the directions to perform effectively. It's been years that leadership is being studied and majority of scholars just focus on the constructive side of the leadership and the destructive side of the leadership remains in dark for many years besides the fact that it is a major treat to the organization's sustainability (Kilic & Günsel, 2019).

Extensive literature is available on the positive and constructive aspects of the leaders but the darkest and negative traits or behaviours of leader are not studies (O'Hara, 2015). Leadership as a concept is taken as a symbol of positivity but there is a dark side of it which has not been fully explored by the researchers. The dark side of the leadership such as destructive leadership, narcissistic leadership, toxic leadership or abusive leadership has received great attention in the past decade despite this attention and work done, this field is still scattered and there is a need of deep understanding to the after effects of toxic leadership on the organizational outcomes (Scheffler & Brunzel, 2020).

Toxic leadership are the leadership behaviour that brings down the moral, efficiency and effectiveness of subordinates. Although there are only 8-10% toxic leaders which is relatively small number as compared to constructive leadership behaviour but still presence of only one toxic leader can pollutes the whole organization and the negative consequences can trickle down to the bottom level of the organization. The toxic leader or leadership is unavoidable and put to an end as it is a threat to organizational level outcomes as well as results in individual burn outs (Singh et al., 2019).

Toxic leader intentionally or unintentionally by their destructive behaviour brings a serious damage and harm the organization and the people, which in long run costs huge amount to the organizations in terms of individual and organizational performance, efficiency, production and damage to healthy culture and environment of organization. Moreover, the organizations are not prepared or may be on purpose reluctant to address such leaders till the time the cost associated with the damage covers a huge proportion (Vreja, Balan & Bosca, 2016).

Destructive leadership behaviours affect followers negatively and increase the intentions to leave such organizations' which are led by destructive leaders (Schmid, Verdorfer & Peus, 2018). Negative behaviours are like a double-edged sword and these behaviours in the work environment not only negatively affect employees but they also cost considerable amount to the organizations thus it is important to examine these behaviours and their various consequences (Zhong & Robinson, 2021).

1.2 Contextual Analysis

Banking sector is considered one of the most important sectors of service industry which has major part in the economic growth of any country (Pahi, Hamid & Khalid, 2016; Khosa, Ishaq & Kamil, 2020; Asrar-ul-Haq & Kuchinke, 2016), due to the increased workload, excessive deadline, huge paperwork and along with all these responsibilities banker has to deal with the public as well which makes the banking sector more challenging and demanding sector (Khan, 2014; Shah et al., 2018).

According to Asrar-ul-Haq & Kuchinke (2016) manager's behaviours towards their subordinate is one of the reasons of challenges being faced by Pakistani banks i.e., turnover intentions and there is an indeed need to implement effect leadership to cope up with such challenges to minimize the effects of these evil outcomes. Furthermore, Asrar-ul-Haq (2014) concluded that there is a lack of transformational leadership in the banking sector of Pakistan and there is a need to introduce an effective leadership style.

Toxic leadership has been practiced in banking sector of Pakistan which is one of the reasons to raise the intentions to leave the organization resulting is the loss of organization in terms of valuable knowledge leaving from the organization's repository

(Naeem & Khurram, 2020; Jabbar et al., 2020). According to Naseer et al., (2016) followers do not contribute to the progress of their organization when they are bond to deal with destructive leaders. Moreover, abusive leadership will create the abusive culture in the workplace when employee react the way they are treated which is a barrier to the empowerment of employees and knowledge and information sharing (Jabbar et al., 2020). According to Mousa, Massoud and Ayoubi (2021) organizational learning is not focused well and such practices are not incorporated in the banking sector despite the fact that it has been of critical important to survival of the organization. In this context, this study explores the effect of toxic leadership on the organizational learning through the mediating effect of leader-member exchange quality.

1.3 Research Gap

In the context of Pakistan, one of the emerging concepts of study is toxic leadership (Naeem & Khurram, 2020). Previous studies show that toxic leadership has a negative impact on the organizations and it pollutes the whole organization to the bottom line. In Pakistani context impact of toxic leadership has been studies more on the individual level outcomes (Asrar-ul-Haq & Anjum, 2020; Naeem & Khurram, 2020; Jabbar et al., 2020; Anjum & Ming, 2018) and only few studies are there on the organizational level outcomes such as organizational learning and organizational performance (Saqib & Arif, 2017a; Saqib & Arif, 2017b). Relationship of toxic leadership and organizational learning through the mediating role of employee silence has been studied in banking sector of Islamabad (Saqib & Arif, 2017b). Moreover, it has been evident that followers get influenced by their leaders so the effective leadership becomes necessity in the service sector as it is an important entity which contributes in the economy (Asrar ul Haq & Kuchinke, 2016). Further, Dulebohn et al. (2012) highlighted that in the non-western culture where power distances occur in cultures the research related to LMX and its influence on leadership outcomes is lacking. To fill the existing gap this study investigates the relationship of toxic leadership with organizational learning through the mediating role of leader-member exchange quality.

1.4 Problem Statement

Leadership and the quality of leader is extensively studied in fact leadership has been studied from the early civilization of the human. The dark side of the leadership is relatively less studied and focused on as compared to the positive aspects of the leadership. The disturbance South Asia is facing in the political, economic or in organizations is one of the reasons on toxic leadership presence (Singh et al., 2019). According to the Gilaninia, Rankouh and Gildeh (2013) to adapt to the changing scenario and environment organization make efforts to enable their people to learn and move towards learning organizations as they are more powerful organization who rely on knowledge and learning which ultimately increases the performance in long run and leaders are responsible to create such environment which promotes organizational learning. Sadaat and Sadaat (2016) concluded that organizational learning is a strategic tool for bringing stability to the organization and moreover organizational learning is the key to all the major problem being faced by the organizations at times and management of complex systems make it an exercise to learn and adapt new thing and processes, learning must by on the to do list of all employees every day.

Toxic leadership has a negative impact on the organizational outcomes as well as on the employees, any form of toxic leadership will affect negatively on the followers' outcomes and deceases their motivation, satisfaction, productivity, commitment and performance which stops the process of development and learning (Akca, 2017).

In Pakistan, toxic leadership has been not yet studies to its full extent. Previous studies find devastating impacts of toxic leadership behaviour on the organization level and on employee level as well (Mehta & Maheshwari, 2014). Banking sector is one of the main entities of service sector in Pakistan and has a major part in the economy of the country and this sector has highly stressed environment and turnover ratio due to many factors one of those is toxic leadership (Naeem & Khurram, 2020).

To study the possible destructions of toxic leadership in one of the biggest and important entity of the corporate sector of Pakistan this study examines the relationship between toxic leadership and organizational learning through the mediating role of leader-member exchange quality.

1.5 Research Questions

Based on the problem statement, the following research questions were articulated:

1. What is the impact of toxic leadership on organizational learning of the banks in Pakistan?
2. What is the impact of toxic leadership on the leader-member exchange quality?

3. What is the impact of leader-member exchange quality on organizational learning?
4. Does leader-member exchange quality mediate the relationship between toxic leadership and organizational learning?

1.6 Research Objectives

Based on problem statement and research questions formulated, this study aims to fulfil the following objectives:

1. To examine the effect of toxic leadership on organizational learning.
2. To examine the effect of toxic leadership on leader-member exchange quality.
3. To examine the effect of leader-member exchange quality on organizational learning.
4. To evaluate the mediating role of leader-member exchange quality on the relationship between toxic leadership and organizational learning.

1.7 Significance of Study

This study will give the more insight on the toxic leadership effects and destruction it brings to the organizations and its employees and the losses associated with toxic leadership. This study will provide the importance to the management of the corporate sector to notice the presence of toxicity in the leadership and try to eliminate this workplace cancer. Moreover, this study will be an addition to the existing literature in terms of Pakistani context and helps in generalizing the impacts of toxic leadership on organizational learning.

1.8 Organization of the Dissertation

This dissertation is divided into five chapters; detail of each chapter is as mentioned:

First chapter, introduction, this section consists of the background of study and includes the research gap, problem statement, research question, research objective, and significance of the study.

Second chapter, literature review, this section provides the information on the variables from the available literature and describes the IV, DV, MV and relationship among them and underpinning theories for the better understanding. This section also includes the theoretical framework, research hypotheses and research model.

Third chapter, methodology, this section includes the conceptual and operational definitions of the variables under study, sample selection, data collection methods and analytical approach incorporated in data analysis.

Fourth chapter, analysis and results, this section describes the analysis carried out through quantitative measures and their predicted results using SPSS.

Fifth chapter, discussions and conclusion, this section covers the discussion based on major findings and compare them with the past studies, further, this section comprises of Implications and recommendations and limitations of the study.

Chapter 2

LITERATURE REVIEW

2.1 Overview of the chapter

This chapter covers the prevailing and theoretical work done by the scholars related to the toxic leadership and the consequences attached to the dark side of the leadership. Moreover, this chapter discusses the definitions of the variables under study, overview of the prevailing work done on the dark side of leadership and the results of previous studies in this regard to develop a better understanding of the toxic leadership, organizational learning and leader-member exchange quality and their relationship among each other. Furthermore, following objectives are expected to meet from this chapter:

1. To explain the concepts of variables under study, independent variable/IV; toxic leadership behaviours, dependent variable/DV; organizational learning and mediator; leader-member exchange quality.
2. To explain the linkage between independent variable (IV) and dependent variable (DV) and how the mediator variable i.e., leader-member exchange quality mediates the relationship between toxic leadership and organizational learning.

2.2 Toxic leadership

The concept of toxic leadership is first defined by the Whicker (1996). Lipman-Blumen (2005) work on toxic leadership got the first-time great attention in leadership literature. She defined toxic leadership as set of negative and damaging behaviours and dysfunctional personal qualities or characteristics associated with the leader that cause harm to individuals and organizations. She further explained if toxic leaders are not encountered in time, destruction is likely awaiting there. It’s a costly phenomenon which results in the destruction of individual, groups, organizations and even the whole country. Leet (2011) defined toxic leadership as array of such behaviours which are adopted intentionally and on purpose to damage others for the sake of personal gains. He further explained such behaviours are barriers to the effective functioning of others and organizations. Toxic behaviours further explained by Schmidt (2014) as those behaviours which are deliberately practiced to harm other people in the group or organization, he further clarifies that these behaviour on non-physical.

Goldman (2006, 2012) in his study based on the theory of emotional contagion explained that leader's toxicity will affect the other employees and it trickle downs to the bottom of the organization which result in polluting the whole organizational environment. Furthermore, Mawritz et al. (2012) suggest that researcher and practitioners should pay attention and eliminate the toxicity from the workplace timely before it affects the whole organization.

Toxic leadership is a multi-facet construct (Sing et al., 2019; Lipman-Blueman, 2010; Schmidt, 2008). Toxic leadership holds a broad gamut as it does not only include what actually they are but also how people perceive them. Furthermore, they explained that it is not easy to separate among leaders that are actually toxic, leaders that are not toxic but they are incompetent in skills and abilities required. They explained toxic leader as those who are narcissist, self-promoting leaders, authoritative leaders and abusive leaders. They are aggressive towards their employees, they stop or make hurdle in learning process of their employees, bullying their employees and they take all the control by themselves to promote and gain their self-interest (Singet al., 2019).

Leadership style affects significantly on the performance of subordinate which leads to the organizational success. Good leaders know the importance of employees and their role in organizational success (Asrar ul Haq & Anjum, 2020).

According to Lipman-Blumen (2010) toxic leadership is a multidimensional framework because upon comparing the destructive behaviours of toxic leaders they exhibit variety of destructive behaviours, dysfunctional personal qualities and different level or intensity of toxicity. He further explains the set of destructive behaviours if a leader possess one or more behaviours among these will be considered as toxic leader i.e. deliberately undermining their followers, demeaning, seducing, marginalising, intimidating, demoralising, disenfranchising, incapacitating, imprisoning, torturing, terrorising or killing them or making their followers to believe that the leader is the only one who can save them.

Many scholars have addressed and studied the negative side and types of leadership for example, bullying leadership (Ashforth, 1994), abusive supervision (Tepper, 2000), Poor leadership (Kellerman, 2004), Narcissistic leadership (Paunonen et al. 2006), destructive leadership (Einarsen, Asland & Skogstad, 2007), toxic leadership

(Limpann-Blumen, 2005). According to the toxic leadership scale developed by Lipman-Blumen, it is evident that toxic leadership negatively impacts the organizations in many ways such as organizational commitment, organizational climate, organizational motivation and culture (Lipman-Blumen, 2005). Kilic and Günsel (2019) argued that employee's perceptions about the toxicity of their leader mostly revolves around abusive supervision, authoritarian leadership, self-promotion and unpredictability. Moreover, they defined toxic leadership as one who harms subordinates, working environment, organizational climate and only care about themselves by manipulating activities like enthusiasm, creativity, autonomy and innovation.

Schmidt (2008) defined five dimensions of toxic leadership that are abusive supervision, authoritarian leadership, narcissism, self-promotion and unpredictability. Furthermore, Kilic and Günsel (2019) also list these dimensions as the most prominent among all others.

Milosevic, Maric and Loncar (2019) defined toxic leaders as one who put efforts to separate the people from each other and places obstacles in their work to limit their productivity. They further explain that the negative consequences of toxic leaders are higher than the ineffective leaders but they are less harmful than destructive and abusive leader as negative consequences due to them are more significant. Moreover, they argued that toxic leaders who are highly competent and possess high narcissism are more destructive than those who are less competent and has low narcissism because they are not capable and they had no intent to harm others. They concluded that toxic leadership and individual and organizational outcomes are linked with each other.

Asrar-ul-Haq and Kuchinke (2016) in their study explained that laissez-faire leadership negatively impacts the performance outcomes of employees in terms of effectiveness and satisfaction. Leaders with this type of leadership traits do not participate or take decisions. These leaders avoid the situations rather facing and dealing with it which leads to the complex problems. Moreover, they explained that such leaders do not provide feedback to their employees which results in dissatisfaction, inefficiency and unproductivity. They concluded that laissez-faire leadership style is negatively related to the employee satisfaction, effectiveness, extra efforts and organizational commitment while transformational leadership has positive relationship with these variables. Moreover, they suggest that managers are responsible to adopt effective leadership style in an appropriate way which will more beneficial and efficient. Laissez-faire leadership style has been studied as dark side of leadership and it is evident from existing literature on the dark side of leadership that laissez-faire leadership style adopted by the leader is negatively related to the outcomes (Spinelli, 2006; Tsigu & Rao, 2015) found that laissez-faire leadership is negatively related to the effectiveness and job satisfaction of the employees.

Toxic leaders by the use of their power make organizations more complex and they only care about themselves. They create hurdles which limit the employees' productivity and job security to gain themselves more power, they blame others for mistakes rather to accept and correct it. Abusive, illegal and such behaviour those are harmful to other are considered as toxic behaviour (Hitchcock, 2015).

As toxic leadership is a multi-facet construct (Sing et al., 2019; Lipman-Blueman, 2010). Pelletier (2010) in his study tried to define those behaviour coupled with toxic, abusive, bullying, laissez-faire, tyrannical and destructive leadership which overlap with each other to provide some clarity. Furthermore, he featured disenfranchising employees, ignoring ideas, marginalizing, harassment, emotional volatility, blaming other for mistakes, threating employee job security, mocking, pitting in group members and isolating out group members as behaviours associated with toxic leadership.

Ashforth (1994; 1997) gives the concept of petty tyranny as a negative aspect of leadership. Petty tyranny refers to the characteristics of leader who dominate one's power over others. Discouraging behaviours, marginalization, unfair punishment and not giving the due consideration are behaviours he linked with the petty tyranny aspect of leadership. While he further explained that toxic leaders show harmful intent for other at work environment while petty trannies do not portray such behaviours every time.

Tepper (2000) introduced the concept of abusive supervision for the first time in management literature. He explained abusive supervision as a set of verbal and non-verbal harmful behaviours without threating or involving physically with others. He further explained that abusive behaviours of leaders or supervisor are barriers to innovation, loyalty and well-being of employees.

Einarsen et al. (2007) in their study defined destructive leadership behaviour as those recurring behaviours of leader, manager or supervisor that harm the structure of the organization and create hurdles in the smooth functioning of organization's procedures and minimizes the productivity and activity. Moreover, they differentiate destructive behaviours from toxic leadership behaviours as destructive leaders, managers or supervisor also parades behaviours which can cause physical harm to subordinates and includes sexual harassment. While toxic leaders do not cause physical harm and sexual harassment to employees (Schmidt, 2008).

Akca (2017) explained that toxic leader presents awful and hostile behaviours over employees deliberating and willingly. She further explained that toxic leaders use their managerial power to exercise these hostile behaviours. Furthermore, she found that toxic leadership is significantly and positively related to the employee’s intentions to quit the organization.

Naseer et al. (2016) conducted a study in the telecom, banking and education sector of Pakistan and found that despotic leaders have injurious effects on the individuals and organizational level outcomes under high leader-member exchange and high perceived organizational politics. Malik and Khan (2013) concluded that narcissistic leadership will results in decreasing the psychological contracts of employees where psychological contracts includes motivation level, commitment level, ownership of work and behaviour of employees.

Asrar-ul-Haq and Anjum (2020) examined the impact of narcissistic leadership on employee work outcomes in banking sector of Pakistan. The results of the study showed that narcissistic leadership is significantly associated with the job satisfaction of the employee in banking sector of Pakistan. They further found that leaders who shows narcissistic behaviours can result in increasing the stress level of their subordinates and affect the well-being of employees.

Schmidt (2008) defined authoritarian leaders as one who control the working environment by minimizing the employees’ interference and inputs. They also demand from employees to comply with them in full manner and to fulfil their own agenda first. Authoritarian leadership limit the creativity and new ideas.

This is evident from literature that leaders have significant influence on their followers. As service sector is one of the major sectors which contributes to the economic development so the importance of leadership style increases in the service sector (Asrar ul Haq & Kuchinke, 2016).

Finney, Finney and Roach III (2021) conducted an exploratory study to examine the relationship of abusive supervision with narcissism, self-promotion and unpredictability. They found that leaders who shows narcissism will also demonstrate self-promoting behaviours to protect themselves and exhibits unpredictability. Moreover, they found that if employees perceive their leader as narcissist, they will perceive him or her abusive leader as well.

Table 1: Definition of Toxic Leadership

Author name and year	Definitions
Mehta and Maheshwari (2014)	Egoist, aggressive, controlling subordinates, don't motivate and think for the development of subordinates, abuse, temper organizational facts are behaviours associated with the toxic leader.
Lipman-Blumen (2005, 2010)	Toxic leaders exhibit harmful behaviours for subordinates. Toxic leaders aimed to damage followers and create hurdles and they minimize and limit the organizational success.
Elle (2012)	Leader's behaviours harm the trust between both sides and they make a multifaceted work climate so they are perceived as poisonous by followers.
Gallus et al., (2013)	Toxic leader's behaviours pollute the work environment which result in separating individual on job.
Schmidt (2008, 2014)	Toxic leaders bully their employees. They build their self-image for others to gain personal advantages they lack empathy and humanity. Self-promotion, abusive supervision, unpredictability, narcissism and authoritative leadership are five dimensions of toxic leaders.

Source: Literature Review

As it is known from the leadership literature toxic leadership is a complex and broad spectrum. This study thus based on and setting its boundaries on the definitions and taxonomy provided by Schmidt (2008; 2014). Five dimensions as defined by Schmidt (2008; 2014) are further defined in following subsections.

2.2.1 Narcissism

Narcissistic leaders are defined as one who lacks the empathy for his followers, disrespect the abilities and efforts put by others and who develops his or her moral image (Schmidt 2008; 2014).

Moreover, other scholars have defined narcissistic leaders as those who only thinks and act for their personal objectives rather than for the organizational success and they do not care, motivate and develop their subordinates (Nevicka et al., 2018; Asrar ul Haq & Anjum, 2020).

According to the Asrar-ul-Haq and Anjum (2020) narcissistic leaders can yield many positive outcomes for him or herself but collectively there are many negative effects of narcissism on the employees who are specially in the direct contact with such leader. A considerable cost is linked with the training and development programs organized every year but still the narcissism is still there in the Pakistani banking sector.

2.2.2 Abusive Supervision

Abusive supervision is linked to the toxic leader and is defined as verbal and non-verbal behaviours deliberately used to harm people without any physical contact, abusive supervisor even publicly demonstrates these behaviours and repeatedly reminds employees about their past mistake publicly (Schmidt, 2008; 2014).

Moreover, Tepper (2000) defined abusive supervision as display of hostile verbal and non-verbal behaviours without physically harming others. Furthermore, Tepper et al. (2009) explained that abusive behaviours lead to the negative outcomes for both employees and employers.

2.2.3 Authoritarian Leadership

Authoritarian leadership is defined as controlling the work environment and subordinates and to limit them from taking decision and discussing new ideas, such leaders demand full obedience from their subordinates (Schmidt, 2008; 2014).

2.2.4 Self-Promotion

Self-promotion is defined as the behaviours or activities that are used by the leader to build his or her moral image in front of others to gain the personal benefits and objectives. These leaders do not care about the abilities and performance of employees (Schmidt 2008; 2014).

2.2.5 Unpredictability

Unpredictability is defined as the spontaneous change in the mood of leader which laid employees in difficulties to judge and follow the leader (Schmidt 2008; 2014).

2.3 Organizational learning

Argyris and Schon (1978) developed the concept of organizational learning. Crossan, Lane and White (1999) has major contributions to this concept, he explained that continuous learning is the major key to the organizational adaptability, responsiveness and to cope up with the change. Lant (2000) further explained that learning can results from creation of knowledge, retention of knowledge and sharing of knowledge at all levels of the organization.

Crossan et al. (1999) argue that organizational learning is a multilevel process that begins with individual learning, that leads to group learning, and that then leads to organizational learning. These levels, they argue, are connected by bidirectional processes that involve both the creation and application of knowledge. More specifically, they describe four processes that connect individual learning to organizational learning: intuiting, interpreting, integrating, and institutionalizing.

Crossan et al. (1999) in their study of developing the framework of organizational learning argued that organizational learning is a set of activities or procedures that an organization opt for knowledge acquisition, distribution, interpretation and memorizing it that can contributes towards organization's positive development. Schilling and Kluge (2009) defined organizational learning as the process of organizational initiatives taken for collective learning in which individual as well as group level experiences are incorporated in the organizational routines, structure and processes, which in turn benefits the future learning of the organization's members. Moreover, they explained the barrier that are hindrance to the organizational learning such as employees' mind-set, skills, motivation, group dynamics, leadership, structure or hierarchy of the organization, culture and the political activities.

Dodgson (1993) defined organizational learning as the ways an organization adopt, build processes, organize knowledge, align their activities their culture and norm, achieve organizational efficiency by taking into account their employees' skills and abilities. It also involves learning activities such as training and development, formal education of employees and how an organization disseminate, store and process the information.

Gilaninia et al. (2013) linked leadership with the organizational learning by arguing that leaders are responsible to create such an environment in which all the members act as a learner, a teacher and as a leader as well. To remain competitive and sustainable in the long run organizational learning is an important tool for organizations (Massey & Walker, 1999; Gupta & Thomas, 2001; Molodchik & Jardon, 2015; Joo, 2010). Organizational learning is defined by Vera and Crossan (2004) as adaptation of new techniques and procedures or processes through experience, formal education like training. They further explained that to achieve this both individual readiness and organization's efforts to create such environment is needed.

Through organizational learning organizations can achieve competitiveness by means of improved efficiency, technological advancement and corporate adaptability which results from promoting and implementing learning culture in the organization. Similarly, organization who do not implement or contribute toward their learning will remain stagnant as they cannot adapt to the changing situations (Gupta & Thomas, 2001).

The sociological viewpoint on organizational learning was given by Clegg (1999) this perspective on organizational learning depends on the relationship of employees working in that organization.

Furthermore, Yang (2007) examine the impact of knowledge sharing on organizational learning and effectiveness. He concluded that the process of effective organizational learning depends on the sharing of knowledge and information to the employees so they can interpret that information and by applying knowledge, will able to react to the environment in more efficient manner. Joo (2010) in his study concluded that employees' commitment with their organization increases when the feel that their organization encourage and participating towards learning.

According to Milosevic et al. (2020) through organizational learning organizations can abate the effects of toxic leadership and can neutralize the negative effect of toxic leader on individuals.

According to Vince and Saleem (2004) the emotions of individuals and the political dynamics of the organization related to the learning processes can create hurdles in dissemination of information. Moreover, Morrison (2014) explained individual behaviours like fear, powerlessness, abusive supervision and other contextual factors can cause hindrance to organizational learning and knowledge sharing. Organizational learning could be studied in the presence of toxic leadership behaviours as well (Walumbwa, Hartnell, & Misati, 2017). Hence, based on the above discussion and literature organizational learning is being studied with a special focus on TOXL behaviours.

2.4 Leader-member exchange quality

Graen and Uhl-Bien (1995) defined LMX quality as the quality and nature of interpersonal relationship between among leader and his or her followers. Leader-member exchange theory emphasis on the social exchange phenomenon depending on the relationship between the leader and followers (Dansereau, Graen, & Haga, 1975). According to LMX theory there is a dyadic relationship formed between leader and each subordinate.

According to Pelletier (2012) LMX is relevant concept in understanding the leadership toxicity reactions as there are certain expectations linked when leader-member involves in social exchange. He further explained that factors that are branded in low quality LMX could also influence the perception of leader's toxicity.

It is evident from the literature that there are two types or qualities of LMX relationship between leader and follower one is high exchange relationships and second is low quality exchange relationship (Graen & Uhl-Bien, 1995; Yukl, 2012). LMX relationships are developed by the leaders initially when a leader perceives his or her follower as dependable, skilled, capable and agreeable than that follower will experience high quality relationship with the leader and become a part of leader's in-group (Sparrowe & Liden, 2005). These in-group members experience more rewards than those who has low exchange relationship with the leader (Graen & Uhl-Bien, 1995). The members of leader's in-group can yield more pay, greater responsibility, they can easily voice their opinions, they had more opportunities and they are perceived by other followers on higher positions (Scandura & Graen, 1984). On the other side, members of out-group (who has low exchange relations with leader) does not experience those perks and responsibilities as compared to the members of in-group (Graen, Novak & Sommerkamp, 1982). Furthermore, the members of out-group are also excluded from the important activities of the organization (Allinson, Armstrong & Hayes, 2001). Out-group member are less satisfied from the leader and they usually perceive the leader as ineffective leader (Graen & Uhl-Bien, 1995).

Joo and Ready (2012) explained that number of organizational outcomes depends on the quality of leader-member exchange relationship and the quality of leader-member exchange relationship will influence the number of resources, efforts, information and social support that will exchange between the leader and his or her followers. The quality of leader-member exchange relationship can impact the leader's and followers' behaviours and attitudes and this quality determine that how leader influence his or her followers.

For ensuring quality job performance of employees the quality of relationship between leader and members is very important. This is a dyadic relationship in which a leader must trust his followers and rely on them to achieve tasks, ensure quality work and in turn follower will expect direction and support from leader to fulfil the task (Murphy & Ensher, 1999). Graen et al. (1982) found that members of in-group ar more satisfied than out-group members. High quality leader-member exchange relationships are beneficial for both the leader as well as for the followers (Liao et al., 2019).

In Pakistani culture, there exits large power distance, it is collectivist and status conscious culture (Khilji, 2004; Qamar et al., 2013). In Pakistan, the society is mainly divided in two categories one is elite who has power, money and are privileged class and the other is general public referred as non-elite. Due to this large power distance, the authority related to decision making and other important factor remains at the top level of management and elite class holds the positions in the top management, this gives raise to lack of communication top to down as well as downwards to upwards (Khilji, 2004). This gives raise to the argument that in Pakistani context the quality of leader-member exchange relationship is not up to mark.

LMX is studies with the negative side of the leadership by a limited number of researchers (Lian, Ferris and Brown, 2012; Naseer et al. 2016; Pelletier, 2012; Xu, Loi and Lam, 2015) have explored the connections of LMX with negative leadership styles. Furthermore, Lian et al. (2012) examined how LMX interact between abusive supervision and follower's need satisfaction and organizational deviance behavior, findings suggest that there is a negative relationship between abusive supervision and need satisfaction for those members who experience high LMX relations with their leader.

Xu et al. (2015) examined the followers' emotional exhaustion in the presence of abusive supervision with the moderating effect of LMX, results showed that there is a significant positive relation between abusive supervision and emotional exhaustion for those employees who experience high quality of LMX with their leaders.

Naseer et al. (2016) examined the effects of despotic leadership, LMX and perceived organizational politics on follower outcomes (organizational citizenship behaviors and creativity), the results depicts when LMX was high there is a significant negative relationship between despotic leadership and the followers' outcomes. Pelletier (2012) particularly probed how LMX interact between toxic leaders and follower outcomes. He concluded that LMX moderated the perception of leadership toxicity. He claimed that members of in-group tend to not perceive the leader as toxic than those who are members of out-group.

2.5 Toxic leadership and organizational learning

OL is a complex and broad phenomenon (Crossan et al., 1999; Gupta & Thomas, 2001). Four processes namely intuiting, interpreting, integrating and institutionalizing are needed to connect individual learning to the organizational learning (Crossan et al., 1999). Moreover, Schilling and Kluge (2009) examined the barriers to organizational learning which includes employee's mind-set, their skills, motivation, group dynamic and culture etc. and suggest that to overcome these barriers effective leadership is required.

Organizational learning and leadership is connected with each other (Joo, 2010; Amy, 2008; Raes et al., 2012). Joo (2010) in his study he integrates organizational learning, organization commitment and leadership concepts. Asrar-ul-Haq and Anjum (2020) found that hardworking employees will probably maintain distance from the managers or bosses who depicts narcissistic behaviours. Vera & Crossan (2004) argued that how leadership of different types can create an environment that promotes organizational learning. Scholar of organizational learning like Berson, DA'AS & Waldman, (2015) studies that through trust how leadership can affect the organizational learning environment.

Toxic leadership is linked with organizational learning by many scholars (Morrison, 2014, Lawrance et al., 2005; Schilling & Kluge, 2009; Lee, Kim & Yun, 2018). The toxicity of leadership has unfavourable effects on the organizations (Leet, 2011; Mehta & Maheshwari, 2014). Emotions and political behaviours can cause hindrance to organizational learning process (Vice & Saleem, 2004; Lawrence et al., 2005). According to Liao et al. (2019) narcissist leaders use impression management to maintain their positive image in organizations and managers desire to maintain a positive image is one of the barriers to the process of organizational learning (Schilling and Kluge, 2009). Schilling and Kluge (2009) concluded that laissez-faire leadership is a barrier to organizational learning. One of the unproductive and ineffective style of leadership is Laissez-faire leadership (Leet, 2011) and laissez-faire leadership is considered as dark side of the leadership (Skogstad, Einarsen & Torsheim, 2007). When employees do not perceived support from their leader, they may stop knowledge sharing (Kim, Lee & Yun, 2016) which is one of the aspects of organizational learning (Yang, 2007).

Kim et al. (2016) investigated the relationship between abusive supervision and knowledge sharing with moderation of learning goal orientation and self enhancement by the lens of conservation of resource theory, they concluded that abusive supervision can decrease the knowledge sharing while learning goal orientation moderated the relationship. Furthermore, Lee et al. (2018) investigated a moderation mediation model of the relationship between abusive supervision and knowledge sharing and found that in the presence of abusive supervision the emotional exhaustion of employees increases which discourage the employees from knowledge sharing.

To achieve organizational effectiveness organizations must support and develop organizational learning and knowledge sharing practices (Yang, 2007). Organizational learning is a strategic tool to gain sustainable competitive edge in the future (Ahmed et al., 2018; Read, Gear & Vince, 2012). Cultural dimensions can potentially impact negatively on the organizational learning process for example in individualistic culture managers should create an environment which ensure that employees transfer the knowledge among themselves rather than holding information to themselves while for organizations operating in the culture of collectivism where power distance remain high managers should create such system and processes that enable every one’s access to information easily (Škerlavaj, Su & Huang, 2013). In Pakistani culture, there exits large power distance, it is collectivist and status conscious culture (Khilji, 2004; Qamar et al., 2013). Hence, this study aims to investigate the toxic leadership relationship with the organizational learning in Pakistani context.

2.6 Toxic leadership and leader-member exchange quality

In the past few decades, leader-member exchange is one of the dominant paradigms in leadership studies. In this domain, many researchers have focused on the antecedents and outcomes of leader-member exchange relationship quality (Fatima et al., 2020).

According to LMX theory, if employees perceive that leader put positive efforts for them, they reciprocate the same which will develop a positive exchange relationship among them. Contrary to this if employees perceives that the leader acts and interested only in benefiting him or herself this can develop a negative or low exchange relationship among themselves. According to Liao et al. (2019) when leader uses impression management to build his or her image to gain personal advantage the employees perceive such leader as selfish and this can lower the leader-member exchange quality.

The literature related to a potential interaction between LMX and toxic leadership is limited (Bell, 2017; Chi & Lo, 2003). Chi and Lo (2003) examine the employees' justice perception of co-workers' punitive events in Taiwan, the result of the study indicates that employees who experience low LMX quality perceives that justice does not prevail and the members of out-group consider punishment as unfair treatment with them. Results of the study conducted by Pelletier and Bligh (2008) showed that employees will not acknowledge those leaders who they perceive involved in favoritism. Furthermore, Scandura (1999) members of leader's out-group will feel discrimination and they probably raise their voice or express their injustices rather than those who falls in in-group. Pelletier (2012) also found that members of out-group are more likely to express their issues and unjust treatment rather than member of in-group. Pelletier (2012) concluded that the high exchange relationship between toxic leader and follower will asserts negative impact beyond the individual level outcomes.

Vriend and Said (2020) investigated that how LMX influences subordinates to indulge in un-ethical behaviors i.e., pro-supervisor unethical behaviors and pro-self-unethical behaviors based on social exchange framework in the organizations located in Netherland, the results indicate that high LMX exchange relationships are positively related to the pro-supervisor unethical behaviors. Furthermore, Liao et al. (2019) found that narcissistic leader will promote their self-image and followers will perceive them selfish leader will decreases the trust and affiliation among leader and followers and ultimately this will lead to lower down the employee voice and LMX quality.

Naseer et al. (2016) investigated the effects of despotic leadership, LMX and perceived organizational politics on the behaviors of bank employees in Pakistan. They explained that toxic leadership decrease the quality of leader-member exchange and bank employees displays avoidance behavior to save them from negative consequences because of the abusive behaviors of their leaders. Fatima et al. (2020) concluded that employee who experience low quality LMX will view their leader as not reliable person which may ruins leader image and integrity within and outside the organization through word of mouth. Hence this study assumes that quality of LMX is one of the potential and important concepts to study the toxic leadership.

2.7 Leader-member exchange quality and organizational learning

Due to global competition and technological innovation organizations becomes flatter, complex and demanding. In such scenario employees demand and need more support and power to decision making from their leaders (Joo, 2012). Over a period of time, in organizations employees and leaders develop a certain exchange relationship known as leader-member exchange and the quality of such relationships varies from employee to employee (Liao et al., 2019). The quality of leader-member exchange relationship has substantial effects on the organizational outcomes (Chris & Umemezia, 2019; Kocoglu, Gurkan & Aktas, 2014).

Murphy and Ensher (1999) explained the quality leader-member exchange relationship depends on the subordinate's performance in accomplishing the tasks given by the leader to him or her. Joo (2012) concluded that high LMX quality will yield in high employee's performance. Schilling and Kluge (2009) explain the barriers of high LMX quality such as lack of recognition, fear, lack of support from leader, leader's involvement in promoting his or her self-image, forced change, lack of communication etc. Yulk (2012) explained that the hindrance in the flow of information upwards and downward in the organization can lead to considerable negative effects on organizational learning and performance. Moreover, the political culture and the competition among groups to acquire resources and power in the organization is barrier to information dissemination which ultimately stop the organizational learning (Seu, 2003).

Dulebohn et al. (2012) carried out a meta-analysis to check the mediating effect of LMX between the antecedents and consequences, which includes 247 studies, 21 antecedents and 16 consequences and identified a number of relationships from between LMX and variables considered as outcomes. Organizational learning as an outcome was not a part of the study which shows that there is a limit work available on the impact of LMX quality on the organizational learning. Furthermore, the results showed that most of LMX mediate the relationship between leadership and various outcomes and LMX relationships are important in the functioning of organization.

Fatima et al. (2020) investigated how LMX is related to employees' attitudes and behaviors using relational attribution theory, they found that LMX quality was related to perceived organizational politics and leader integrity. Moreover, they proposed that employee who experience low quality LMX will perceive high organization politics and low leader's integrity which has damaging effects on the creativity, performance and commitment. Islam et al. (2013) investigate the relationship of organizational learning culture, leader-member exchange quality, organizational commitment and turn over intention of employees in the banking sector of Pakistan, they found that organizational learning culture, LMXQ and organizational commitment are linked with each other, they further explained that through organizational commitment, organizational learning is related to the turnover intentions of employees and organizations so far does not pay attention to organizational learning culture and support in order to retain their valuable employees. Presence of high quality LMX relationships will enable and motivate employees to go beyond their formal responsibilities which will leads towards organizational effectiveness (Ilies, Nahrgang & Morgeson 2007). It is evident from available literature that LMX quality is an important construct to study along with the leadership and organizational outcomes. Hence this study aims to look into the effects of LMX quality on organizational learning.

2.8 Mediating role of leader-member exchange quality between toxic leadership and organizational learning

There is a scarcity of literature related to LMX involvement with dark side of leadership, limited number of researchers Lian et al. (2012); Naseeret al. (2016); Pelletier (2012); Xu et al. (2015); Bellou & Dimou (2021); Meng, Tan, & Li (2017); Valle et al. (2019) have examined the consequence of negative leadership when LMX quality is involved.

Lian et al. (2012) examined how LMX interact between abusive supervision and follower's need satisfaction and organizational deviance behavior, findings suggest that there is a negative relationship between abusive supervision and need satisfaction when there the quality of LMX is high. Xu et al. (2015) examined the followers' emotional exhaustion in the presence of abusive supervision with the moderating effect of LMX, and found significant positive relation between abusive supervision and emotional exhaustion for those employees who are in-group members. Moreover, Naseer et al. (2016) examined the linkage between despotic leadership, LMX and follower behaviors such as organizational citizenship behaviors and creativity and the results of the study depicts that there is a significant negative relation in the presence of high LMX between despotic leadership and followers' behaviors. Pelletier (2012) particularly examined the effects of LMX in the relation between toxic leadership and follower outcomes and found that LMX moderated the relationship among toxic leadership and followers' outcomes.

According to Dulebohn et al. (2012) the nature of relationship between leader and followers' and their quality depends on the behaviors of leaders. Leader's understanding and knowledge about how LMX functions and the use of LMX appropriately to develop relationships with follower will influence the associated outcomes (Bhal, Gulati & Ansari, 2009). Xu et al. (2011) using conservation of resource theory, investigated the mediation role of LMX in the relationship between abusive supervision and employee in-role performance and citizenship behavior. The results predicted that's LMX mediates between abusive supervision and employee task performance and citizenship behavior.

Furthermore, Dulebohn et al. (2012) carried out a meta-analysis to check the mediating effect of LMX between the antecedents and consequences, which includes 247 studies, 21 antecedents and 16 consequences and identified a number of relationships between LMX and variables considered as outcomes. Organizational learning as an outcome variable was not a part of their study. This paves a way to study the mediation role of LMX quality in the relationship between toxic leadership and organizational learning. Hence, this study assumes that LMX quality may mediate the relationship between toxic leadership and organizational learning.

2.9 Underpinning Theories

Based on the above literature review the study identified the theory of social exchange theory (Blau, 1964) as principal theory and LMXQ to explain and develop the hypotheses in this study. The study has chosen these theories to further advanced the theory by testing mediation relationship of LMXQ to explain the relationships of toxic leadership and organizational learning. The detailed discussion on these two selected theories is provided in the next subsection.

2.9.1 LMXQ and Social Exchange Theory

The relationships established between leaders and their followers depends on social exchanges between them (Graen & Uhl-Bien, 1995; Settoon, Bennett, & Liden, 1996). Similarly, this study considers social exchange as one of the main sources between TOXL, leader-member exchange relationships and organizational learning. According to the social exchange theory the exchange relationship between leaders and followers depends on the rewards and exchanges between them and similarly their behaviors are also dependent on the number of exchanges that happen between them (Blau, 1964). Social exchange theory explains that these behaviors and relationships are dependent on the continuous exchange of rewards between leader and members which implies that the amount of exchange influence the relationship, behavior and perception of leader and followers, which further constitute the favorite group and in favorite group of leaders.

The application of social exchange theory can be seen in organizational context as well, where monetary compensation like pay are direct rewards while performance pay, bonuses and other socio-economic benefits are considered as in-direct rewards. Settoon et al. (1996) explained that the exchange of rewards between leader member depends on the benefits provided to each other. The scholars of LMXQ contend that leaders and their subordinates interact together and develop and maintain their relationship through exchanges in the form of physical and non-physical motivational factors like reward and emotional displays. Furthermore, LMXQ theory discusses the underlying mechanism between in-group and out-group relationships with leader (Graen & Uhl-Bien, 1995). A limited number of researchers Bellou & Dimou (2021); Vriend et al. (2020); Meng et al. (2017); Lian et al. (2012); Naseer et al. (2016); Pelletier (2012); Valle et al. (2019) and Xu et al. (2015) have examined the involvement of LMX with dark side of leadership and its effects on various individual and organizational outcomes.

LMXQ in relation to the toxic leadership was first studied by Pelletier (2012) he examined the involvement of LMXQ in the relationship between toxic leadership and followers' outcomes. The results of the study revealed that members of leader's in-group who experience high LMXQ perceive leader to be less toxic rather than out-group members.

Furthermore, Lian et al. (2012) investigated the moderating effect of LMXQ between abusive supervision and followers' basic needs satisfaction and organizational deviance behaviors. They found that LMXQ moderates the relationship between abusive supervision and needs satisfaction. Moreover, they explained that high level of LMXQ negatively effects this relationship more than the low level LMXQ. Xu et al. (2015) investigated the relationship between abusive supervision and followers' emotional exhaustion and found that LMXQ moderates between this relationship and further leads to employee silence. They also found that the moderation effect was high for members of in-group as compared to the out-group.

Naseer et al. (2016) investigated the effects of despotic leadership, LMX and perceived organizational politics on the employee's behaviors. They found that toxic leadership decrease the quality of leader-member exchange and employees displays avoidance behavior to save them from negative consequences because of the abusive behaviors of their leaders.

The study adopted the stance that LMXQ significantly influences the toxicity of leaders and organizational outcomes. This study is based on the studies like Pelletier (2012), Naseer et al. (2016); Xu et al. (2015), considers the interaction of LMXQ between TOXL and organizational learning as an important phenomenon to investigate. This study aimed to fill the knowledge gap by continuing the research stream of Xu et al. (2012) by taking LLMXQ as mediator between TOXL and organizational learning, which is a contribution in theory.

Based on the existing literature this study has developed its research model in the following section and evaluate different relationships between TOXL and organizational learning.

2.10 Theoretical Framework

Based on the existing literature review this study proposed a theoretical model for the explanation of "direct and in-direct effects of TOXL on organizational learning through LMXQ".

In this regard, this study postulates four hypothesis to develop and empirically test the theoretical model. The anticipated theoretical framework consists three main variables, TOXL behaviors as an independent variable; organizational learning as a dependent variable; and LMXQ as a mediator. The existing literature and studies of different scholar like Schmidt (2008, 2014); Xu et al. (2012); Xu et al. (2015); and Schilling and Kluge (2009) provide advocacy for this thesis. This study assumes that TOXL behaviors are hindrance to the organizational learning and quality of LMXQ is barrier to the free flow of information in the organization which leads further to the depletion of organizational learning.

2.11 Research Model

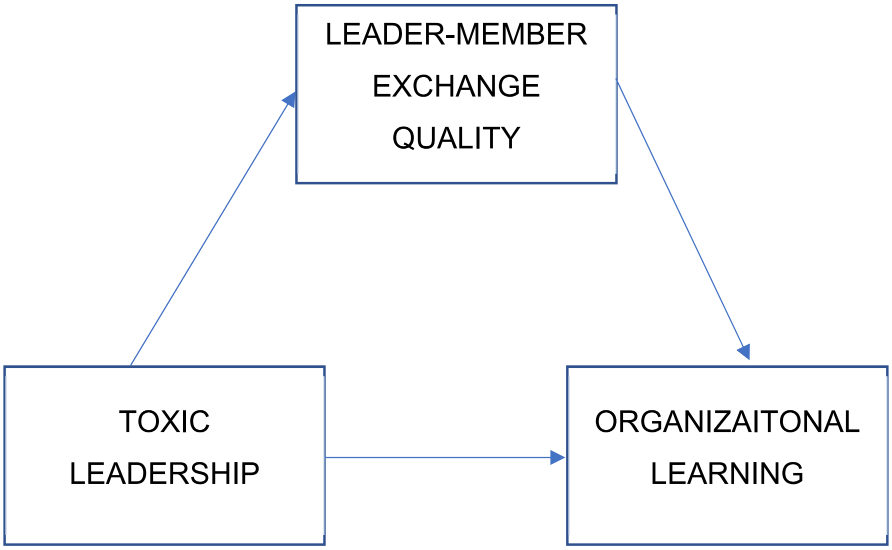

LEADER-MEMBER
EXCHANGE
QUALITY
TOXIC
LEADERSHIP
ORGANIZAITONAL
LEARNING

Figure 1: Theoretical Model

2.12 Research Hypothesis

The hypotheses of relationships between different variables of interest of this study are given below.

H_1: Toxic leadership has a negative impact on organizational learning.

H_2: Toxic Leadership has a negative impact on leader-member exchange quality.

H_3: Leader-member exchange quality has a positive impact on organizational learning.

H_4: Leader-member exchange quality mediates the relationship between toxic leadership and organizational learning.

Chapter 3

Research Methodology

This chapter debates the research methodology. It covers the procedures adopted, methodological details like population, sampling techniques, operationalization of variables, measurement tools, data gathering methods and statistical tools used for data analysis.

3.1 Research Philosophy and Type of Research

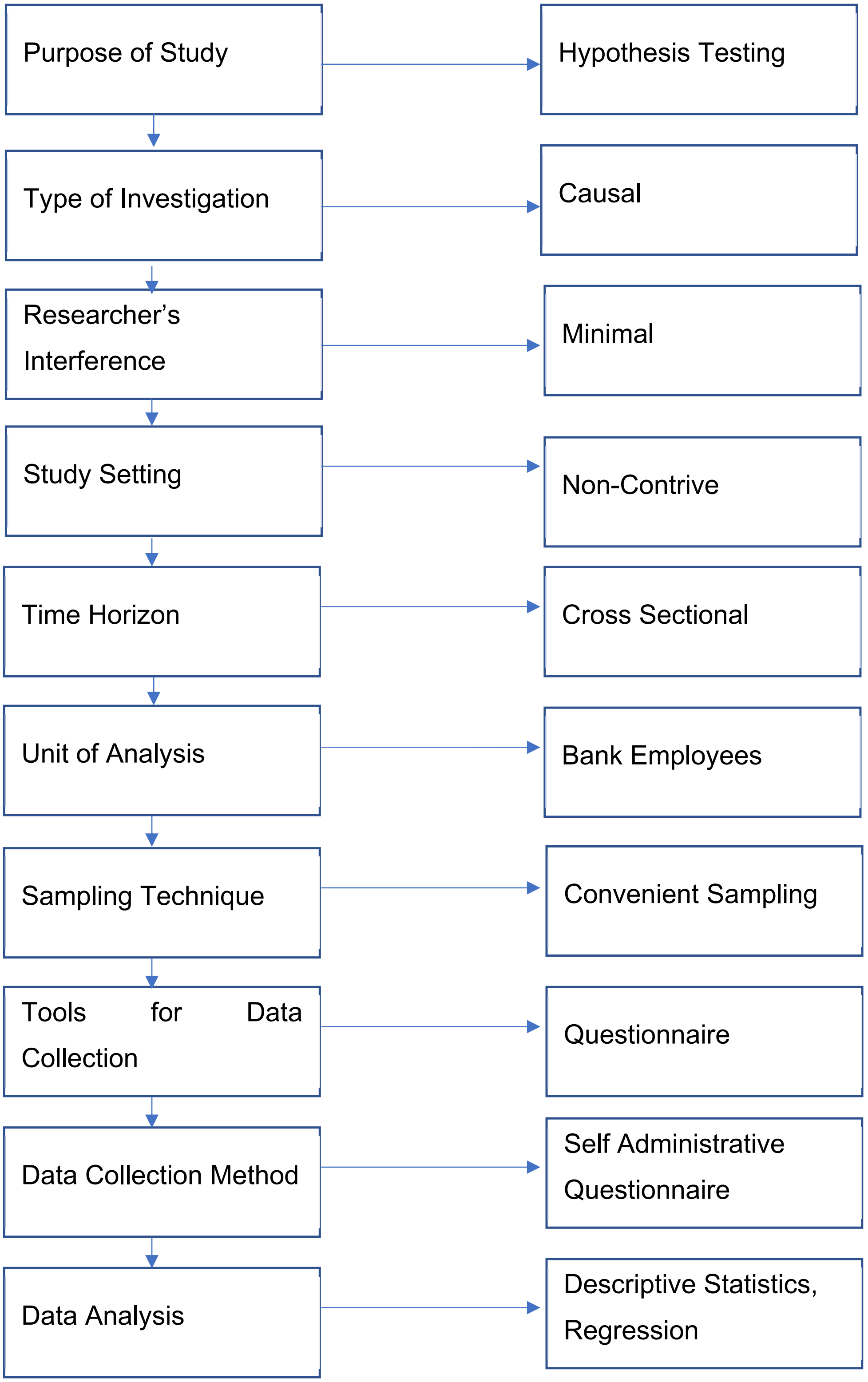
Scholars suggested that while defining the research philosophy and paradigm, the nature of problem in the area should be considered (Kivunja & Kuyini, 2017).

While examining the available literature the study found that the concept of TOXL is of keen interest in the leadership and after the foundation work done in this field by scholar like Ashforth (1994); Einarsen et al. (2007); Kellerman (2004); Lipman-Blumen (2005); Schmidt (2008); Reed (2004); Tepper (2000); Walton (2007), Walton (2011); Wilson-Starks (2003) explored the nature and behaviors associated with toxic leadership and have paved the way for future scholar to investigate this area more. In the past decade based on the foundations set by these scholars many scholars like Dobbs and Do (2019); Schmidt (2008); Dobbs (2014); Gallus et al. (2013); Schmidt (2014); Labrague et al. (2020), Leet (2011); and Goldman (2012) followed this stream and investigate the antecedents and consequences of TOXL.

The study will follow the positivist research paradigm and the research approach would be quantitative, and data will be collected from individual bankers, using self-administered questionnaires. This study will adopt deductive approach. According to Bryman and Bell (2015) deductive approach referred to the development of hypothesis by the researcher based on existing knowledge about the field of study. Moreover, they explained further that hypothesis developed will be verified by the quantitative evidences and will provide the answers to research questions.

3.2 Research Design

Figure 2: Research Design


Purpose of Study
Hypothesis Testing
Type of Investigation
Causal
Researcher's Interference
Minimal
Study Setting
Non-Contrive
Time Horizon
Cross Sectional
Unit of Analysis
Bank Employees
Sampling Technique
Convenient Sampling
Tools for Data Collection
Questionnaire
Data Collection Method
Self Administrative Questionnaire
Data Analysis
Descriptive Statistics, Regression

3.3 Population

According to Sekaran (2003) population is defined as set of all events, people, groups, departments, organization in that particular industry or items that needs to be considered and studies by the researcher.

The population of the study will consist of all individual bankers, managerial and clerical staff of private banks operating in Islamabad. The banks listed in Pakistan Stock Exchange (PSE) were selected only. Different sources like telephone, websites, bank HR offices, and personal visits were used to get the number of branches and employees currently working in bank operating in Islamabad.

The study included only the private banks operating in Islamabad, all the banks are operating under the State Bank of Pakistan (Asrar-ul-Haq, 2014) and all their policies are made by the top management and implemented. Hence, this study will assume that the banks operating in the vicinity of Islamabad will represent the whole population. Population frame is illustrated in table 2.

Table 2: Population Frame

S. #	Bank Name	No. of Branches	No. of Employees
1	Allied Bank	13	104
2	HBL	25	200
3	UBL	85	680
4	MCB	26	208
5	Askari Bank	40	320
6	Faysal Bank	10	80
7	Meezan Bank	25	200
8	HMBL	10	80
9	JS Bank	17	136
10	Sonari Bank	12	96
11	Summit Bank	9	72
12	Silk Bank	7	56
13	AL Baraka	9	72
14	Samba Bank	4	32

Total	292	2,336

Source: *Author*

3.4 Sample and Unit Analysis

Sampling is defined as the act of selecting elements from the population that would represent whole population (Blumberg, Cooper, & Schindler, 2014). According to Krajice and Morgan (1970) this study will take sample size of 95% confidence level. the study based on the work of Tanaka (1987) and Kotrlik and Higgins (2001) estimated the sample size should be minimum 200. The unit of analysis for the study will be all individual bankers both female and males employed in the banks operating in the vicinity of Islamabad.

The main goal of the study was to know what individual bankers thinks or perceive about their supervisors and/or managers and their perception about the processes which contributes towards the organizational learning in their banks. Hence the unit of analysis for this purpose was all upper staff individual both female and male working in banks located in Islamabad

3.5 Sampling Method and Procedures

This study employed convenient sampling technique to collect the data from the respondents. Convenient sampling is defined as those members from the population frame who are easily available to provide the information (Sekaran & Bougie, 2016). Moreover, as suggested by Hair, Black, Babin and Anderson (2010) to avoid problems of normality the sample size should be above than 200 and author had tried his best to get the complete responses over 200 to avoid such problems and researcher also tried his best that the respondents are well briefed with the variables and context of the research study.

3.6 Measurement of Variables

The following subsections will provide the details of the questionnaire adopted from different studies to measure each variable under study. The five-point Likert scale will be maintained for all variables.

3.6.1 Toxic Leadership Behaviours

TOXL behavior is considered as an independent variable in the study. Instrument for TOXL will be adapted from Schmidt (2008). Schmidt (2008) provided five dimensions to measure the TOXL behavior that are Abusive Supervision; Authoritarian

Leadership; Narcissism; Self-promotion and Unpredictability. The work of Schmidt (2008) is cited by 200 studies on Google Scholar at the time of this proposal making. Hence provide enough justification to utilize this measure for data collection.

Table 3: Toxic Leadership Instrument

Scale Items	
Abusive Supervision	(Cronbach-Alpha: 0.91)
1. My leader ridicules (degrades) his/her subordinates.	
2. My leader holds subordinate responsible for things outside their job descriptions.	
3. My leader is less caring about subordinates’ commitments outside of work.	
4. My leader speaks poorly about subordinates to other people in the workplace.	
5. My leader publicly insults subordinates.	
6. My leader reminds subordinates of their past mistakes and failures.	
7. My leader tells subordinates they are incompetent.	
Authoritative Leadership	(Cronbach-Alpha: 0.85)
1. My leader controls (dictates) subordinates in completing their tasks.	
2. My leader Invades (attacks) the privacy of subordinates.	
3. My leader does not permit subordinates to approach goals in new ways.	
4. My leader will ignore ideas that are contrary to his/her own bent of mind.	
5. My leader shows inflexibility when it comes to organizational policies, even in special circumstance.	
6. My leader dictates all decisions in the bank whether they are important or not.	
Narcissism	(Cronbach-Alpha: 0.88)
1. My leader has a sense of personal entitlement (personal claims).	
2. My leader assumes that he/she is destined to enter the highest ranks of his/her organization.	
3. My leader thinks that he/she is more capable than others.	
4. My leader believes that he/she is an extraordinary person.	
5. My leader thrives on compliments and personal praises.	

Self-Promotion (Cronbach-Alpha: 0.88)

1. My leader drastically changes his/her behaviour when he is being observed.
2. My leader Avoids taking responsibility for mistakes made under his/her supervision.
3. My leader will only offer support to people who can help him/her get ahead.
4. My leader accepts credits for successes that do not belong to him/her.
5. My leader acts only in the best interest of his/her next promotion.

Unpredictability (Cronbach-Alpha: 0.92)

1. My leader adopts aggressive behavior when angry.
2. My leader allows his/her current mood to define the climate of the workplace.
3. My leader expresses anger at subordinates for unknown reasons
4. My leader allows his/her mood to affect his/her vocal tone and volume.
5. My leader varies in his/her degree of accessibility to individuals.
6. My leader causes subordinates to try to “read” his/her mood.
7. My leader emotionally harms subordinates during the hyper-aggressive phase.

3.6.2 Organizational Learning

OL is dependent variable in the study. To measure OL the instrument is adapted from the study of Spicer and Sadler-Smith (2006) and Garcia-Morales, Lorenz-Montes and Verdu-Jover (2007).

Table 4: Organizational Learning Instrument

Scale Items

Organizational Learning (Cronbach-Alpha: 0.89)

1. This is an open organization and as much information as possible is made available to the employees.
2. There exists two-way communication between employees working at all levels.
3. There exists two-way communication between employees working at all levels.

4. The bank has acquired updated relevant knowledge over the last few years.
5. The learning and development process has helped the bank employees to acquire new skills.
6. The learning and development process has helped in building capacities for sustained organizational effectiveness.
7. The Bank’s performance has been influenced by new learning it has acquired over the last few years.
8. Overall, my organization is a learning organization

3.6.3 Leader-Member Exchange Quality

LMXQ is a mediator in the relationship between TOXL and OL. To measure the LMXQ the instrument (7-item scale) is adapted from the study of Graen and Uhl-Bien (1995).

Table 5: Leader-Member Exchange Quality Instrument

Scale Items
Leader-Member Exchange Quality (Cronbach-Alpha: 0.87)
1. I usually know where I stand with my supervisor.
2. My supervisor understands my problems and needs.
3. My supervisor recognizes my potential.
4. My supervisor is always inclined to help me solve problems in my work, regardless of his/her formal authority.
5. Regardless of formal authority, my leader is always supportive of me in all types of complex situations, when I really need it.
6. My supervisor has enough confidence in me, and I expect that he/she would defend and justify my decisions if I were not presenting to do so.
7. I characterize my working relationship with my leader.

3.6.4 Survey Questionnaire Design

To collect data from the individuals working in banking sector of Islamabad, the questionnaire was adopted from previous studies of different scholars as listed in Table 5. A rating scale was adopted from strongly disagree to strongly agree on a scale of 1-5. This study used 5 points Likert scale for all items. The justification to use the 5-point

Likert scale was to reduce the frustration of respondents from filling the questionnaire to get better responses as suggested by (Buttle, 1996).

The questionnaire was developed in google forms for convenience and divided into four parts. Section I was related to the demographic information of respondents and are measured on ordinal scale. Section II was related to the independent variable Toxic leadership; Section III was related to the dependent variable Organizational Learning and Section IV was related to the mediator Leader-Member Exchange theory. There were total of 55 items in the questionnaire. Furthermore, In Appendix A, the questionnaire is appended.

Table 6: Summary of Questionnaire

Variable	No. of Items	Sources	Scale Likert
IV: Toxic Leadership Behaviors (TOXL) AS, SP, NL, AutL, UP	30 items	Schmidt (2008)	1-5
DV: Organizational Learning	08 items	Spicer and Sadler-Smith (2006) & Garcia-Morales, Llorens-Montes & Verdu-Jover (2007)	1-5
Modiating Variable Leader-Member Exchange Quality	07 item Scale	Graen and Uhl-Bien (1995)	1-5

3.7 Pre-testing

Before distributing the questionnaire for data collection, pre-testing was done to check whether questionnaire containing questions actually meets the purpose of collecting the data and the was the respondent were able to understand the context and were they comfortable in answering the questions asked or not (Malhotra, 2010).

According to Dillman (2000) four step process should be done to check the instrument before distribution for data collection. The four recommended processes are; Content Validity; Readability; Pilot Study and Mistake Elimination.

3.7.1 Content Validity

Content validity is defined as whether the survey questionnaire properly cover the investigative questions or not. According to (Saunders et al., 2009; Cooper & Schindler, 2003) to do content and face validity a group of academicians and professionals should be asked to assess whether the content is valid or it may require some modifications.

To carry out content validity in first step two Ph.Ds conducted content validity and in the second step two bankers were requested to evaluated the content of the questionnaire. The individuals suggested to float the questionnaire for data collection.

3.7.2 Readability and Face Validity

In the second stage, three individuals a Ph.D. in management sciences, a PhD in English linguistics, and a banker were requested to evaluate the questionnaire, the items' structure, grammar, and if there are any modifications required. Based on evaluations conducted and suggestion the amendments were incorporated.

3.7.3 Pilot Study

Pilot study of instrument helps to check the reliability of the instrument and is useful for eliminating errors if occurred before actual data collection. To avoid from potential problem that might leads to the consequences and ruins the whole research, pilot study alarms researcher in advance (Van Teijlingen & Hundley, 2001).

Researcher like Fink (1995) suggested minimum number of 10 responses for pilot study while Luckas, Hair, and Ortinau (2004) recommended minimum 50 responses to carry out the pilot study.

The reliability was estimated by using Cronbach-alpha values by using Statistical Package for the Social Sciences (SPSS) V26. The coefficient alpha values are illustrated in table 7. The results show that all the alpha values are more than .70 and hence reliable (McMillan & Schumacher, 2010).

Table 7: Reliability Pilot Study

S.No.	Construct	No. of Items	Cronbach's alpha
1.	TOXL	30	0.96
2.	Abusive Supervision	7	0.85
3.	Authoritative	6	0.83
4.	Self-Promotion	5	0.89
5.	Narcissism	5	0.86
6.	Unpredictability	7	0.91
7.	Organizational Learning	8	0.88
8.	LMXQ	7	0.87

3.7.4 Mistake Elimination

After pilot study, the questionnaire was once again examined and errors and mistakes were eliminated before circulating the questionnaire to the individual working in banking sector of Islamabad.

3.8 Data Collection Method

Zikmund et al. (2013) defined data collection is a method or process in which required information is collected from the respondents. The study nature is quantitative and cross-sectional hence, used the self-administrated questionnaire to get the information from the respondents. The researcher shared the google form link with the employees working in banking sector of Islamabad and requested them to fill in the form making sure that they are well aware of the nature, context and intentions of the research purpose. A total of 214 responses were recorded and after scrutinizing the data 3 responses were duplicate (e.g., fill by same respondent twice) hence removed and total 211 responses were used for the study to reach the conclusions, furthermore, as all the questions of the survey were marked to fill mandatory hence all the 211 responses were answered properly. Moreover, the research setting of this study will be non-contrive and the interference of researcher will be minimal to eliminate the biasness of researcher as per the requirements of the research.

The researcher approached respondents through telephone and personals visits for data collection and the researcher took care of all the ethical requirements such as privacy of respondents, anonymity, non-disclosure of information they provided and confidentially as suggest by scholars (e.g., Dillman, 2000; Zikmund et al., 2013).

3.9 Common Method Bias (CMB)

The current study is cross-sectional in nature and therefore the data may subject to have CMB. To cope up with the CMB two methods are suggested by different researchers known as procedural and statistical remedies (Reio, 2010; Reio and Sanders-Reio, 2011; and Podsakoff et al., 2003).

Procedurally, the study adapted established scales that were already tested and used by many studies. Furthermore, survey questionnaire contained an explanation of the procedures to the respondents and assured to maintain the confidentiality and anonymity.

Statistically, the study employed Harmon’s one-factor test to check the existence of single factor in all items. The test was performed using unrotated principal component analysis and varimax rotation principal component analysis. All items were added in the process.

3.10 Data Analysis

The analysis mirrors a record of the statistical analysis of descriptive statistics. The details of each analysis are discussed below. After data entering into SPSS 26. The descriptive analysis and frequencies were assessed to assess the data are discussed as follows.

3.10.1 Descriptive Analysis

Descriptive analysis is a univariate analysis which means it has only one variable in it (Huck 2009). According to Sekaran (2003), to describe the characteristics and quality of data, univariate analysis should be incorporated. This study incorporated descriptive analysis to examine the anomalies in the data collected with the help of frequencies. For the examination of distribution of data this study follows Skewness and Kurtosis. The cut-off values for Skewness and Kurtosis should be between +2 to -2 as suggested by (Morgan, Leech, Gloeckner, & Barrett, 2012) however, the cut-off value suggested by Morgan, Barrett, Leech and Gloeckner (2019) are between +1 to -1.

3.10.2 Reliability Assessment

Hair, Celsi, Money, Samouel, and Page (2011) defined reliability as assessing the instrument whether it is reliable to produce the desired and same results if it is measured in the similar frame of reference.

To assess the reliability of the instrument, Cronbach's alpha or coefficient of alpha is used. According to (Bryman & Bell, 2015) the value of Cronbach's alpha closer to 1 is high reliability and closer to 0 means low level of reliability, whereas value above 0.80 is considered as satisfactory. Moreover, some scholars like Nunnally and Bernstein (1978) advocate that Cronbach's alpha value above 0.5 can be considered acceptable. To check reliability this study aims to achieve Cronbach's alpha value 0.7 or above.

3.10.3 Correlation analysis

Correlation analysis were used to define the relationship that exist between two or more variables (Leedy and Ormrod 2010). Correlation analysis helps researcher to identify the nature of relationship between variables under study, and correlational research helps researcher to forecast depending on the data gathered that why and how things vary and to determine how change in one variable affects the other variables (Curtis, Comiskey and Dempsey, 2016).

In this study, Pearson's correlation is used to determine the relationship between the IVs and DVs, the correlation coefficient gives the direction and strength of the relationship establish between independent and dependent variables. The value of coefficient of correlation ranges from +1 to -1, and explain the nature and strength of relation exist between variables under study i.e., positive or negative (Aggarwal and Ranganathan, 2016).

3.10.4 Regression analysis

For measuring the quantitative variables regression analysis is suited (Searle & Udell, 1970). Linear regression is often used as a tool to explain the change in the dependent variable due to change in independent variable (Aldrich, 2020). According to Bolin (2014) regression based statistical analysis are commonly used in research work to answer variety of research question which ranges from questions of prediction and explanation to complex questions like mediated, moderation and moderated mediation analysis. According to Pierce (2003), three conditions should be employed to explain whether M; LMXQ mediate the relationship between IV; TOXL and DV; OL or not. These three conditions are as follows:

1. TOXL (IV) predicts the OL (DV)
2. TOXL (IV) predicts the LMXQ (M)
3. LMXQ (M) predicts the OL (DV)

3.10.4.1 Mediation analysis (Process Model 4)

Muller, Judd and Yzerbyt (2005) advocate that now researchers are facing complex research questions which means in addition to the direct relationship between IVs and DVs there exist mediators and moderators too which causes indirect effects of DVs along with IVs. Similarly, this study aims to examine the impact of TOXL on OL through the mediator LMXQ. To examine this underlying mechanism, this study assumed that LMXQ mediates the relationship between TOXL and OL.

According to Fairchild and MacQuillin (2010); and MacKinnon, Coxe and Baraldi (2012) "mediation model" explain how and why two variables are related and how mediator upon adding in between them affect the relationship between them. The conceptual model of simple mediation is shown in figure 3.

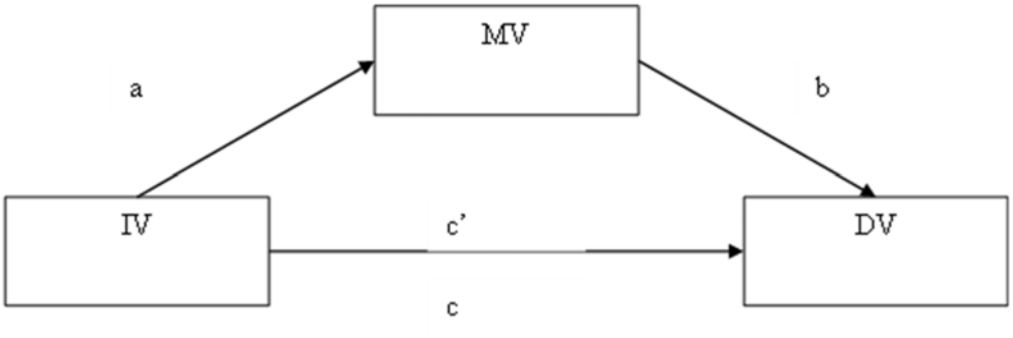


Figure 3: Conceptual Model of Simple Mediation Effect

In figure 3, the arrows show hypothesized effect, direct effect of IV on DV is denoted by c' and the total effect is denoted by c, while the indirect effect of IV on DV (i.e., X on Y) = a*b.

According to Hayes (2013), in the mediation model, if total direct effect is not significant between IV and DV relationship, the indirect effect still may exist, hence according to Hayes the mandatory requirement for the mediation model is the significance of the path a and path b, i.e., the impact of X on the M and the impact of M on Y and researcher must consider it for the significant mediating effect.

The study used process macros v4.0 by Andrew F. Hayes through SPSS 26, it has built in capacity to assess the significance of the indirect effects by incorporating bootstrapping technique. In reference to this, the study employed bootstrapping to evaluate the significance of the indirect effects of IV; TOXL on DV; OL through M; LMXQ. In this process, the study bootstrapped 5000 samples.

In this study the mediation results obtained were evaluated on the criteria identified and formulated by the study of Meyers, Gamst and Guarino (2013). Criterion for explanation of possible outcomes are as follows:

1. **Full mediation:** if independent variable does not significantly impact the dependent variable, with the mediator present in the model.

2. **Partial mediation:** if the direct relationship is significant between independent and dependent variables but upon adding mediator the relationship becomes less strong than observed in isolation.
3. **No mediation:** if the mediator upon adding in model does not impact direct relationship between the independent and dependent variables.

3.11 Summary of Research Methodology

The study is based on positivist philosophy which ensures reality. This paradigm advises to use quantitative measures to collect data and incorporate the deductive-inductive approach, which tends to generate hypotheses with the help of existing literature and then by using quantitative analysis validates the proposed theory in the study.

This chapter covers the philosophical standing of the study, research design, population, sampling technique, measurement and operationalization of the constructs and the processes related to validate the survey questionnaire. Additionally, this chapter discusses the techniques employed for data analysis to test the hypotheses.

The next chapter four covers the data analysis section.

Chapter 4

DATA ANALYSIS AND RESULTS

This section of the study provides a quantitative analysis carried out, which includes descriptive statistics, frequency distribution, and reliability analysis. Additionally, regression analysis and bootstrapping technique was employed to explain the relationship between TOXL, organizational learning, and LMXQ and mediation model.

4.1 Descriptive Statistics

To evaluate the normality, the survey items were carefully scrutinized and mean; minimum and maximum values; Skewness and Kurtosis; and standard deviation were employed to ensure that all the values lie in the acceptable range.

4.1.1 Demographic Profile of Respondents

Respondents demographic profile which includes age; gender; education; status of employment; job rank; and job experience of the respondents. Frequency distribution was employed to assess the respondents' profiles.

4.1.1.1 Frequency Distribution: Age

In the survey, the first question requested was about the respondent's age. The age groups are distributed in five categories. Age groups of the respondents are depicted in table 8. The results show that, majority of the respondents lie in the age group of 20 to 29 years, which is 67.8%, while only one respondent is from the age group of 60 and above.

Table 8: Distribution of Respondent's by Age

Age	Frequency	Percent	Valid Percent	Cumulative Percent
20-29 years	143	67.8	67.8	67.8
30-39 years	51	24.2	24.2	91.9
40-49 years	12	5.7	5.7	97.6
50-59 years	4	1.9	1.9	99.5
60 or above	1	.5	.5	100.0

Total	211	100.0	100.0	

4.1.1.2 Frequency Distribution: Gender

The demographic profile of the respondents showed that majority respondents are male 58.8%, whereas female respondents are 41.2% of the total respondents. The distribution summary of gender is shown in table 9.

Table 9: Distribution of Respondent's by Gender

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Female	87	41.2	41.2	41.2
Male	124	58.8	58.8	100.0
Total	211	100.0	100.0	

4.1.1.3 Frequency Distribution: Education

The demographic profile of the respondents showed that majority respondents are graduate consisting of 45% of total number of respondents, 29.4% of total number of respondents possess Post Graduate degree while undergraduate respondents are only 25.6%. The distribution summary of educational qualifications of banking employees are shown in table 10.

Table 10: Distribution of Respondent's by Educational Qualification

Educational Qualification	Frequency	Percent	Valid Percent	Cumulative Percent
Undergraduate	54	25.6	25.6	25.6
Graduate	95	45.0	45.0	70.6
Post Graduate	62	29.4	29.4	100.0
Total	211	100.0	100.0	

4.1.1.4 Frequency Distribution: Status of Employment

Table 11 shows that majority of the bank’s employees are permanent employees, consisting of 61.6%, while contractual employees consist only 38.4% of the total number of respondents.

Table 11: Distribution of Respondent's by Status of Employment

Status of Employment	Frequency	Percent	Valid Percent	Cumulative Percent
Permanent	130	61.6	61.6	61.6
Contractual	81	38.4	38.4	100.0
Total	211	100.0	100.0	

4.1.1.5 Frequency Distribution: Job Rank

Table 12 illustrate that majority of the respondents are in the middle level, consisting of 41.2%, and then 34.1% of portion in the total number of respondents are occupied by junior employees. Senior level employees represent only 24.6% portion in the total responses received.

Table 12: Distribution of Respondent's by Job Rank

Job Rank	Frequency	Percent	Valid Percent	Cumulative Percent
Junior	72	34.1	34.1	34.1
Middle	87	41.2	41.2	75.4
Senior	52	24.6	24.6	100.0
Total	211	100.0	100.0	

4.1.1.6 Frequency Distribution: Job Experience

Table 13 illustrate that majority of the respondents, job experience is less than 2 years, consisting of 38.9%, and then 29.9% of portion in the total number of respondents are occupied by the employee with experience of 2-5 years. Only 14.7% of total number of respondents have job experience more than 10 years.

Table 13: Distribution of Respondent's by Job Experience

Job Experience	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 2 years	82	38.9	38.9	38.9
2-5 years	63	29.9	29.9	68.7
6-10 years	35	16.6	16.6	85.3
More than 10 years	31	14.7	14.7	100.0
Total	211	100.0	100.0	

4.1.2 Descriptive Statistics of Constructs (Means, Skewness, & Kurtosis)

This segment of the study provides the descriptive statistics of variables and present the sample size, minimum and maximum values, mean and standard deviation, Skewness and Kurtosis.

4.1.2.1 Abusive supervision

TOXL behavior first dimension is abusive supervision. Abusive supervision is defined as aggressive verbal and nonverbal behaviors of leaders towards their subordinates. The respondents were asked to give their perception about their supervisors and/or managers. Table 14, illustrate the results of descriptive statistics.

Table 14: Descriptive Statistics of Abusive Supervision

	N	Minimum	Maximum	Mean	Std. Deviation
AS1	211	1.00	5.00	2.2085	1.25513
AS2	211	1.00	5.00	2.4171	1.23307
AS3	211	1.00	5.00	2.3175	1.27564
AS4	211	1.00	5.00	2.1611	1.27339
AS5	211	1.00	5.00	1.9431	1.25985
AS6	211	1.00	5.00	2.5024	1.31791
AS7	211	1.00	5.00	2.0664	1.23263
Valid N (listwise)	211				

Note: N= Sample size, Min= minimum value, Max= maximum value, Mean= measure of central tendency and Std. Deviation= Standard deviation

Table 14 results show that abusiveness of managers is of low level, whereas item "Abusive 6" has the highest mean value of 2.50. Abusive supervision was examined for Skewness and Kurtosis. Table 15 depicts that all values were in the range of ±2 and therefore, meets the criteria of normal distribution (Morgan et al., 2012).

Table 15: Normality Distribution of Abusive Supervision

	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
AS1	211	.679	.167	-.634	.333
AS2	211	.439	.167	-.842	.333

AS3	211	.539	.167	-.885	.333
AS4	211	.797	.167	-.516	.333
AS5	211	1.175	.167	.237	.333
AS6	211	.385	.167	-1.056	.333
AS7	211	.951	.167	-.196	.333
Valid N (listwise)	211				

Note: N= Sample size, Min= Minimum value, Max= Maximum value, Mean= Measure of central tendency and Std. Deviation= Standard Deviation

4.1.2.2 Authoritative Leadership

TOXL behavior second dimension is authoritative leadership. Authoritative leadership is defined as such behaviors that minimize the subordinates' empowerment (Schmidt, 2008). Results of descriptive statistics are illustrated in table 16.

Table 16: Descriptive Statistics of Authoritative Leadership

	N	Minimum	Maximum	Mean	Std. Deviation
AL1	211	1.00	5.00	2.8341	1.31872
AL2	211	1.00	5.00	1.9479	1.19209
AL3	211	1.00	5.00	2.1659	1.24823
AL4	211	1.00	5.00	2.3270	1.25818
AL5	211	1.00	5.00	2.5782	1.34068
AL6	211	1.00	5.00	2.6114	1.28384
Valid N (listwise)	211				

Note: N= Sample size, Min= minimum value, Max= maximum value, Mean= measure of central tendency and Std. Deviation= Standard deviation

The table 16 show that leaders in banking sector of Pakistan possess low authoritative leadership behaviors. "Authoritative Leadership" item 1 has the highest mean value of 2.89. According to scholar like Van Rooij & Fine, 2018; and Naseer et al. (2016), in those banks where job description, procedures, and corporate culture is clearly defined these are chances of less authoritative leadership behaviors in leaders working in such banks.

To check the Skewness and Kurtosis for the authoritative leadership behavior, see table 17. Table 17 illustrates that all the items of authoritative leadership are in the range of ±2. Hence confirming the normal distribution.

Table 17: Normality Distribution of Authoritative Leadership

	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
AL1	211	.083	.167	-1.136	.333
AL2	211	1.072	.167	.103	.333
AL3	211	.779	.167	-.577	.333
AL4	211	.462	.167	-1.008	.333
AL5	211	.292	.167	-1.150	.333
AL6	211	.282	.167	-.922	.333
Valid N (listwise)	211				

Note: N= Sample size, Min= Minimum value, Max= Maximum value, Mean= Measure of central tendency and Std. Deviation= Standard Deviation

4.1.2.3 Narcissism

The third dimension of TOXL behavior is narcissism and it is defined as such behaviors that restrict the leader to empathize with his/her subordinates and he/she does not appreciate or accept the capabilities and effort made by his/her subordinates (Schmidt, 2008, 2014). Descriptive statistics results are illustrated in Table 18.

Table 18: Descriptive Statistics of Narcissism

	N	Minimum	Maximum	Mean	Std. Deviation
NAR1	211	1.00	5.00	2.6351	1.27410
NAR2	211	1.00	5.00	2.7630	1.33836
NAR3	211	1.00	5.00	2.7536	1.40947
NAR4	211	1.00	5.00	2.8531	1.43169
NAR5	211	1.00	5.00	2.6919	1.33982
Valid N (listwise)	211				

Note: N= Sample size, Min= minimum value, Max= maximum value, Mean= measure of central tendency and Std. Deviation= Standard deviation

Results of descriptive statistics in above table depicts those leaders in banking sector of Islamabad, has average level of narcissism. “Narcissism” item 4 has the highest mean of 2.85.

For Skewness and Kurtosis of narcissism, see Table 19. The values of Skewness and Kurtosis confirms the normal distribution as the values fall between ±2.

Table 19: Normality Distribution of Narcissism

	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
NAR1	211	.224	.167	-1.025	.333
NAR2	211	.129	.167	-1.123	.333
NAR3	211	.209	.167	-1.254	.333
NAR4	211	.084	.167	-1.334	.333
NAR5	211	.231	.167	-1.147	.333
Valid N (listwise)	211				

Note: N= Sample size, Min= Minimum value, Max= Maximum value, Mean= Measure of central tendency and Std. Deviation= Standard Deviation

4.1.2.4 Self-Promotion

The fourth dimension of TOXL behavior is self-promotion and it is defined as such behaviors of leaders in which h/she claims the credit for such tasks that were accomplished by his/her subordinates. Descriptive statistics for self-promotion are illustrated in table 20.

Table 20: Descriptive Statistics of Self-Promotion

	N	Minimum	Maximum	Mean	Std. Deviation
SP1	211	1.00	5.00	2.7204	1.33542
SP2	211	1.00	5.00	2.4882	1.32147
SP3	211	1.00	5.00	2.5308	1.34262
SP4	211	1.00	5.00	2.3412	1.34772
SP5	211	1.00	5.00	2.5071	1.37449
Valid N (listwise)	211				

Note: N= Sample size, Min= minimum value, Max= maximum value, Mean= measure of central tendency and Std. Deviation= Standard deviation

Results depicted in above table, show that leaders' self-promotion behaviors are low in the banking sector of Islamabad, whereas, the highest mean value is recorded for "Self-Promotion" item 1, 2.72.

For Skewness and Kurtosis of self-promotion, see Table 21. The values of Skewness and Kurtosis confirms the normal distribution as the values fall between ±2.

Table 21: Normality Distribution of Self-Promotion

	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
SP1	211	.209	.167	-1.093	.333
SP2	211	.482	.167	-.934	.333
SP3	211	.381	.167	-1.073	.333
SP4	211	.584	.167	-.912	.333
SP5	211	.396	.167	-1.128	.333
Valid N (listwise)	211				

Note: N= Sample size, Min= Minimum value, Max= Maximum value, Mean= Measure of central tendency and Std. Deviation= Standard Deviation

4.1.2.5 Unpredictability

Unpredictability of leader is defined as his rapid or sudden mood swing which causes subordinate to confuse about the mood of his/her leader. Results of descriptive statistics are shown in table 22. The results show that presence of unpredictability behaviors of leader is low or near to average in the banking sector of Islamabad. The highest mean value is 2.64 for "Unpredictability" item 1.

Table 22: Descriptive Statistics of Unpredictability

	N	Minimum	Maximum	Mean	Std. Deviation
UP1	211	1.00	5.00	2.6445	1.40465
UP2	211	1.00	5.00	2.6398	1.35335
UP3	211	1.00	5.00	2.2180	1.31289
UP4	211	1.00	5.00	2.4834	1.29227
UP5	211	1.00	5.00	2.5687	1.27942
UP6	211	1.00	5.00	2.5213	1.30321
UP7	211	1.00	5.00	2.3365	1.28194
Valid N (listwise)	211				

Note: N= Sample size, Min= minimum value, Max= maximum value, Mean= measure of central tendency and Std. Deviation= Standard deviation

To check the Skewness and Kurtosis for the authoritative leadership behavior, see table 23. Table 23 illustrates that all the items of authoritative leadership are in the range of ±2. Hence confirming the normal distribution.

Table 23: Normality Distribution of Unpredictability

	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
UP1	211	.257	.167	-1.233	.333
UP2	211	.201	.167	-1.211	.333
UP3	211	.737	.167	-.725	.333
UP4	211	.351	.167	-1.061	.333
UP5	211	.314	.167	-.981	.333
UP6	211	.409	.167	-.943	.333
UP7	211	.567	.167	-.820	.333
Valid N (listwise)	211				

Note: N= Sample size, Min= Minimum value, Max= Maximum value, Mean= Measure of central tendency and Std. Deviation= Standard Deviation

4.1.2.6 Organizational Learning

Organizational learning is defined as a process in which organization incorporate such processes and procedures through which individual and organizational level knowledge and learning is institutionalize, so the individual and organization can use this as an advantage in future and make it as a source the change the behaviors, efficiency and overall effectiveness of the organization. Descriptive statistics results are shown in table 24. the results predict that organizational learning in banking sector of Islamabad is high in view of the respondents' received responses. The highest mean value is 3.75 for the "Organizational Learning" item 8, all other mean value of items are above 3.5 and near to 4.0.

Table 24: Descriptive Statistics of Organizational Learning

	N	Minimum	Maximum	Mean	Std. Deviation
OL1	211	1.00	5.00	3.5498	1.19169
OL2	211	1.00	5.00	3.6256	1.04522
OL3	211	1.00	5.00	3.5972	1.20071
OL4	211	1.00	5.00	3.6493	1.11280
OL5	211	1.00	5.00	3.6066	1.17989
OL6	211	1.00	5.00	3.5924	1.10183
OL7	211	1.00	5.00	3.5735	1.09460
OL8	211	1.00	5.00	3.7536	1.12374

Valid N (listwise)	211

Note: N= Sample size, Min= minimum value, Max= maximum value, Mean= measure of central tendency and Std. Deviation= Standard deviation

To check the Skewness and Kurtosis for the authoritative leadership behavior, see table 25. Table 25 illustrates that all the items of authoritative leadership are in the range of ±1. Hence confirming the normal distribution according to (Morgan et al., 2019).

Table 25: Normality Distribution of Organizational Learning

	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
OL1	211	-.503	.167	-.568	.333
OL2	211	-.237	.167	-.721	.333
OL3	211	-.415	.167	-.808	.333
OL4	211	-.507	.167	-.375	.333
OL5	211	-.478	.167	-.566	.333
OL6	211	-.388	.167	-.576	.333
OL7	211	-.321	.167	-.658	.333
OL8	211	-.640	.167	-.258	.333
Valid N (listwise)	211				

Note: N= Sample size, Min= Minimum value, Max= Maximum value, Mean= Measure of central tendency and Std. Deviation= Standard Deviation

4.1.2.7 Leader-Member Exchange Quality

LMXQ is defined as the quality of relationship that exist between the leader and his/her subordinates. The LMXQ is acting as a mediator in this study. The results of descriptive statistics for the LMXQ are depicted in Table 26. The results predicts that the quality of leader member relation in banking sector of Islamabad is high as all the mean values of LMXQ items are 3.0 and near to 4.0. the lowest mean value is 3.19 for the "LMXQ" item 1.

Table 26: Descriptive Statistics of LMXQ

	N	Minimum	Maximum	Mean	Std. Deviation
LMXQ1	211	1.00	5.00	3.1991	1.25288
LMXQ2	211	1.00	5.00	3.5308	1.21606
LMXQ3	211	1.00	5.00	3.5213	1.16016
LMXQ4	211	1.00	5.00	3.4265	1.14145

LMXQ5	211	1.00	5.00	3.5403	1.10498
LMXQ6	211	1.00	5.00	3.6019	.99656
LMXQ7	211	1.00	5.00	3.5877	1.02615
Valid N (listwise)	211				

Note: N= Sample size, Min= minimum value, Max= maximum value, Mean= measure of central tendency and Std. Deviation= Standard deviation

To check the Skewness and Kurtosis for the authoritative leadership behavior, see table 27. Table 27 illustrates that all the items of authoritative leadership are in the range of ±1. According to Morgan et al. (2019) cutoff value for normal distribution of data, table 4.7 values are, hence confirming the normal distribution.

Table 27: Normality Distribution of LMXQ

	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
LMXQ1	211	-.148	.167	-.905	.333
LMXQ2	211	-.337	.167	-.892	.333
LMXQ3	211	-.449	.167	-.707	.333
LMXQ4	211	-.331	.167	-.546	.333
LMXQ5	211	-.359	.167	-.647	.333
LMXQ6	211	-.532	.167	-.024	.333
LMXQ7	211	-.439	.167	.062	.333
Valid N (listwise)	211				

Note: N= Sample size, Min= Minimum value, Max= Maximum value, Mean= Measure of central tendency and Std. Deviation= Standard Deviation

4.1.2.8 Descriptive Statistics of All Constructs

To results of descriptive statistics for all constructs are illustrated in table 28 for better understanding. The results predict that the mean values for organizational learning and LMXQ are high, >3.0 and approaching to 4.0 whereas the mean value is low i.e., 2.47 for the TOXL behaviors. The values of Skewness and Kurtosis are also in between ±1, confirming the normal distribution of data according to the criterion set by (Morgan et al., 2019).

Table 28: Descriptive Statistics of all Constructs

	N	Min.	Max.	Mean	Std. Deviation	Skewness		Kurtosis	
						Statistic	Std. Error	Statistic	Std. Error
OL	211	1.00	5.00	3.6207	.86581	-.288	.167	-.394	.333
LMXQ	211	1.29	5.00	3.4868	.85130	-.169	.167	-.467	.333
TOXL	211	1.00	5.00	2.4772	.97573	.267	.167	-.640	.333
Valid N (listwise)	211								

Note: N= Sample size, Min= Minimum value, Max= Maximum value, Mean= Measure of central tendency and Std. Deviation= Standard Deviation

4.2 Harmon's One-factor Test for CMB

Harmon's one factor test is used to determine the variance caused in variables could be due to single factor or not. Furthermore, Podsakoff et al. (2012) suggested if variance of one factor is recorded more than 50% among the measures than CMB exist. Table 29 elucidate the Harmon's test results. The results illustrate that the data is not subjected to CMB as the variance by single factor recorded is 40.438% which is less than the cut-off value i.e., 50%.

Table 29: Harmon's One-factor Test

Component	**Initial Eigenvalues**			**Extraction Sums of Squared Loadings**		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	18.197	40.438	40.438	18.197	40.438	40.438
2	5.194	11.542	51.980			
3	2.289	5.087	57.068			
4	1.712	3.805	60.872			
5	1.120	2.490	63.362			
6	1.016	2.257	65.619			
7	.933	2.074	67.693			
8	.879	1.954	69.647			
9	.827	1.837	71.484			
10	.754	1.676	73.159			
11	.741	1.648	74.807			
12	.690	1.534	76.341			
13	.645	1.432	77.773			
14	.627	1.394	79.168			
15	.581	1.292	80.460			
16	.551	1.224	81.683			
17	.540	1.200	82.883			

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
18	.498	1.106	83.988			
19	.477	1.060	85.048			
20	.456	1.013	86.061			
21	.438	.974	87.035			
22	.424	.942	87.978			
23	.410	.912	88.890			
24	.395	.879	89.768			
25	.373	.830	90.598			
26	.343	.763	91.362			
27	.311	.691	92.053			
28	.305	.679	92.732			
29	.291	.646	93.378			
30	.280	.623	94.001			
31	.260	.578	94.579			
32	.237	.528	95.106			
33	.235	.522	95.629			
34	.222	.494	96.122			
35	.205	.456	96.579			
36	.193	.429	97.007			
37	.186	.414	97.421			
38	.179	.398	97.818			
39	.175	.388	98.206			
40	.160	.356	98.563			
41	.156	.348	98.910			
42	.145	.322	99.232			
43	.123	.274	99.506			
44	.120	.268	99.774			
45	.102	.226	100.000			

Extraction Method: Principal Component Analysis

4.3 Correlation Analysis

In this study, two tailed Pearson Correlation is employed to examine the nature and strength of relationship exists between variables. Correlation is a tool for understanding the relationship between two quantities (Lindley, 1990). The coefficient of correlation value ranges between +1 to -1, where value approaching to +1 indicates strong positive relation and value approaching to -1 indicates strong negative relation, value 0 indicates that there exists no relation between observed variables (Schober, Boer & Schwarte, 2018). Table 30 presents the results of correlation analysis.

Table 30: Pearson Correlation

	OL	LMXQ	TOXL

OL	Pearson Correlation	1	.421**	-.200**
	Sig. (2-tailed)		.000	.004
	N	211	211	211
LMXQ	Pearson Correlation	.421**	1	-.462**
	Sig. (2-tailed)	.000		.000
	N	211	211	211
TOXL	Pearson Correlation	-.200**	-.462**	1
	Sig. (2-tailed)	.004	.000	
	N	211	211	211

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

Table 30 results predicts that there is a significantly negative relation between TOXL and OL, $r=-0.20$ *and* $p<0.05$. The relation between LMXQ and OL is significantly positive at ($r=0.42$, $p<0.05$) whereas, the relation between TOXL and LMXQ is significantly negative at ($r=-0.46$, $p<0.05$).

4.4 Regression Analysis

To test the hypothesis of the study, regression analysis was employed. Simple linear regression is a model that assesses the relationship between a dependent variable and an independent variable. To test the theory or for explanation purpose most researchers and practitioners uses regression tool (Tonidandel & LeBreton, 2011).

4.4.1 Direct effect of TOXL on OL (H_1)

To test the first hypothesis of the study, Linear regression was employed to predict organizational learning based on the presence of TOXL in the banking sector of Islamabad. A significant regression equation was found with F(1,209)=8.687, $p<0.05$), with an R^2 of 0.040. Organizational learning will decrease by 17.7 percent for each percent increase in TOXL, ($b=-0.177$; $p<0.05$). The results supported the first hypothesis of the study. The results are illustrated in table 31.

Table 31: Regression Coefficients

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	4.060	.160		25.363	.000
	TOXL	-.177	.060	-.200	-2.947	.004

a. Dependent Variable: OL

4.4.2 Direct effect of TOXL on LMXQ (H_2)

To test the second hypothesis of the study, Linear regression was employed to predict Leader-Member Exchange Quality based on the presence of TOXL in the banking sector of Islamabad. A significant regression equation was found with F(1,209)=56.849, *p<0.05),* with an R^2 of 0.214. LMXQ will decrease by 40.3 percent for each percent increase in TOXL, (*b=-0.403; p<0.05*). The results supported the second hypothesis of the study. The results are illustrated in table 32.

Table 32: Regression Coefficients

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	4.486	.142		31.500	.000
	TOXL	-.403	.054	-.462	-7.540	.000

a. Dependent Variable: LMXQ

4.4.3 Direct effect of LMXQ on OL (H_3)

To test the third hypothesis of the study, Linear regression was employed to predict OL based in the presence of LMXQ in the banking sector of Islamabad. A significant regression equation was found with F(1,209)=44.917, *p<0.05),* with an R^2 of 0.177. OL will increase by 42.8 percent for each percent increase in LMXQ, (*b=-0.428; p<0.05*). The results supported the third hypothesis of the study. The results are illustrated in table 33.

Table 33: Regression Coefficients

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.129	.229		9.296	.000
	LMXQ	.428	.064	.421	6.702	.000

a. Dependent Variable: OL

4.4.4 Mediation analysis of LMXQ between TOXL and OL (H_4)

Regression analysis was employed to evaluate the mediating effect of LMXQ between TOXL and OL, with the help of Hayes process macros v4.0, model 4. The results showed that TOXL significantly predicts the hypothesized mediating variable, LMXQ, i.e., the path "a" is significant with *b*=-0.40, S.E=0.053, p <.001. The mediator LMXQ, significantly predicts the OL, i.e., the path “b” is significant with b =0.42, S.E=0.072 and p <.001. These results justify that that the independent variable should predict the mediating variable, and in addition to this, the mediating variable should predict the dependent variable significantly.

The mediation test results further elucidate that the total effect of independent variable; TOXL on dependent variable; OL, i.e., the path “c” is significant with b = -0.177, SE =0.060 and p <0.05. In addition, the path “b” is found significant with b = 0.424, SE =0.072 and p <0.05, furthermore, the direct effect of IV on DV i.e., path ć, in the absence of mediator were found insignificant with b = -0.0059, SE =0.063 and p >0.05. The indirect effect of TOXL on OL in the presence of mediating variable LMXQ is significant with b = -0.171, Boot SE =0.040, Boot LLCI = -0.255 and Boot ULCI = -0.098. Hence, confirming the partial mediation of LMXQ between TOXL and OL. The results depicted in table 34, partially supported hypothesis 4 of the study.

Table 34 illustrates the results of mediation analysis of LMXQ between TOXL and OL.

Table 34: Mediation effects of LMXQ between TOXL and OL

	IV	**DV**	***B***	**SE**	**t-value**	**P-Value**	**LLCI**	**ULCI**
1	TOXL	LMXQ	-0.403	0.0535	-7.539	0.000	-0.508	-0.298
2	LMXQ	OL	0.424	0.0722	5.884	0.000	0.282	0.566
3	TOXL	OL	-0.0059	0.0630	-0.094	0.924	-0.1301	0.1182
			Effect	**SE**	**T-value**	**P-Value**	**LLCI**	**ULCI**
Total Effect			-0.177	0.060	-2.94	0.0036	-0.295	-0.058
Direct Effect			-0.0059	0.063	-0.094	0.924	-0.130	0.118
					Effect	**Boot SE**	**Boot LLCI**	**Boot ULCI**
Indirect Effect					-0.171	0.0402	-0.255	-0.098
						1	**2**	**3**
R^2						0.213	0.176	0.039
F-Statistics						56.84	22.35	8.686
P-Value						0.000	0.000	0.0036

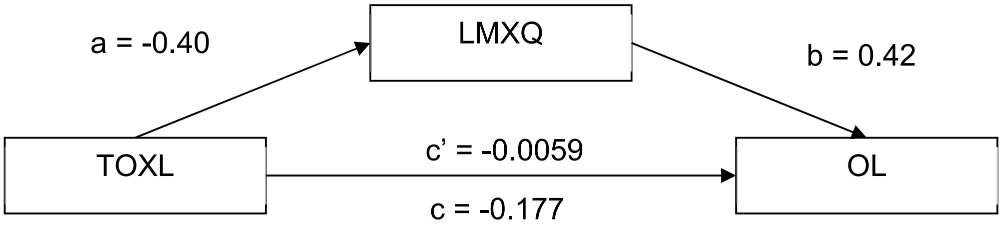

a = -0.40
LMXQ
b = 0.42
TOXL
c’ = -0.0059
c = -0.177
OL

Figure 4: Mediation model LMXQ between TOXL and OL

4.5 Summary of Results

Summary or research hypothesis and their results are represented in Table 35.

Table 35: Summary of Results

Direct Relationships		
Hypotheses		**Results**
H_1	TOXL → OL	Supported
H_2	TOXL → LMXQ	Supported
H_3	LMXQ → OL	Supported
Mediation Effect		
H_4	TOXL → LMXQ → OL	Partially Supported

Chapter 5

Discussion and Conclusions

This chapter presents the detailed discussions on the results generated from the data acquired from bank employees working in Islamabad, conclusion of the study with respect to the variables under study, implications of the study, future recommendation for researcher and scholars and limitation of this research study.

5.1 Discussions on Direct Effects

This subsection covers the discussion on results of Hypothesis of the study H_1, H_2, H_3 and H_4.

H_1: Toxic leadership has a negative impact on organizational learning.

The study hypothesized that impact of TOXL on OL is negative. The study results elucidate that TOXL has statistically significant negative impact on OL, and supported the first hypothesis of the study. These results are also reported and found by the studies of scholars like (Schilling and Kluge, 2009). According to Lawrence et al. (2005) the leaders in the organizations uses their power and indulge in politics to gain their personal advantages and promote their self-interest which acts as a barrier to organizational learning. The results of the study and literature available gives enough space to raise a point that to remain in power and to achieve personal gain the toxic leaders create hindrance in the learning of individuals, sharing and processing of knowledge, which leads to impact organizational learning negatively. Also, the use of impression management by leaders and managers to build their specific image in their subordinates or followers to gain resources, power and personal advantages makes employees perceive such leaders as toxic and selfish which ultimately stop them to share the knowledge and information which create hindrance in organizational learning.

According to Hussain (2012) despite of the fact that organizational learning activities are initiated by the banking sector of Pakistan, but still there are hindrances for the organizational learning and the desired results are not achieved due to the procedures opted by the seniors and autocratic style practiced by them to implement the decisions taken by the top level management, where employees participation is low or zero and they just follow the orders as communicated by the top management. In the Pakistani banking sector, Asrar-ul-Haq (2014) concluded that the transformational leadership lack and leadership inefficiency causes many problems, hence suggested to improve the leadership quality which leads to the improvement in OL and organizational performance in the banking sector of Pakistan.

The study results advocate that there is a significant negative impact of TOXL on OL. Therefore, the study calls for the attention of research community to investigate other variables like organizational politics, organizational processes and HR interventions that may strengthen or weaken the TOXL and OL relationship. Therefore, the development of such culture and working environment is needed through the effective leadership in the banking sector of Islamabad to promote and make OL activities more effective.

H_2: Toxic Leadership has a negative impact on leader-member exchange quality.

The study hypothesized based on extensive literature review that TOXL behaviors impact LMXQ negatively. The results revealed that TOXL behaviors have significant negative impact on the leader-member exchange quality and hence, the second hypothesis of this study is supported. The scholars like Liao et al. (2019) found that when leaders exercise impression management to gain personal advantages and narcissistic leaders when try to build the self-image, the employees perceive such leaders as selfish and this will lower down the trust and affiliation of followers with their leader which then ultimately lower down the LMXQ of employees and leaders. According to Scandura (1999) those employees who are in leader’s out-group will feel discrimination and they probably raise their voice or express their injustices rather than those who falls in in-group. The results of the study and literature advocate that the employee reciprocate the same as they receive from their leaders or organizations. Toxic leader’s in-group members together will affect negatively not only on individual level outcomes but on organizational level outcomes also (Pelletier, 2012). The results of the study illustrated that the employees who exercise high LMXQ with their leader do not see their leader as toxic and this high LMXQ influences subordinates to indulge in unethical behaviors too.

Naseer et al. (2016) explained that toxic leadership decrease the quality of leader-member exchange and bank employees displays avoidance behavior to save them from negative consequences because of the abusive behaviors of their leaders. The results depict that the LMXQ is of high value in the banks of Islamabad that might be because employees feel not comfortable in disclosing the actual feeling and their perception about their leaders. Other possible reason might be the age group of the respondents as the majority respondent were between the ages of 20-29 years, probably they cannot feel such behaviors due to workload, their age group or may be because they are in their initial phase of career that they do not perceive their manager or leader as toxic. The research community should investigate the in-group members behavior and perceptions and out-group members behavior and perceptions about their manager separately to explain this linkage in better way.

H$_3$: Leader-member exchange quality has a positive impact on organizational learning.

The study hypothesized that LMXQ positively impact the organizational learning. The study results elucidate that LMXQ is significantly positively impacting the organizational learning and supported the third hypothesis of the study. These results are in line with the previous studies like Liao et al. (2019); and Yulk (2012) who concluded that the quality of leader-member exchange will leads to undesirable negative consequence towards organizational learning and performance. Furthermore, Schilling and Kluge (2009) explained that fear, lack of communication between followers and leaders, lack of support and involvement of leader in the building the self-image will act as a barrier to high LMXQ.

Fatima et al. (2020) concluded that LMXQ is related to the employees' perception about the organizational politics and their leader's integrity. Islam et al. (2013) studied the relationship of organizational learning culture, organizational commitment, LMXQ and turn over intentions of employees in the Pakistani banking sector and found that organizational learning culture, organizational commitment and LMXQ are linked with each other. Furthermore, Ilies et al. (2007) concluded the high LMXQ will leads towards organizational effectiveness when employees are motivated to go beyond their formal expectations and responsibilities. The results of the study advocate that in banking sector of Islamabad the organizational learning is above average or high because of the high LMXQ. So, the study argues that if the factors that contributes toward low LMXQ are controlled the employee will feel high LMXQ with their leaders and that will affect the organizational learning in a positive way.

5.2 Discussions on Mediation Effects

H$_4$: Leader-member exchange quality mediates the relationship between toxic leadership and organizational learning.

After reviewing the available literature, the study hypothesized that LMXQ acts as a mediator between toxic leadership and organizational learning. The results confirmed the partial mediation of LMXQ between TOXL and OL and supported the fourth hypothesis of the study.

The previous studies like Schilling and Kluge (2009); and Yulk (2012) explained the barriers to OL as lack of upward and downward flow of information, lack of recognition of efforts, fear, lack of support and involvement of leaders' in promoting themselves and their image for the gain of self-interests. Moreover, Seu (2003) explained that competition to control the resources and power acquisition in the organization and the political culture of the organization causes hindrance in the process of OL. According to Khilji (2004) due to the presence of large power distances in Pakistani culture the power and control related to main activities lies at top level which give raise to the lack of communication from top to downward and downward to upward as well. Joo and Ready (2012) explained that LMXQ affects number of organizational outcomes and LMXQ influences the resources, information, efforts and support that will exchange between the followers and leaders. Fatima et al. (2020) explained that the leader-member exchange quality dependents on the perception of employees' about political culture of the organization and the leader's integrity. Lian et al. (2012) found negative relationship of abusive supervision and need satisfaction in the presence of high LMX. Hussain (2012) concluded that the employees' participation limits due the autocratic leadership style possessed by the bank leaders and decision imposed by the top level. Due to the presence of toxic leadership, the employees avoid from such leaders and this stop the flow of information and sharing of knowledge which affects the efficient process of OL.

The research conducted by Asrar-ul-Haq (2014) suggested that reason to many problems in the banking sector of Pakistan are because of lack of transformational leadership. Furthermore, Schiena et al. (2013) in their study found that OL increase due to the transactional and transformational leadership.

There is scarcity of available literature on the involvement of LMXQ with the dark side of leadership and a limited number of researchers like (Lian et al. 2012; Naseer et al. 2016; Pelletier, 2012; Xu et at. 2015) have tried to explore the LMX connection with the negative leadership styles. This study and findings will contribute to the available literature on the organizational learning and toxic leadership. Moreover, the extensive literature is not available on the mediation role of LMXQ between TOXL and OL, these finding will pave way for other researcher to study the mediation role of LMXQ between the darker side of leadership and organizational learning and other organizational level outcomes.

5.3 Conclusion

The study provides empirical support in presenting the negative consequences on organizational learning that results from toxic behaviors of leaders. We continue the legacy of previous researchers to study the dark side of leadership and its effects on the organizational learning through the mediating role of Leader-member exchange theory which was not extensively studied yet. In this regard, the study results revealed that presence of toxic leaders in the organization and the negative behaviors of leaders causes the employees to exhibit avoidance behavior which lowers the LMXQ between leaders and their followers which results in the hindrance of information flow across the organization and the sharing of knowledge which acts as a barrier to organizational learning processes and ultimately lead towards the loss of organizational level learning. Hence, both the low LMXQ due to the toxicity of leader and leader's negative behaviors results in the loss of OL.

The study findings give a clear picture that LMXQ is an important factor to study to determine the nature and significance of relation that exists between toxic leadership behaviors and organizational learning. The results revealed that the high will be the LMXQ, the high will be the OL. Bhal et al. (2009) explained that the leaders who understand the LMX phenomenon and its functions and uses LMX effectively to develop the relation with his/her followers will influence the outcomes associated with it.

The study contributed to the existing knowledge on the toxic leadership and its impacts on the organizational learning through the mediating role of leader-member exchange quality in the banking sector of Pakistan. The study contributed to the social exchange theory and LMXQ theory. The uniqueness of this study is that it addresses the LMXQ involvement as a mediator in the relationship between TOXL and OL as this relationship is not yet studies to its full extent. Moreover, the implications and suggestion for the practitioners and organizations are provided in the following section to develop effective strategies to minimize the toxicity of leaders and maximize the individual and organizational level learning.

5.4 Implications

The theoretical and managerial implications of the study are discussed in detail in the following subsections.

5.4.1 Implications for Theory

The study based on social exchange theory and Leader-member exchange theory which believed that the relation between the leader and his/her followers depends on the rewards and nature of exchanges between them. Theses exchanges may include monetary compensations like pay and rewards, bonuses or other socio-economic benefits. These exchanges of rewards depend on the benefits gained from each other (Setton et al., 1996). A limited number of literature is available on the involvement of LMXQ between TOXL and OL and this study contribute to the existing literature by studying the mediating role of LMXQ between the toxic leadership behavior and its impact of organizational learning. The study explained that the LMXQ mediates the relationship between TOXL and OL. The study contributed theoretically to the literature of toxic leadership, organizational learning and LMXQ. This study also contributed by studying the toxic leadership complete construct and its impact on organizational learning with the involvement of leader-member exchange quality.

5.4.2 Implications for Banks

Top management in banks should consider the consequence of toxic leadership and the huge cost associated with these consequences and incorporate such strategies, plans and processes to address the presence of toxicity in the leaders to minimize its effects to the maximum. As the study explained that the negative or toxic leaders causes employees to stop the information and sharing of knowledge due to the fear and avoidance behavior to avoid themselves from the toxicity of their leader (Naseer et al., 2016), which leads to the minimization of the employees learning and performance and ultimately leads to the minimization of the organizational learning and performance.

Lipman-Blumen (2005) explained that destructive and negative leadership behaviors got less attention by the organizations due to the lack of understanding of this concept. Subsequently, this study suggests that it is important for banks' to introduce such processes and procedures to cope up with these issues in time such as implementation and introducing such mechanism where employees can report the abusive behavior, bullying and self-impression management of leaders to the organization, and implement such strategies that will increase the quality of relationship between leaders and their follower to limit or minimize the cost associated with the consequences of toxic leadership behaviors.

5.4.3 Implications for Human Resource Management

Human Resource Department majorly involves in the development and implementation of the policies, so various recommendations based on the study are provided:

a. Recruitment and Selection Process

Toxic leaders show destructive and dysfunctional behaviors and such behaviors may get notices in the start or later at any time in the organization (Schmidt, 2008; 2014). These behaviors may get strengthen over time (Laguda, 2021). The authors recommend the Human Resource departments to implement such strategies and processes in their recruitment and selection procedures that can identify the toxic nature of the leaders while hiring them. Authors like Mumford et al. (1992) formed many measures that can identify the individual's toxic nature behaviors. Based on the work of different scholar this study suggests HR departments to include such procedures that can identify the negative and destructive behaviors in the individual to exclude such candidate from the hiring process.

b. Dealing with Existing Toxicity of Leaders

The author recommends the HR departments to introduce such channel or procedures where employees can report the abusive behavior, bullying and toxicity of their leader in full confidence and anonymity. Moreover, a survey or communication platform to be incorporate to trace the existing toxicity in the organization. As suggested by the authors like (Radzi, 2020; and Sorensen, 2018) assistance programs for employees should be initiated to assist those individuals that may get impacted by the toxicity of their leader to maximize their performance and contribute towards their emotional wellbeing.

c. Training and Development of Leadership

The study recommends to implement the training programs for the leaderships with the objective to develop the ethical practices and positive leadership styles as also suggest by (Ross, Matteson, Sasso & Peyton, 2020). According to Aqqad, Obeidat, Tarhini and Masa'deh (2019) through these development programs employees and leaders will able to recognize each other expectation and emotions which lead to the conflict resolution. The study recommends the banks to initiate such development and training programs that can enable leaders to practice the positive leadership styles that contributes towards the overall better performance and the better working environment of the bank.

5.5 Suggestions for Future Research

This research study tests the mediating role of LMXQ between the TOXL and OL in the banking sector of Islamabad. Conversely, future researchers should consider following suggestions.

This study only includes one mediating variable between TOXL and OL, the author suggest inclusion of other protentional variables in the model to get better understanding of the TOXL phenomenon. This research, studied TOXL on five dimensions as advocated by (Schmidt, 2008, 2014). Future research should study the impact of these individual dimension on OL through a mediating role of LMXQ for better and in-depth understanding of phenomenon and to understand which dimension is more detrimental for the OL.

Previous researchers have identified that TOXL in linked with various organizational level phenomenon as well as individual level phenomenon which includes attitudinal, emotional, and adverse psychological outcomes (Ashforth, 1997; Duffy et al., 2002; Tepper et al., 2004; Tepper, 2000; Khan, Imran & Anwar, 2019). Future researchers should take Human Resource department intervention as a mediator variable (Robert & Vandenberghe, 2020) or organizational politics (Schilling & Kluge, 2009) to better understand the TOXL detrimental effects in the workplace and to increase the awareness and importance of eliminating the toxicity from the organizations.

5.6 Limitations of the Study

The research study contributes to the available literature on TOXL and OL by studying the mediating role of LMXQ between TOXL and OL. Notwithstanding, some limitations are also associated with this study and needs to be recognized.

First, the study is cross-sectional in nature and acquire data at a single point of time. Longitudinal research needs to be conducted to confirm the relationship between the variables of the study.

Second, the data was collected from the bank employees working in Islamabad, Pakistan and hence cannot be generalized, future research should collect data from multiple industries like (hotel industry, educational institutions, health sector, public sector and telecom industry etc.) and from multiple cities of the Pakistan to generalize the results in different industries and cultures.

Third, the study adopted the questionnaire to gather data from the respondents, which was used and advocated by different scholars, which may limit the depth of the data. Subsequently, the future research should employ mix method to collect data for the better understanding of the facts.

Despite of these limitations the researcher followed all the procedural and statistical measure to minimize the biases to reach to a conclusion on empirical evidences.

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ANNEXURE A

Survey Questionnaire

Dear Sir/Madam,
I am a M.Phil scholar of management sciences. This questionnaire is in the context of data collection for my dissertation. The present study investigates the factors creating hurdles in Organizational Learning in the banking sector of Pakistan. The findings of this study would help the researchers and practitioners to develop strategies and to take effective measures to reduce the negative effects of different leadership behaviors in the workplace(s). The collected data shall be used for research purposes only and will be kept completely confidential and anonymous.

Thanking you in anticipation for your kind cooperation.

Khalique U Zaman	E-mail: khalique1993@gmail.com
M.Phil Scholar,	Contact # 0334-0344442
Bahria University, Islamabad	

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* Required

1. Email *

____

Section I: Personal Profile

Please fill in the relevant information.

2. Gender *

Mark only one oval.

○ Male
○ Female

3. Age *

Mark only one oval.

○ 20-29 years
○ 30-39 years
○ 40-49 years
○ 50-59 years
○ 60 or above

4. Educational qualification *

Mark only one oval.

○ Undregraduate
○ Graduate
○ Post Graduate

5. Status of employment *

Mark only one oval.

○ Permanent
○ Contractual

6. Job rank *

Mark only one oval.

○ Junior
○ Middle
○ Senior

7. Job experience *

Mark only one oval.

○ Less than 2 years
○ 2-5 years
○ 6-10 years
○ More than 10 years

Section II:

Please show your level of agreement by selecting appropriate option against each statement given below by keeping in mind your current supervisor or manager:

8. My leader ridicules (degrades) his/her subordinates *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

9. My leader holds subordinate responsible for things outside their job descriptions *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

10. My leader is less caring about subordinates' commitments outside of work *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

11. My leader speaks poorly about subordinates to other people in the workplace *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

12. My leader publicly insults subordinates *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

13. My leader reminds subordinates of their past mistakes and failures *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

14. My leader tells subordinates they are incompetent *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

15. My leader controls (dictates) subordinates in completing their tasks *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

16. My leader Invades (attacks) the privacy of subordinates *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

17. My leader does not permit subordinates to approach goals in new ways *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

18. My leader will ignore ideas that are contrary to his/her own bent of mind *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

19. My leader shows inflexibility when it comes to organizational policies, even in special circumstances *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

20. My leader dictates all decisions in the bank whether they are important or not *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

21. My leader has a sense of personal entitlement (personal claims) *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

22. My leader assumes that he/she is destined to enter the highest ranks of his/her organization *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

23. My leader thinks that he/she is more capable than others *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

24. My leader believes that he/she is an extraordinary person *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

25. My leader thrives on compliments and personal praises *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

26. My leader drastically changes his/her behavior when he is being observed *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

27. My leader Avoids taking responsibility for mistakes made under his/her supervision *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

28. My leader will only offer assistance to people who can help him/her get ahead *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

29. My leader accepts credits for successes that do not belong to him/her *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

30. My leader acts only in the best interest of his/her next promotion *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

31. My leader adopts aggressive behavior when angry *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

32. My leader allows his/her current mood to define the climate of the workplace *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

33. My leader expresses anger at subordinates for unknown reasons *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

34. My leader allows his/her mood to affect his/her vocal tone and volume *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

35. My leader varies in his/her degree of accessibility to individuals *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

36. My leader causes subordinates to try to “read” his/her mood *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

37. My leader emotionally harms subordinates during the hyper-aggressive phase *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

Section III:

Please show your level of agreement by selecting appropriate option against each statement given below by keeping in mind the environment of your bank regarding learning:

38. This is an open organization and as much information as possible is made available to the employees *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

39. There exists a two-way communication between employees working at all levels *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

40. Feedback system exists for the customers and employees regarding services *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

41. The bank has acquired updated relevant knowledge over the last few years *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

42. The learning and development process has helped the bank employees to acquire new skills *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

43. The learning and development process has helped in building capacities for sustained organizational effectiveness *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

44. The Bank’s performance has been influenced by new learning it has acquired over the last few years *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

45. Overall, my organization is a learning organization *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

Section IV:

Please select the appropriate option against each of the following statements about your relationship with your SUPERVISOR

46. I usually know where I stand with my supervisor *

Mark only one oval.

○ Rarely
○ Occasionally
○ Somethimes
○ Fairly often
○ Very often

47. My supervisor understands my problems and needs *

Mark only one oval.

○ Not a bit
○ A little
○ A fair amount
○ Quite a bit
○ A great deal

48. My supervisor recognizes my potential *

Mark only one oval.

○ Not at all
○ A little
○ Moderately
○ Mostly
○ Fully

49. My supervisor is always inclined to help me solve problems in my work, regardless of his/her formal authority *

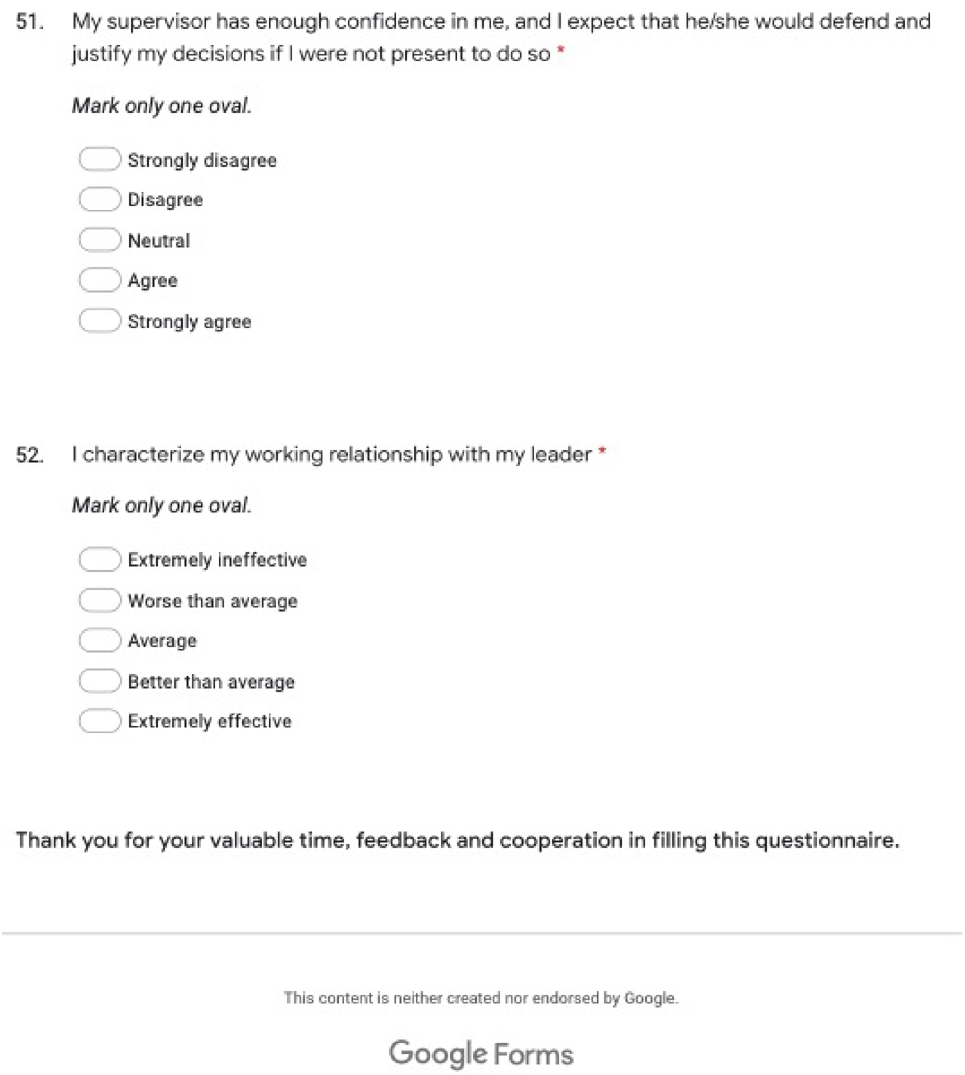
Mark only one oval.

○ None
○ Small
○ Moderate
○ High
○ Very high

50. Regardless of formal authority, my leader is always supportive of me in all types of complex situations, when I really need it *

Mark only one oval.

○ None
○ Small
○ Moderate
○ High
○ Very high



51. My supervisor has enough confidence in me, and I expect that he/she would defend and justify my decisions if I were not present to do so *

Mark only one oval.

○ Strongly disagree
○ Disagree
○ Neutral
○ Agree
○ Strongly agree

52. I characterize my working relationship with my leader *

Mark only one oval.

○ Extremely ineffective
○ Worse than average
○ Average
○ Better than average
○ Extremely effective

Thank you for your valuable time, feedback and cooperation in filling this questionnaire.

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ANNEXURE B

Regression analysis of TOXL on OL

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.200[a]	.040	.035	.85039

a. Predictors: (Constant), TOXL

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.282	1	6.282	8.687	.004[b]
	Residual	151.140	209	.723		
	Total	157.422	210			

a. Dependent Variable: OL

b. Predictors: (Constant), TOXL

Coefficients[a]

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	4.060	.160		25.363	.000
	TOXL	-.177	.060	-.200	-2.947	.004

a. Dependent Variable: OL

Regression analysis of TOXL on LMXQ

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.462[a]	.214	.210	.75661

a. Predictors: (Constant), TOXL

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	32.544	1	32.544	56.849	.000[b]
	Residual	119.645	209	.572		
	Total	152.189	210			

a. Dependent Variable: LMXQ

b. Predictors: (Constant), TOXL

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	4.486	.142		31.500	.000
	TOXL	-.403	.054	-.462	-7.540	.000

a. Dependent Variable: LMXQ

Regression analysis of LMXQ on OL

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.421[a]	.177	.173	.78738

a. Predictors: (Constant), LMXQ

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	27.847	1	27.847	44.917	.000[b]
	Residual	129.574	209	.620		
	Total	157.422	210			

a. Dependent Variable: OL

b. Predictors: (Constant), LMXQ

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.129	.229		9.296	.000
	LMXQ	.428	.064	.421	6.702	.000

a. Dependent Variable: OL