

The Impact of Organizational Learning on Organizational Corruption and the Deviant Workplace Behavior: The Case Study of Public Sector Organizations in Pakistan

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Abstract

This study aimed to analyze the impact of organizational learning on corruption and deviant workplace behavior with moral disengagement as a mediator in public sector organizations of Pakistan. It is an accepted opinion that organizational corruption and workplace deviant behavior are challenging and complicated issues that are embedded in the structure of public organizations which negatively affects organizational reputation. This necessitates incorporating the economic and moral perspective of organizations' learning that dedicatedly minimize the chances of employees being morally disengaged and that in turn restrict corruption and workplace deviant behavior. Through a paper-pen survey technique supervised by the first author, data were collected from 350 respondents working in different departments of public sector organizations located in Rawalpindi and Islamabad. Regression analysis was performed to statistically confirm the relationships hypothesized in this study. Findings support the historical studies and give significant support for accepting the proposed conceptualized model. Practical implications for the managers/policy makers, certain limitations and future research directions are discussed.

Keywords: organizational learning, organization corruption, deviant workplace behavior, moral disengagement

Introduction

In contemplation of enhancing the effectiveness and profitability of the Pakistani public sector organizations, it is imperative to explore the reasons of organizational corruption and workplace deviant behavior and come up with the strategies to overcome these unethical practices (Nasir & Bashir, 2012). An evidently distinct working environment prevails within public sector organizations of Pakistan where injustice, un-standardized procedures, preferential treatment and political pressure seems deeply rooted in their system. Resultantly, we contend that it triggers the negative

emotions in employees that in turn enhance their moral disengagement, corruption and deviant workplace behaviors. On account of these undesired workplace behaviors, the health of public sector of Pakistan is sharply deteriorating (Nasir & Bashir, 2012).

This study aimed to investigate the role of organizational learning in reducing employees' moral disengagement at work which consequently will lessen their deviant workplace behaviors and organizational corruption. Organizational learning is defined "as a change in the organization's knowledge that occurs as a function of experience" (Argote, 2013. p. 31). Organizational learning is taken as the key element in this study which will help us know that how employees are motivated to show outstanding performance at workplace by acquiring and sharing knowledge within the organization (Robinson *et al.*, 1998) and avoid other negative work behaviors.

According to Schneider (1975) when an employee becomes part of any organization then he/she first deliberately monitors its work environment and tries to accommodate in that environment. If there is a culture of learning in any organization then it indicates a positive impact on organizational productivity (Robinson *et al.*, 1998). Research argue that organizations where learning of employees are not encouraged and supported, unethical practices like deviant workplace behavior and corruption emerges there (Biron, 2010). Corruption and deviant workplace behaviors are major challenges for any organization. In order to eliminate these ills, organizations take every possible step because these both practices are illegal, unethical and harmful for any work environment (Ahmad *et al.*, 2012; Biron, 2010; Park, Appelbaum & Kruse, 2010).

Moral disengagement is the employees' potential to deactivate self condemnation that permits employees to involve in unethical behavior that are incompatible with the moral regulations without experiencing any culpability or blame (Bandura *et al.*, 1996; Detert, Trevino, Sweitzer, 2008). According to the study of Roberts *et al.* (2007), employers who have propensity to experience moral disengagement and dismissive behavior are more likely to involve in deviant workplace behaviors such as stealing, cheating, corruption etc.

According to Aguilera & Vadera (2008), organizational corruption is quite a latest concept as much of the research is executed on organizational corruption in the context of political philosophy. Luo (2004) has developed a theoretical idea of the organization corruption that is highly associated with the workplace deviant behavior and then finally directed his discussion towards the possible consequences of anti-corruption policies

and actions. Similarly, Soot (2012) discussed the possible reasons of occurrence of organizational corruption and illustrated that organizational corruption is the most unethical practice seen in the public sector organizations. He further argued that the most dominant reasons behind corruption are the authoritative leadership style and the lack of structural integrity. Other studies have also revealed that the organizations experience corruption at their workplace due to the low moral conduct and inadequate professionalism of their leaders in the public organizations (Tanzi, 1998).

Organizational corruption is a serious illegal act that is seen in many public organizations. It includes activities like misappropriation of funds, offering a bribe and favoritism etc (Naus, 2010). Studies suggest that employees working in a well-organized ethical environment will a low tendency of involvement in corrupt practices. An employee with low degree of involvement in corruption depends upon whether an organization has consistently followed anti-corruption policies and procedures (Cameron, Chaudhuri & Gangadharan, 2009) or not. This emerging epidemic regarding organizational corruption has affected the public sector organizations' reputation as well as reduced the confidence and faith on the organizations' integrity and their leaders (Stanusch & Simha, 2013).

Workplace deviance behavior is the major concern that is encountered by almost all of the companies located in a developing or underdeveloped countries. Empirical studies have indicated that in Pakistan there is distinct nature of workplace deviance such as intentionally working slow, stealing from the companies property, fraud, wasting resources, showing favoritism etc. that finally bring loss to the organization resulting in significant cost, reduced productivity, decline work performance and organizational reputation (Nasir & Bashir, 2012). These authors further argued that the public sector organizations in Pakistan are mostly affected by deviant workplace behaviors.

Research Problem

In Pakistan corruption is deeply rooted in public sector organization system (). Employers working in such climate normally engage in unethical and deviant workplace behavior for personal gains as corruption is a deliberately accepted organizational norm in public sector of Pakistan (Kimemia, 2013). It is this reason because of which employees automatically deactivates self-condemnation and experience moral disengagement (Detert *et al.*, 2008). Pakistan is ranked at 126th on the list of 176 least corrupt countries according by Transparency International ranking of Corruption Perception Index. There is a need of such studies which can

explore the possible solutions of ending this menace from the Pakistani public sector organizations. To this backdrop, this study aimed to investigate the impact of organizational learning (independent variable) on organizational corruption and deviant workplace behaviors (dependent variables). We further explore the mediating role of moral disengagement between independent and dependent variables. Our contention is that organizational learning opportunities will help in reducing employees' moral disengagement which will consequently lessen corruption and workplace deviance behaviors. This is an important grey area in the extant literature which will surely open up new avenues of discussion and extend the existing literature around the topic further with having important theoretical and practical implications.

Review of Literature

Organizational Learning and Organizational Corruption

In recent times, it is observed that public sector organizations are not showing interest to control moral disengagement, organizational corruption and deviant behaviors, instead, these organizations believe that these are minor negative propensities which can be easily ignored (). However, according to various studies, it is illustrated that these corrupt behavior when tolerated, affects organizational reputation and also cause major financial loses (Kimemia, 2013). These unethical behaviors of employers should be investigated and controlled so that the integrity of the organization's learning culture can be maintained (Kimemia, 2013)

In learning organizations, employees are persuaded to transform and develop themselves by continuous learning. Learning organizations are the ones where employees are encouraged to dialogue with their leaders, involved in decision making and system thinking (Pulay, 2014). Employees also get encouragement to collaborate with their group members for the purpose of knowledge sharing and they are provided with the favorable working environment for achieving this aim. Researchers clearly stated that in these organizations, employers follow the ethical standards and that mitigate the chances of corruption within the organizations (). It is also true that the more employees are given flexible organizational systems which promote learning and development the more it will reduce the risk of corruption and these organizations will seldom encounter immoral behaviors and frauds (Pulay, 2014).

Kimemia (2013) has studied the impact of organizational learning on the organizational corruption in the public sector organizations. He demonstrated that the influence of the organizational learning on the ethical

conduct of the employees cannot be neglected as it effectively influences an employee's behavior regarding corruption. According to one study, an organizational culture that permits corrupt practices will later find the same embedded in their culture even after their joining of new employers (Ashforth *et al.*, 2008). When the new members of the organization carefully notice that the organizational corruption is tolerated in a particular organization then they engaged in corrupt behavior for their personal gains and benefits (Beugre, 2010).

Camps & Majocchi (2010) illustrated in their line of research that an organization's potential to learn is considerably important as it results in improved employee performance and commitment with the organization. They argued that the effect of employee's commitment results in enhanced satisfaction with the organizational climate and that eventually decrease the risk of corruption and workplace deviant behaviors. In a learning organization, employees decide to follow the standard ethical codes and exert their efforts in the interest of organization (Cullinan, Bline, Farrar & Lowe, 2008). Therefore, we contend that employees working in a learning organization will be happier and motivated as they will feel that their organizations are giving them learning and development opportunities thereby increasing their ownership and dedication. Resultantly, they will not indulge in negative work behaviors. This contention is in line with the social exchange theory (Blau, 1964) which has the notion of reciprocity. Employees will perceive organizational learning opportunities as a gesture of care, fair treatment and seriousness of their employers towards their well-being and future career development; therefore, they will feel compelled to respond in similar fashion. Consequently, they will also engage in such behaviors which are more productive and positive for the organization and avoid negative work behaviors such as corruption to equate the return the favor. Hence

H₁: There is the negative relationship between organizational learning and organizational corruption.

Organizational Learning and Deviant workplace behavior

Fagbohungebe, Akinbode & Ayodeji (2012) stated in their study that the deviant workplace behavior is a frequent dilemma of the organization. It is predicted that almost near 75% of employers are engaged in seriously harmful unethical behaviors like stealing from companies, deliberately damaging organizational equipments, fraud etc. while at the same time some employees engage in less harmful aggressive behaviors like lying about hours worked, taking excessive breaks, spreading unverified

information etc. These types of behaviors violate organizational norms and are considered objectionable, unethical and illegal. Studies reported a cost of \$120 billion per year in America alone due to deviant workplace behaviors (Latto, 2007) which evidently enhances the importance of studies to be focused on this dimension. According to Omar *et al.* (2011), such negative behavior can only be avoided by promoting organizational learning within the organization. We contend that by promoting organizational learning, employers attempt to come up with solutions which enhance employees' performance and reduce negative work behaviors. Some of such strategies are promotion of ethical climate, fair treatment with employees and providing them learning and development opportunities in the organization (Bauman & Skitka, 2012).

It is illustrated by the researchers that when learning & justice is promoted within the organization, it gives employees a sense of being treated in a fair way. This perception triggers positive feelings about the employers which compel them to work for developing their capabilities and skills for the benefit of self as well as organization. The notion of reciprocity associated with the social exchange theory (Balu, 1964) also asserts that employees will return similar behaviors as they will feel compelled to do so. One such behavior is avoiding the negative workplace behaviors (Joe et al. 2011). Studies suggest that if there are no drawbacks and flaws in the overall organizational system then it is not going to leave any ground for deviance workplace behavior to take place (Rafiee, Hoveida & Rajaeipoor, 2015).

H₂: There is the negative relationship between organizational learning and deviant work place behavior.

The Mediating Role of Moral Disengagement

It is observed that organizational learning theory is trying to incorporate moral and economical perspective (Spitzeck, 2009). This moral perspective will compel employees to engage in more productive behaviors and avoid negative work behaviors. Past studies suggest that employers engaged in more moral and socially responsible conduct will reduce workplace deviance behaviors (Ahmad et al. 2017). Employees involved in performing organizational tasks should be given continuous learning climate by the organization. This will not only enhance their productivity which is beneficial for the organizations too but it will also give a signal to the employee that they are valuable and their organizations are taking keen interest in their learning and development. Resultantly, employees taking initiatives to fulfill their job responsibilities will lessen the chances of being

morally disengaged and not involve in corrupt practices or deviant workplace behavior (Bakker & Schaufeli, 2008). Other studies suggest that satisfied employees will demonstrate positive and morally engaged behavior as reciprocity which in turn will restrict organizational corruption and deviant workplace behaviors. (Shuck & Wollard, 2010).

H_{3A}: Moral disengagement is a mediator between organizational learning and organizational corruption.

H_{3B}: Moral disengagement is a mediator between organizational learning and deviant work place behavior.

Samnani, Salamon & Singh (2014) have illustrated that moral disengagement makes employee to stop obeying the standard norms of the organization and influence their deviant workplace behaviors. According to Detert *et al.* (2008), employers give various logical reasons to justify their morally disengaged behavior to make them more tolerable. It contains their clarification to logical justify their immoral behavior like theft because of the unfair treatment with them by their employers, committing a fraud because their employers following the same unethical practice and renege on their promises etc. This feeling of moral disengagement makes it simple for employees to engage in deviant workplace behavior (Roberts, Harms, Caspi & Moffitt, 2007).

Moore (2008) illustrated that moral disengagement plays a major part in the inception of organization corruption by quickly taking an illegal decision to lead an organization and his particular interest. Moral disengagement comes into practice because of the employer strong imagination regarding bribe to secure a contract. In the employer imagination, restricting him from taking bribe just because of ethical and moral reasons is not a good decision as the practice of bribe is common in the organizational culture. Hence, it is easy for the morally disengaged employees to take the unethical decisions and take part in the initiation of corruption in the organization and other deviant workplace behaviors.

H₄: Moral disengagement has positive relation with the organizational corruption and deviant work place behavior.

Theoretical Framework

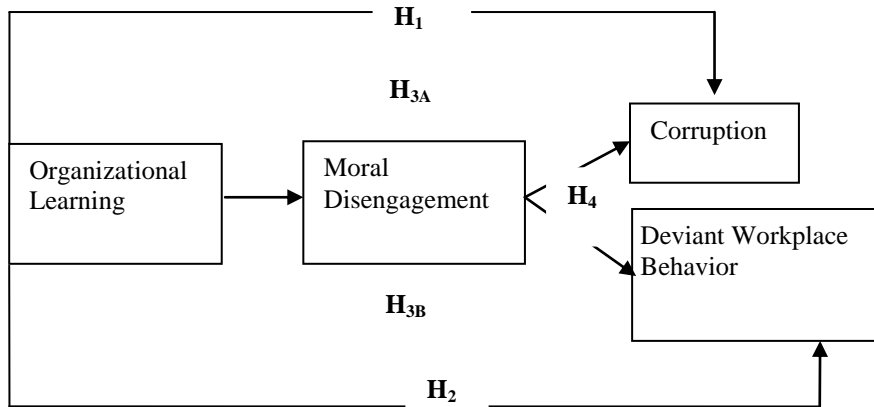


Figure 1: Theoretical framework for organization learning, organizational corruption and deviant workplace behavior with the mediating role of moral disengagement

Research Methodology

Nature of Research

The current research study is explanatory in nature that aimed at investigating the impact of organizational learning on corruption and workplace deviance behaviors with mediating role of moral disengagement in public organizations of Pakistan. The study was conducted in natural setting of public organizations with the minimal intrusion in the workplace setting by the researcher. The current study is cross sectional as the data is collected by the individuals employed in public sector organizations at one point of time.

Population and Sample Size

The population of this study is the people working in independent departments of public sector organizations of Pakistan. A total of 350 questionnaires were distributed where data were collected from different departments of public organizations located in premises of Rawalpindi and Islamabad by using convenience based sampling technique. Out of the total questionnaires, 323 were received back yielding a response rate of 92.3%. Some of the received questionnaires were not carefully filled by the respondents which were not included in the final analysis because the options chosen by participants were not clearly recognized. The final usable

questionnaires were 283 that form the response rate of 80.9%. The response rate of 80.9% is accepted according to Nulty (2008) and Richardson (2005).

Instrument Utilized

Primary source of data collection method was utilized. Data were collected by employing pencil-paper questionnaire distributed by the first author in a non-contrived setting. The responses generated by administering questionnaire survey helped in evaluating the degree of corruption and workplace deviant behavior in public organizations. The final questionnaire formulated on a five point Likert scale. The developed questionnaire contained close-ended questions that are positively worded and are not ambiguous.

Operational definition and measurement

Organizational Learning

Organizational learning illustrated by Uday Bhaskar and Mishra (2014) is a phenomenon that motivates employer to expand their potential continuously for achieving the desired organizational goals. It also nurtures the system thinking process of employers and creative knowledge is generated when individuals learn in teams. This phenomenon of organizational leaning should be integrated in organizational structure so that it helps in attaining the desired organizational targets. This phenomenon questions are adopted from article of Sample (2012) and is then modified as required. Organizational learning concept is measure with the questions listed from OL01 to OL07 in current study questionnaire.

Corruption

Organizational corruption is defined by Kimemia (2007) as the attitude of an individual that has an authority in the organization, violates the standard norms and principles of the organizations for their own personal benefits. Questions for corruption are taken from the project study of Satnikova (2012) and are then modified as per requirement. This concept is measured with the help of questions listed from C01 to C07 in my questionnaire.

Deviant Workplace Behavior

According to Fagbohungebe *et al.* (2012), deviant workplace behavior is voluntary attitude of an individual working in an organization that disobeys accepted norms and policies of an organization. These attitudes of individuals bring expressive harm to the prosperity and health

of the organization. Questions for this concept are adopted from the study of Bennett and Robinson (2000). Furthermore, this concept is measured with the questions that are listed in questionnaire from DWB01 to DWB08.

Moral disengagement

Moral disengagement is illustrated as the employer tendency to intellectually allow attitude that engage them in unethical conduct without feeling any culpability. These behaviors restructure any employer’s actions in a way that they don’t feel responsible for their misconduct and wrong doings (Bandura, 2002). Moral disengagement questions are taken from the study of Gualandri (2012) and were modified according to the requirements of this study. This concept is further measured with the questions listed in questionnaire from MD01 to MD06.

Data Analysis and Results

In order to statistically the proposed hypotheses, regression analysis was used to predict the change in organizational corruption and deviant workplace behavior in response to change in organizational learning. This study also measures the mediating role of moral disengagement between independent (organizational learning) and dependent variable (corruption, deviant workplace behavior). Data collected for this purpose were entered in SPSS for further analysis.

Descriptive Statistics

Table 1: *Descriptive Statistics of the Model*

	OL	MD	C	DWB
Min.	2.300	Min. 2.500	Min. 3.200	Min. 3.000
Max.	4.000	Max. 4.833	Max. 5.000	Max. 4.625
Mean	4.251	Mean 4.139	Mean 3.795	Mean 3.850
Std. Dev.	0.413	Std. Dev. 0.487	Std. Dev. 0.319	Std. Dev. 0.389
Skew.	-1.886	Skew. -2.214	Skew. -1.057	Skew. -1.453
Kurt.	-0.040	Kurt. -2.221	Kurt. -0.561	Kurt. -0.622

Table 1 represents descriptive statistics of the model for 283 observations. Minimum, maximum, mean values, standard deviation, skewness and kurtosis are mentioned in the table and are in acceptable range. Skewness and kurtosis values were converted to z-score for interpretation. For large sample size with small standard error vale, the skewness and kurtosis criterion will be changed to +(-) 2.58 instead of the criterion of +(-) 1.96 according to Ghasemi & Zah (2012) assertion.

Correlation

Table 2: *Correlation Coefficients of the Model*

	OL	MD	C	DWB
OL	1			
MD	-.203	1		
C	-.240	.352	1	
DWB	-.344	.379	.559	1

Table 2 demonstrated the correlation coefficients for the variables under study. The correlation +1 is perfectly positive correlation while correlation -1 is perfectly negative correlation. Moral disengagement and organization learning had a correlation coefficient -.203 that is a weak negative correlation. The corruption and organization learning had a correlation coefficient -.240 which indicates weak negative correlation. The deviant workplace behavior & organizational learning had a negative correlation as its correlation coefficient is -.344. Corruption & moral disengagement has correlation coefficient .352 while deviant workplace behavior & moral disengagement has a correlation coefficient .379 thereby, suggesting a positive correlation. Deviant workplace behavior and corruption correlation coefficient is .559 that is a positive correlation.

Regression analysis

Baron and Kenny (1986), James and Brett (1984) & Judd and Kenny (1981) illustrated four steps technique for testing the mediation. Four steps are as follows:

1. The predictor variable is significantly related to mediator variable (Path A)
2. The mediator variable is significantly related to predicted variable (Path B)
3. The predictor variable is significantly related to predicted variable (Path C)
4. While controlling influence of mediator variable on the predicted variable, the influence of predictor variable on predicted variable is no longer observe significant. (Path C')

Table 3: *Regression Analysis (OL =I.D.V, MD = Mediator, C = D.V)*

Path A (OL =I.D.V, M.D= D.V)			Path B (MD=I.D.V, C = D.V)		
	Constant	OL		Constant	MD
Beta		-.147	Beta		.125
t-value	8.654	-2.153	t-value	10.870	1.892
p-value	.000	0.007	p-value	.000	.060
R Square	F	Sig F	R Square	F	Sig F
.357	23.658	.000	.343	20.453	.000

Path C (OL =I.D.V, C= D.V)			Path C' (Mediation Effect)		
	Constant	OL	Constant	MD	OL
Beta	-.251	Beta	.176	-.103	

t-value	7.638	-3.541	t-value	6.224	2.530	-1.479
p-value	.000	0.001	p-value	.000	.002	.141
R Square	F	Sig F	R Square	F	F	
				Sig F	Sig F	
.590	24.567	.000	.005	7.201	3.960	
				.008	.021	

Table 3 represents the results of regression analysis stepwise (Path A, B, C, C'). Path A results indicate that 36% variance in moral disengagement is explained by organizational learning. $F= 23.658$, $p= .000$ shows that relationship between organizational learning and moral disengagement is significant. Beta value is negative that demonstrate that more the organization learning is adopted the less employers are morally disengaged. The results predict that IV and DV are significantly related. Path B indicates that relation between moral disengagement and corruption is positively significant. Path C demonstrates that the relation between organizational learning and corruption is negatively significant. Looking at the final step of mediation Path C', beta and regression coefficient for organizational learning which is negative and highly significant in step 3 (Path C) become insignificant when controlling of influence of mediator (moral disengagement). The relationship of predictor and predicted variable becomes insignificant at the final step illustrates full mediation. That means the effect is mediated by the mediator.

Table 4: *Regression analysis (OL =I.D.V, MD = Mediator, D.W.B = D.V)*

Path A (OL =I.D.V, M.D= D.V)			Path B (MD=I.D.V,D.W.B = D.V)			
	Constant	OL		Constant	MD	
Beta		-.147	Beta		.279	
t-value	8.654	-2.153	t-value	4.370	4.553	
p-value	.000	0.007	p-value	.000	.000	
R Square	F	Sig F	R Square	F	Sig F	
.357	23.658	.000	.653	31.914	.000	
Path C (OL =I.D.V, D.W.B= D.V)			Path C' (Mediation Effect)			
	Constant	OL		Constant	MD	D.W.B
Beta		-.238	Beta		.184	-.075
t-value	9.654	-3.402	t-value	7.685	2.935	-1.249
p-value	.000	0.001	p-value	.000	.004	.213
R Square	F	Sig F	R Square	F	F	
				Sig F	Sig F	
.507	21.567	.000	.002	6.529	4.376	
				.009	.047	

Table 4 also explains the mechanism for testing the mediation. Path A indicates that relationship b/w organizational learning and deviant workplace behavior is significant and negative. It demonstrates that the more there is an organizational learning, the less the employees are morally

disengaged. Path B demonstrates that 65% variance in deviant workplace behavior is explained by moral disengagement while beta and T-values indicate that there is a highly positive and significant relationship between moral disengagement and deviant workplace behavior. Path C indicates that the relationship between predictor (organizational learning) and predicted variable (deviant workplace behavior) is significant and negative. Path C' indicates the mediation effect, beta and regression coefficient which was indicated negative and highly significant in Path C becomes insignificant when controlling of influence of moral disengagement (mediator). The relationship of predictor and predicted variable becomes insignificant at final step illustrates full mediation. That indicates the effect is mediated by the mediator.

Discussion and Conclusion

The leading purpose of this research study is to investigate the impact of organizational learning on organization corruption and workplace deviant behavior through moral disengagement as a mediator. The results demonstrate that the relationship between IV (organizational learning) and DV (corruption and deviant workplace behavior) is negative and significant while in the existence of mediator this impact becomes insignificant. This is further supported by the studies of historical literature. Current study supports the previous study findings that there is a negative and significant relationship between organizational learning and corruption.

According to the study of Omar *et al.* (2011), deviant workplace behaviors are threatening ethical behaviors and can only be escaped by promoting the culture of organizational learning. When the employees are rewarded for their ethical acts and their performance is properly assessed then it reduces the emergence of workplace deviance behavior because of self appraisal and proper monitoring culture. The findings of current study also support historical study findings in this regard.

According to a study of Bakker & Schaufeli (2008), employer working for accomplishing organizational objectives should be provided continuous learning climate. Employees' capabilities to properly fulfill their job duties in a learning climate devotedly remain morally engaged and not intentionally involve in any corrupt practice and workplace deviant behavior. The current study also support the above findings of researcher that there is a full mediating effect of moral disengagement between organization learning and organization corruption and also full mediating effect of moral disengagement is seen between organizational learning and deviant workplace behavior.

Researcher Moore (2013) demonstrated in their study that moral disengaged behavior plays the major role in initiation of corruption by quickly involving in illegal and prohibited practices that brings harm to organizational survival. Current study finding also supports the findings of Moore (2013) that there is a positive and significant relationship between moral disengagement and organization corruption.

Employees become morally disengaged when they are not satisfied with the working environment and resultantly, indulge in unethical behaviors and start disobeying organizational standard policies and procedure. Moral disengagement then results in workplace deviance behavior (Samnani, Salamon & Singh, 2014). Current study finding supports the previous scholar findings that there is a positive and significant relationship between moral disengagement and deviant workplace behavior.

It is concluded that organization learning plays a key role in minimizing organizational corruption and workplace deviant behaviors. This established relationship is further affected by the mediating role of moral disengagement. The regression results also proved that relationship between predictor variable (organizational learning) and predicted variables (corruption, deviant workplace behavior) is negative and highly significant. While in presence of a mediator i.e. moral disengagement, this relationship becomes insignificant. The academic literature that demonstrated the mediating effect of moral disengagement between IV and DV is inadequate, so the study is established to prove the phenomenon with the empirical evidence.

Practical Implications

This research study is of paramount importance for the managers working in public organizations of Pakistan. Managers encounter higher degree of organizational corruption and workplace deviance but the major causes behind this unethical conduct are unknown. Acknowledging moral disengagement, organization corruption and deviant workplace behavior as the negative propensity of employers, it is required by managers to establish organization learning culture and favorable working environment. The managers are also required to develop a climate where employees' performance is assessed and are rewarded for following ethical code of conduct. Managers are also required to develop a communicative and friendly behavior with employees on the basis of trust.

This research study is demonstrated as of major importance for managers as it helps them to restrict organizational corruption and workplace deviance behaviors by satisfying employers expected demands

and motivating them to self evaluate their actions. As the organization corruption and deviance workplace behaviors emerge due to the flaws in both managers and employees. This research study also helps public sector organization to enhance their effectiveness and efficiency by reviewing their internal culture and policies. These organizations are necessarily required to retain their employees as the employers are considered the asset of any organization.

Future Research Directions

The main aim of this study was to analyze the impact of organizational learning on organizational corruption and deviance workplace behaviors which were only limited to public sector organizations. Therefore, it is recommended for future research to focus on private sector organizations as well. It is also recommended for future research in order to analyze the conceptualized relationship to administer such study on the public sector organizations located in Sindh and Khyber Paktunkhwa for increasing the understanding regarding the same. It is also suggested to conduct a longitudinal study in future. Longitudinal study is highly encouraged to gain more insights regarding impact of organizational learning on organization corruption and deviance workplace behavior.

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