Journal of Management Practices, Humanities and Social Sciences

Vol 10 Issue 1 pp. 31-44

https://doi.org/10.33152/jmphss-10.1.3



ORIGINAL CONTRIBUTION

How Emotional Intelligence Shapes Job Satisfaction: The Roles of Workplace Bullying, Emotional Exhaustion, Psychological Resilience, and Ethical Leadership

Fakhrul Zaman Abdullah[1]*, Farah Liyana Bustamam[2], Khursiah Abd Aziz[3], Wan Khairuzzaman Wan Ismail[4]

[1] Business School, Department of Business Administration, Sulaiman AlRajhi University, AlBukayriyah, Qassim, Saudi Arabia

[2]Independent Researcher, Kuala Lumpur, Malaysia

[3]School of Arts, Humanities and Social Sciences, Asia e University, Selangor, Malaysia

[4]Azman Hashim International Business School, Universiti Teknologi Malaysia, Kuala Lumpur, Malaysia

Abstract— This study examines how emotional Intelligence influences job satisfaction through workplace bullying and emotional exhaustion, while investigating the moderating roles of psychological resilience and ethical leadership. The research seeks to provide a comprehensive understanding of how personal and contextual resources interact with negative workplace experiences to shape employee attitudes in the hospitality sector. A quantitative cross-sectional design was employed using survey data collected from 351 managers working in four-star and five-star hotels in Malaysia. The sample size was determined using the Krejcie and Morgan table, and quota sampling was applied. Established measurement scales were adopted from prior research. Data were analyzed using variance-based structural equation modeling in ADANCO to test direct, mediating, sequential, and moderating relationships. The results indicate that emotional Intelligence negatively predicts workplace bullying and positively relates to job satisfaction. Workplace bullying increases emotional exhaustion and reduces job satisfaction. Emotional exhaustion mediates the bullying and satisfaction link, and a sequential mediation from emotional Intelligence through bullying and exhaustion to satisfaction was supported. Psychological resilience buffered the harmful effects of bullying, while ethical leadership strengthened the protective role of emotional Intelligence. This study offers an integrative framework combining emotional, social, and leadership factors. It highlights the importance of developing emotional Intelligence, resilience, and ethical leadership to reduce bullying and enhance job satisfaction.

Index Terms— Emotional intelligence, Workplace bullying, Emotional exhaustion, Job satisfaction, Ethical leadership

Received: 11 October 2025 ; **Accepted:** 22 November 2025; **Published:** 13 January 2026



Introduction

The modern work environment is increasingly emotional, interpersonal, and dynamic, which shapes employees' psychological experiences and working attitudes (Kyambade et al., 2025). In this regard, researchers have become increasingly interested in the individual and social factors that shape how individuals view and respond to work-related challenges. Emotional Intelligence has also become a construct of significant importance, defined as the capacity to perceive, comprehend, manage, and apply emotions in oneself and others (Anastasiou, 2025). Workers

*Email: f.abdullah@sr.edu.sa

© 2026 Journal of Management Practices, Humanities and Social Sciences (JMPHSS). All rights reserved.

with high emotional Intelligence tend to be better positioned to manage interpersonal relationships, stress, and psychological well-being (Anwar & Saraih, 2024). Simultaneously, negative interpersonal phenomena in the workplace, including workplace bullying, have been recognized as severe organizational problems that undermine employee health and performance (Peng et al., 2024). Workplace bullying is a recurring exposure to aggressive acts, which may slowly deplete the emotional resources and job satisfaction of employees. Since organizations aim to create healthy and effective workplaces, the dynamics of emotional abilities and destructive social events have become a significant area of research (Nguyen et al., 2024).

There is a significant body of empirical research exploring the relationships among emotional Intelligence, workplace mistreatment, emotional exhaustion, and job satisfaction (Yulianti et al., 2024). It has consistently been shown that emotional Intelligence is positively correlated with job satisfaction and psychological well-being because emotionally intelligent employees can manage stress levels and maintain appropriate affect in the workplace (Dwivedi, 2025). On the other hand, workplace bullying has been associated severally with adverse consequences including burnout, emotional exhaustion, and diminished job satisfaction (Duong et al., 2025). One of the central aspects of burnout, emotional exhaustion, has been found to predict dissatisfaction, disengagement, and turnover intentions proximally (Dwivedi, 2025). Other studies also indicate that individual resources, such as resilience, can mediate the adverse effects of workplace stressors on well-being (Faeq, 2025). Leadership studies also find that ethical leadership promotes respectful environments and reduces interpersonal deviance, thereby shaping employees' social experiences in the workplace (Yasir & Javed, 2024). All of this demonstrates that individual and situational factors have a significant role in influencing worker performance.

Although these developments have been made, the literature has various empirical gaps. First, numerous previous studies have investigated emotional Intelligence, bullying, and job satisfaction separately, rather than explaining them through a common factor (Reyaz, 2024). Second, emotional exhaustion is often investigated as a consequence of workplace stress. However, few studies have positioned emotional exhaustion as an intermediate variable that explains how interpersonal stressors can lead to attitudinal effects (Sharif et al., 2024). Third, psychological resilience has comparatively little empirical focus on how it can act as a buffer against the bullying process, especially in non-Western and developing country cultural contexts (Orgambídez et al., 2025). Equally, ethical leadership has been associated with less deviance, but the protective power of employees' emotional competencies against bullying has not been thoroughly studied (Al'Ararah et al., 2024; Almasarwah et al., 2025; Theriou et al., 2024). In addition, a significant portion of current studies relies on direct-effect models, and more complex models are needed to test sequential mediation and moderated relationships. These loopholes underscore the need for integrative models that capture the interactions among individual resources, social stressors, and leadership factors.

Theoretically, the proposed research will be based on the theory of Conservation of Resources and the Job Demands Resources model, which intersect in explaining how individual and situational resources can affect employee well-being and attitudes (Bakker et al., 2007; Hobfoll, 1989). The conservation of Resources theory holds that people are motivated to acquire and defend highly valued resources and that when these resources are threatened or lost, stress arises. Personal resources can be cons, such as Intelligence and psychological resilience, that help people deal with interpersonal stressors. Then that demands excessive resources and leads to workplace exhaustion (Hobfoll, 1989). The Job Demands Resources model also implies that job demands, such as mistreatment, cause strain, whereas resources, such as supportive leadership, mitigate the negative influences (Bakker et al., 2007). Based on these ideas, the proposed study will explore the relationships among emotional Intelligence and job satisfaction in the context of workplace bullying and emotional exhaustion, and the influence of psychological resilience and ethical leadership on these relationships. In particular, the hypotheses are to test direct relationships among significant variables, consider emotional exhaustion as a mediator, examine sequential mediation, and evaluate the moderating effects of resilience and ethical leadership. To address these goals, the research is expected to provide more in-depth insight into the effectiveness of emotional and contextual resources when combined in determining their effects on employee well-being and job attitudes (Hobfoll, 1989).

Literature Review and Hypothesis Development

This study is grounded in the Conservation of Resources (COR) theory and the Job Demand Resources (JDR) model. COR theory posits that individuals strive to acquire and protect valuable resources and that stress occurs when these resources are threatened or lost.

Emotional intelligence acts as a defence against workplace bullying

Emotional Intelligence can be defined as the ability to sense, interpret, manage, and apply emotions in oneself and others, which can be easily adapted to social and workplace needs. This ability affects how employees perceive interpersonal information, manage conflict, and respond to negative social interactions in the workplace. Workplace bullying is instead characterized as consistent, recurrent exposure to negative behaviors, including intimidation, ridicule, social rejection, or verbal aggression, where victims usually feel incapable of countering it because of power disparity or organizational culture. It has been proven that employees with greater emotional Intelligence are more likely to demonstrate better emotional regulation, conflict management, and empathy, thereby reducing the likelihood of increased interpersonal tensions and misunderstandings (Empirical research). Research has established that emotionally intelligent people are less agitated by provocation, more

adept at de-escalating conflict, and more likely to sustain a positive interaction, thereby reducing their chances of being engaged in bullying relationships as a victim or as a subject in a hostile relationship. Moreover, there is evidence that emotional Intelligence acts as an individual resource that augments social competence and resilience, thereby deterring prospective perpetrators and reducing the likelihood of being mistreated.

H1: Emotional Intelligence has a significant negative effect on Workplace Bullying.

The resource-depleting nature of bullying on emotional exhaustion

Workplace bullying is theorized as an ongoing repetitive, aggressive pattern of actions like verbal abuse, social ostracism, and constant criticism that deem a work environment to be psychologically insecure (Peng et al., 2024). Emotional exhaustion is a state of chronic emotional and psychological fatigue resulting from prolonged exposure to stressors and excessive demands on emotions (Nguyen et al., 2024). Empirical studies in occupational health psychology have consistently found that serious social pressure, namely workplace bullying, depletes employees' emotional resources over time (Georganta et al., 2025). The victims of bullying tend to live under constant alert, fear, and emotional tension; all aspects that ultimately drain their coping ability and cause them to feel emotionally stretched (Arshad et al., 2024). The previous research has already indicated that exposure to bullying and greater bullying burnout, especially emotional exhaustion, were strongly linked as targets tried to cope with recurrent negative experiences, and the fear of further abuse (De Clercq, 2025). Both the stress-strain framework and the conservation of resources theory indicate that chronic interpersonal stressors deplete precious emotional resources, leaving an individual exposed to exhaustion.

H2: Workplace bullying has a significant positive effect on emotional exhaustion.

Emotional exhaustion, bullying, and job satisfaction

The main dimension of burnout is emotional exhaustion, a state in which people feel emotionally drained and are unable to invest in themselves psychologically at work. Job satisfaction is a positive evaluative opinion concerning the job and work experiences (Orgambídez et al., 2025). Emotional exhaustion can cause employees to lose energy and motivation to work, and they may feel disconnected or less successful (Ahmed et al., 2024). Empirical research has consistently shown that employees who have experienced emotional exhaustion exhibit low job satisfaction because they are depleted, making it impossible to engage positively and to derive job satisfaction (Santiago-Torner et al., 2024). As organizational psychology research indicates, exhaustion negatively affects motivation, positive affect in the workplace, and attitudes towards work roles and organizations (Theriou et al., 2024). In terms of the resource-based approach, once emotional resources are exhausted, employees will have less ability to experience fulfillment or enjoyment in their work (Perrier et al., 2025). There is established evidence that emotional exhaustion is a stable predictor of dissatisfaction, lack of engagement, and negative work attitudes (Yikilmaz et al., 2024). Judging by these empirical trends, it is reasonable to assume that when emotional exhaustion is high, employees' job satisfaction will be low.

H3: Emotional exhaustion has a significant negative effect on job satisfaction Workplace bullying is the continuous exposure to negative behaviors that lead to diminishing the dignity, well-being, and belonging of an employee in his or her workplace, and job satisfaction is the level of feeling positivity towards their job (Peng et al., 2024). Bullying behaviors upset favorable social interactions and establish a threatening working environment, which can have a potent influence on how employees assess their work experience (Reyaz, 2024). Statistical data always indicate that those who experience bullying have low job satisfaction because they experience injustice, insecurity, and decreased psychological safety (Kyambade et al., 2025). Research in different work settings reveals that recurrent abuse reduces employee trust in others and the management, reduces employee morale, and destroys positive sentiments towards the organization and job positions (Reyaz, 2024). According to the theoretical views of stress at the workplace, the employee who encounters chronic interpersonal mistreatment will begin to see the work environment as adversarial instead of encouraging, and this perception will reduce his/her satisfaction (Shi et al., 2024). The outcomes of the research recurrently prove that bullying is one of the most potent interpersonal predictors of job dissatisfaction.

H4: Workplace bullying has a significant negative effect on job satisfaction.

The mediating mechanism of resource loss

Emotional exhaustion is generally known to be a psychological reality that occurs as a result of long-term exposure to stressors that drain the emotional resources of an individual; job satisfaction is a positive judgment that an individual has of the work and work environment (KANU et al., 2025). Workplace bullying is a persistent interpersonal stressor, which is manifested by recurrent negative behaviors that endanger the dignity and security of employees (da Silva, 2025). Previously existing studies have proven that bullying not only causes direct suppression of positive work attitudes but also leads to the complex emotional strain that builds up over time (Ruiz-Palomino et al., 2025). There is empirical research about burnout that has shown that the targets of bullying often report greater emotional burnout, which consequently foretell less job contentment, lack of engagement, and withdrawal cognitions (López González et al., 2024). Conservation of resources perspective elucidates such a process by postulating that incessant exposure to maltreatment depletes the emotional resources, which results in exhaustion, which, in turn, impairs the positive job evaluations (Akbar & Silaban, 2025). Notably, in a number of empirical studies, the direct effect of bullying on work

satisfaction diminishes when emotional exhaustion is considered, and so, the latter represents an indirect route via psychological depletion (Raza et al., 2024). It implies that bullying lowers job satisfaction in part since it initially destroys the emotional power and strength of employees (Sharif et al., 2024). Following this empirical and theoretical evidence, it would be agreeable to suggest that emotional exhaustion is an explanatory agent that connects bullying to low job satisfaction.

H5: Emotional exhaustion mediates the relationship between workplace bullying and job satisfaction.

Employees with high emotional Intelligence have shown to have increased interpersonal skills, emotional control, and conflict control, which would make them less susceptible to hostile interactions and less prone to constant mistreatment (Anastasiou, 2025). Empirical evidence indicates that emotionally intelligent people have lower chances of experiencing or getting involved in bullying cases due to their ability to cope with social challenges and avoid tensions successfully (Yulianti et al., 2024). Subsequently, the decreased exposure to bullying decreases the chances of emotional exhaustion because the employee does not encounter as many chronic interpersonal-related stressors that drain their emotional reserves (Ferranco, 2025). Emotional exhaustion has also been often cited as a proximal indicator of job dissatisfaction, as employees who are drained out find it difficult to remain positive in their attitude towards work (Chundru & Whig, 2025). The logic of sequential mediation is supported by the stress and resource-based theories, which postulate that personal resources determine exposure to stressors, which in turn have an effect on strain, and ultimately attitudinal consequences (Salip, 2024). Organizational psychology empirical evidence is beginning to favor multi-step processes in which individual abilities generate social experiences, which, in turn, determine well-being and satisfaction.

H6: Workplace bullying and emotional exhaustion sequentially mediate the relationship between emotional Intelligence and job satisfaction.

Psychological resilience as a buffer

Psychological resilience is defined as the ability of a person to recover after misfortune and adjust to the pressure and continue with mental processes despite the challenges (Yikilmaz et al., 2024). Emotional exhaustion is a condition of emotional depletion that occurs when individuals are not able to handle long-term stressors in effective ways, whereas bullying in the workplace is a chronic interpersonal stressor as a result of negative actions that people are repeatedly exposed to (Du et al., 2024). Previous studies have continuously revealed that bullying is the factor leading to increased emotional exhaustion since continuous abuse depletes emotional resources and causes constant stress (Raza et al., 2024). Nevertheless, research on resilience and empirical evidence on personal resources suggest that resilient individuals have adaptive coping responses, cognitive reappraisal, as well as problem-oriented coping that enable them to be more efficient in coping with stress (Perrier et al., 2025). Empirical evidence indicates that more resilient employees indicate less burnout and quicker adaptation to adversity at work despite living or working in stressful or hostile conditions (Orgambídez et al., 2025). Such individuals have greater chances of putting negative experiences in harm's way and maintain emotional steadiness when under pressure (Santiago-Torner et al., 2024). As a result, resilience would be effective as a protective buffer that would dilute the effects of bullying on emotional depletion (Ahmed et al., 2024). On the basis of this theoretical and empirical support, it is sensible to anticipate that the positive correlation whose outcome is perceived between workplace bullying and emotional exhaustion would be diminished in employees with greater psychological strength.

H7a: Psychological resilience moderates the relationship between workplace bullying and emotional exhaustion, such that the positive relationship is weaker when psychological resilience is high.

Job satisfaction is the general positive assessment of one's job, whereas workplace bullying is a continuous negative form of social experience that deteriorates well-being and work attitudes (Spector et al., 2024). Repeatedly, exposure to bullying has been related to lower job satisfaction since it generates a sense of injustice, insecurity, and low social climate (Dahleez & Aboramadan, 2025). Personal resources such as psychological resilience can help individuals to be stable, optimistic, and functioning adaptively even in the presence of adversity (Nassani et al., 2024). In occupational psychology, empirical studies indicate that resilient employees are not prone to negative experiences, totally influencing their job attitudes, since they are able to compartmentalize stress and stay hope-oriented Parikh and Pirani, 2025. Resilience has also been found to be positively related to well-being and satisfaction even in stressful work settings (Shi et al., 2024). With regards to buffering, resilience can safeguard the favorable work attitudes of the employees through mitigating the psychological damage inflicted by bullying (Yousef et al., 2024). More resilient employees are less likely to be swayed by mistreatment, not to notice it, though this does not imply that they will not experience a decrease in their overall contentment with their jobs (Köroğlu et al., 2024). Based on empirical evidence that resilience can ensure that the adverse impacts of stressors at the workplace are buffered, it is realistic to conclude that resilience dilutes the negative impact of bullying on job satisfaction.

H7b: Psychological resilience moderates the relationship between workplace bullying and job satisfaction, such that the negative relationship is weaker when psychological resilience is high.

The enhancing role of ethical leadership

Ethical leadership is the practice and advocacy of normatively suitable behavior, expressed by the principles of fairness, integrity, and persons' concerns, and proactive encouragement of ethical practices at work (Nguyen et al., 2024). Emotional Intelligence is a personal ability that helps to

manage emotions successfully and adjust to interpersonal relationships and can mize the engagement in aggressive relationships (Anastasiou, 2025). Previous studies have shown that ethical leaders establish an environment that is dominated by respect, openness, and intolerance of mistreatment and, as such, this prevents the occurrence of bullying activities (Hassan, 2024). The empirical data indicate that ethical leadership is linked to reduced workplace deviance, increased psychological safety, and positive interpersonal relationships (Singh & Vashist, 2025). The positive effects of the emotional Intelligence of employees can be enhanced in those settings since organizational culture and leadership practices facilitate positive emotional expression and conflict management (Almasarwah et al., 2025). On the other hand, even the emotionally intelligent workers are likely to find it difficult to escape the bullying relationships in situations of low ethical leadership because of the climate of permissiveness or unfairness (Valentine et al., 2024). The interactionist approach to organizational behavior states that workplace experiences are combined with the personal characteristics of people and situational context (Yan, 2025). Hence, strong ethical leadership will strengthen the prosocial norms and the protective power of emotional Intelligence against bullying.

H8: Ethical leadership moderates the relationship between emotional intelligence and workplace bullying, such that the negative relationship is stronger when ethical leadership is high.

Theoretical Framework Supporting the Research

The proposed relationships affirmed by the theoretically based research model using the traditional theory of the Conservation of Resources and supported by the theory of Job Demands Resources give a complete explanation of the interaction of personal resources, stressors in the workplace, and the leadership circumstances to affect the employee's well-being and attitudes. According to the Conservation of Resources theory, people tend to seek to obtain, defend, and sustain the valuable resources, including emotional energy, self-regulation abilities, and psychological resilience, and the lack of conservation resources leads to stress (Hobfoll, 1989). In this context, emotional Intelligence can serve the role of a major personal asset that allows employees to their control the emotions, interpersonal relations and decrease the amount of expo-resource-consuming resource-consuming factors like workplace bullying. Workplace bullying is a high social demand, which threatens emotional resources and creates a loss spiral, which in turn causes emotional exhaustion, which in turn results in the deterioration of positive work attitudes such as job satisfaction. The Job Demands Resources model also elaborates that the high demands, such as constant acts of mistreatment are more stressful, whereas personal and contextual resources mitigate such adverse impacts (Bakker et al., 2007). Personal resource, psychological resiliency, can counter the effect of bullying on emotional exhaustion and job satisfaction, as it can be used to recover and cope, whereas the contextual resource, ethical leadership, can empower the protective role of emotional Intelligence by supporting ethical norms, fairness, and intolerance of mistreatment. Cumulatively, these theories support the direct, mediating, sequential, and moderating relationships postulated in the study by explaining how emotional Intelligence lowers exposure to bullying and how bullying empties emotional resources and results in exhaustion and lower satisfaction and how resilience moderate resilience moderates the strength of such effects. In that regard, Figure 1's conceptual framework illustrates a combined resource-based process model where individual capabilities and leadership context have a joint impact on workplace experience, resulting in employee outcomes in their interdependent psychological processes.

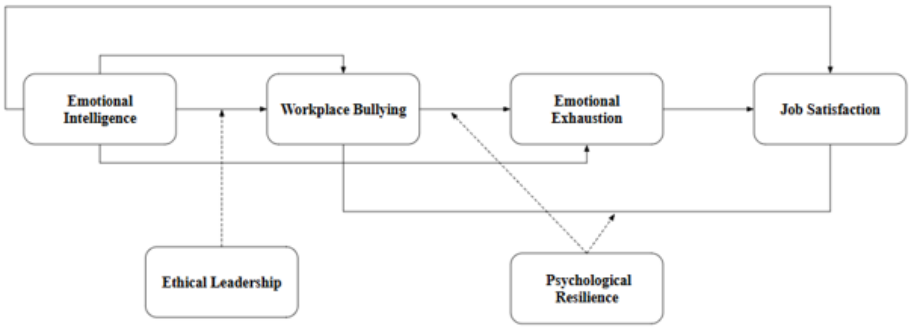


Fig. 1 *Conceptual framework*

Methodology

A quantitative research design, cross-sectional, was used in this study to test the relationship between emotional Intelligence, workplace bullying, emotional exhaustion, job satisfaction, psychological resilience, and ethical leadership among the hotel managers. The survey approach was viewed as suitable as it allows the systematic gathering of standardized information about a comparatively significant number of participants, and is common in the study of organizational behavior to test theory-driven models. The sample population included managers of four-star and five-star hotels in Malaysia, where managerial employees in the hospitality industry often encounter emotional labor, interpersonal requirements,

and leadership interactions, thus making them thematic in the analysis of the proposed relationships. Individual managers were the unit of analysis.

(Morgan, 1970) the sample size table was used to determine the sample size because it provides generally accepted guidelines for establishing adequate sample sizes in social science research. According to this rule, a sample population of about 350 respondents was found to be enough to achieve statistical power and representatives. The purpose of using a non-probability sampling method was based on the practical factors of reaching a complete sampling frame of hotel managers. To be more precise, the sampling was based on the quota system in order to make sure that the respondents were represented by both four and five-star hotels in equal measures and thus enhanced the coverage of the target population. Quota sampling is said to be appropriate in cases when a researcher wants to address the representation of important subgroups in the applied organizational environments where probability sampling is not easily achieved. Self-administered questionnaires were used to collect data from managers who had fulfilled the inclusion criteria.

All measurements were from previous research works to provide content validity and compare with the existing literature. The measurement of emotional Intelligence was established with the help of a highly validated scale that was created in previous organizational studies. The workplace bullying items were based on the existing instruments that measure exposure to negative actions at the workplace (Einarsen et al., 2009). Emotional exhaustion was assessed on items that are based on the burnout literature (Maslach, 2001), whereas job satisfaction was determined by established scales of job attitude (Judge et al., 1998). The measure of psychological resilience was a set of resilience measures that had been tested earlier as valid in the research on positive psychology (Connor & Davidson, 2003), and ethical leadership was measured with a well-known ethical leadership scale (Brown et al., 2005). The measurement of all items was done using Likert-type response formats that are often used in behavioral research to measure attitudes and perception structural equation modeling of variance was performed using ADANCO, which are that is applicable in data analysis. It is suitable when the predictive model is complex and contains the effects of mediation and moderation and does not rely on strict normality (Hair et al., 2024). Analysis was done in two steps, which included evaluation of the measurement model and the structural model. The measurement model was checked on reliability and validity using such indicators as factor ladings, composite reliability, and average variance extracted. Path coefficients, effect sizes, and levels of significance were then used to evaluate the structural model to test the hypotheses proposed. This method of analysis is the same as the recommendation at the nt time to test complex models in organizational and hospitality research.

Results

Table I shows the reliability and convergent validity of all the variables of the study. Emotional Intelligence demonstrates great reliability as rho with Dijkstra-Henseler is 0.93, Joreskog rho is 0.93, and Cronbach alpha is 0.93, all of which are above the recommended reliability. Good convergent validity is affirmed in the value of its average variance extracted of 0.631. Workplace bullying also exhibits high reliability with a set of values ranging between 0.86 and 0.87 and an average variance extracted of 0.569, which implies that its items will always represent the construct. The reports of emotional exhaustion demonstrate good values of reliability of about 0.88 to 0.89, with an average variance extracted of 0.600, which is good in terms of measurement. The job satisfaction also demonstrates convergent validity at a good value of 0.87 with an average variance extracted of 0.571. The psychological resilience demonstrates sufficient reliability of more than 0.85 and a mean variance extracted of 0.551. The reliability values of ethical leadership are 0.86 above,ve 0.508, which is above the minimum threshold. Within the framework of the totality of the constructs, all of them fall within recommended reliability and validity standards, which proves their soundness in the measurement model.

Table I
Variables reliability and validity

Construct	Dijkstra–Henseler's rho (ρA)	Jöreskog's rho (ρc)	Cronbach's alpha (α)	AVE
Emotional Intelligence	0.934	0.932	0.932	0.631
Workplace Bullying	0.868	0.859	0.872	0.569
Emotional Exhaustion	0.891	0.881	0.879	0.600
Job Satisfaction	0.871	0.869	0.869	0.571
Psychological Resilience	0.864	0.859	0.857	0.551
Ethical Leadership	0.862	0.861	0.861	0.508

The measurement model has been represented in Figure 2, which indicates the relationship between the latent constructs and observed indicators. The model indicates that every group of items gets loaded onto their corresponding construct, which affirms the theoretical framework of emotional Intelligence, workplace bullying, emotional exhaustion, job satisfaction, psychological resilience, and ethical leadership. The value graphically confirms that the indicators have a meaningful relation with their constructs, which aligns with reported factor loading and reliability values. It means that the measurement model is consistent and can be further analyzed structurally.

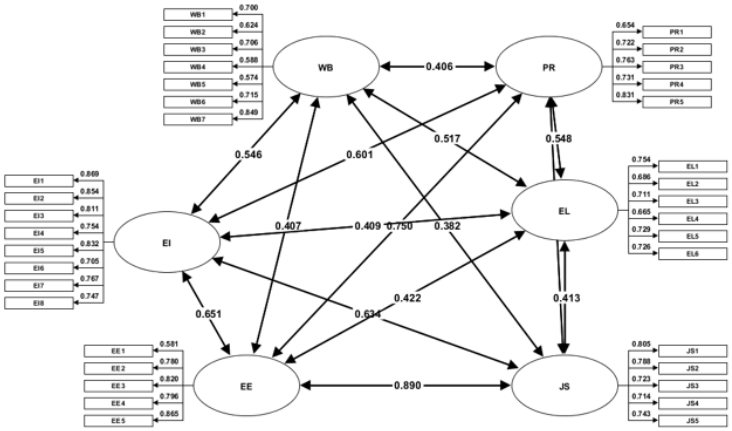


Fig. 2 *Measurement model*

Table II
Confirmatory factor analysis

Construct	Item	Loading
Emotional Intelligence	EI1	0.869
	EI2	0.854
	EI3	0.811
	EI4	0.754
	EI5	0.832
	EI6	0.705
	EI7	0.767
	EI8	0.747
Workplace Bullying	WB1	0.700
	WB2	0.624
	WB3	0.706
	WB4	0.588
	WB5	0.574
	WB6	0.715
	WB7	0.849
Emotional Exhaustion	EE1	0.581
	EE2	0.780
	EE3	0.821
	EE4	0.797
	EE5	0.865
Job Satisfaction	JS1	0.805
	JS2	0.788
	JS3	0.723
	JS4	0.714
	JS5	0.743
Psychological Resilience	PR1	0.654
	PR2	0.722
	PR3	0.763
	PR4	0.731
	PR5	0.831
Ethical Leadership	EL1	0.754
	EL2	0.686
	EL3	0.711
	EL4	0.665
	EL5	0.729
	EL6	0.726

Table II shows the loading of the factors of measurement items. In the case of emotional Intelligence, the items are all loaded between

0.705 and 0.869, which means that there is a high indicator reliability. The items of workplace bullying have a load value of above 0.60, with one of the items just below but still acceptable, which implies that it represents the construct well. Emotional exhaustion has high loadings with items that have a value of above 0.78 and up to 0.865; thus, items with higher loadings represent exhaustion. The items of job satisfaction have a load ranging between 0.714 and 0.805, which is a consistent measure. The loadings of the psychological resilience lie between 0.654 and 0.831 with acceptable to strong contributions. Ethical leadership items range between 0.665 a,nd 0.754 and it can be stated that there is a reasonable indicator reliability. In general, there is good convergent validity at the item level as a majority of loadings are above the recommended levels.

Table III indicates the discriminant validity with the heterotrait- monotrait ratio. The values reported on all measures are less than the generally accepted value of 0.90, which shows that the constructs are empirically different. To illustrate, the value of emotional Intelligence versus workplace bullying is 0.539, and emotional Intelligence versus emotional exhaustion is 0.644, which are not critical values. This shows that every construct measures a distinct concept and there is no severe overlap of variables, which is an indication of discriminant validity.

Table III
Discriminant validity (HTMT)

Constructs	EI	WB	EE	JS	PR	EL
Emotional Intelligence (EI)						
Workplace Bullying (WB)	0.539					
Emotional Exhaustion (EE)	0.644	0.398				
Job Satisfaction (JS)	0.633	0.372	0.817			
Psychological Resilience (PR)	0.597	0.391	0.758	0.836		
Ethical Leadership (EL)	0.408	0.484	0.423	0.411	0.546	

The model has an explanatory power and predictive relevance that are shown in Table R-squared R square of 0.424 of workplace bullying shows that emotional Intelligence and ethical learn what for account about 42 percent of the variation of bully R-squared R square of emotional exhaustion, is 0.581 which indicates that workplace bullying and interaction with psychological resilience effectively explain exhaust R square of job satisfaction high very big, at 0.855 indicating that the five emotional emotion intelligence, work bullying, emotional exhaustion, and the interacting effects show a large percentage of satisfaction. All endogenous constructs have positive vaQ-squared, Q-squared, which indicates the presence of predictive relevance. The root mean square error and mean absolute error values are reasonable, hence a satisfactory prediction accuracy. Altogether, the model exhibits high explanatory and predictive power.

Table IV
R-square statistics and model goodness of Fit

Construct	R^2	Adjusted R^2	Q^2 predict	RMSE	MAE
Workplace Bullying	0.424	0.421	0.210	0.742	0.563
Emotional Exhaustion	0.581	0.578	0.330	0.689	0.521
Job Satisfaction	0.855	0.854	0.390	0.658	0.497

Figure III shows the conceptual linkages existing between constructs. It graphically illustrates the direct relationship between emotional intelligence and workplace bullying, between bullying and emotional exhaustion, as well as job satisfaction, and between emotional exhaustion and job satisfaction. It illustrates the dampening influences of psychological strength and moral leadership as well. The figure supports the hypothesized model and demonstrates the interplay of personal and contextual factors in influencing the results.

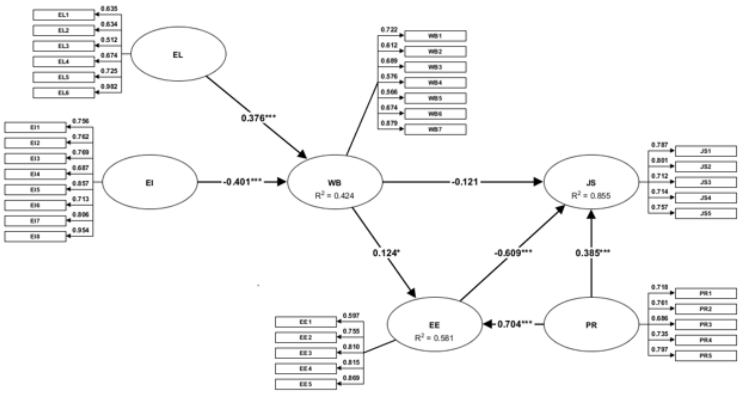


Fig. 3 *Structural model*

Table IV presents the structural path results and hypothesis testing with standardized coefficients, *t* values, and *p* values. The results show that emotional Intelligence has a significant negative effect on workplace bullying with a beta value of -0.401, *t* value of 11.240, and *p* value of 0.000, indicating that higher emotional Intelligence strongly reduces workplace bullying. Workplace bullying has a significant positive effect on emotional exhaustion, with a beta value of 0.124, *t* value of 13.570, and *p* value of 0.000, showing that greater exposure to bullying increases emotional exhaustion. Emotional exhaustion has a significant negative effect on job satisfaction with a beta value of negative 0.609, *t* value of 7.980, and *p* value of 0.000, suggesting that emotionally exhausted employees report substantially lower job satisfaction. Workplace bullying also has a direct significant negative effect on job satisfaction with a beta value of negative 0.121, *t* value of 6.410, and *p* value of 0.000.

The mediation analysis indicates that workplace bullying indirectly reduces job satisfaction through emotional exhaustion, with an indirect beta value of negative 0.218, *t* value of 5.760, and p value of 0.000, confirming partial mediation. The sequential mediation from emotional Intelligence to workplace bullying to emotional exhaustion to job satisfaction is also significant with a beta value of 0.132, *t* value of 4.690, and *p* value of 0.000, showing that emotional Intelligence improves job satisfaction through lowering bullying and exhaustion. The moderation results reveal that psychological resilience weakens the positive relationship between workplace bullying and emotional exhaustion with an interaction beta of negative 0.174, *t* value of 3.450, and *p* value of 0.001. Psychological resilience also weakens the negative relationship between workplace bullying and job satisfaction with an interaction beta of 0.149, *t* value of 2.980, and *p* value of 0.003. Finally, ethical leadership strengthens the negative relationship between emotional intelligence and workplace bullying with an interaction beta of negative 0.162, *t* value of 3.120, and *p* value of 0.002. All paths are statistically significant, and all hypotheses are supported, indicating strong empirical support for the proposed model.

Table V
Path analysis

Hypothesis	Path	Relationship (β)	*t*-Value	*p*-Value	Result
H1	EI → WB	-0.401	11.240	0.000	Supported
H2	WB → EE	0.124	13.570	0.000	Supported
H3	EE → JS	-0.609	7.980	0.000	Supported
H4	WB → JS	-0.121	6.410	0.000	Supported
H5	WB → EE → JS	-0.218	5.760	0.000	Supported
H6	EI → WB → EE → JS	0.132	4.690	0.000	Supported
H7a	WB × PR → EE	-0.174	3.450	0.001	Supported
H7b	WB × PR → JS	0.149	2.980	0.003	Supported
H8	EI × EL → WB	-0.162	3.120	0.002	Supported

Discussion

The current study provides a subtle approach in understanding the interplay between emotional abilities and workplace experiences of the employees in influencing their job attitude. With interpersonal interactions that are ever present, emotionally charged and unavoidable in the contemporary organizations, employee well being is becoming more affected by the terms and conditions of the structural jobs as well as the nature and quality of social and emotional interactions among the employees at work. This paper aims to integrate individual resources, adverse social events and context of leadership in one integrative framework to understand the differences in job satisfaction.

Emotional intelligence as a resource for social protection

The results of this study will enable one to firmly believe in the core part of emotional Intelligence in the development of a more comfortable and healthier working experience. It is possible to conclude that the high level of negative correlation between the emotional Intelligence and workplace bullying indicates that workers who can better perceive, understand and control their emotions tend to have lower chances of ending up in the bullying relationships (Duong et al., 2025). This is possibly because emotionally intelligent people are capable of deciphering social cues correctly, handling conflicts positively and responding to provocation in a cool and socially acceptable manner. These skills would probably deter a possible offender and minimize misunderstandings that may lead to a continued negative experience. The finding supports the claim that emotional Intelligence is a shielding individual means in social workplace conditions. Emotionally intelligent employees can as well establish closer interpersonal relations with others and social support systems that further protect them against mistreatment (Faeq, 2025). The discovery adds to the increased appreciation of the idea that emotional competencies are not only intra-personal resources, but also interpersonal ones that define the social climate of the workplace. It also suggests that employers that want to curb bullying can consider building the emotional Intelligence of employees by providing them with training and development.

The Loss spiral: Bullying, exhaustion, and satisfaction

The paper has also established that workplace bullying is a very good forecaster of emotional depletion and reduced job satisfaction which points out to the harmfulness of continuous mistreatment. When workers are subjected to consistent aggression, ostracization or humility, they undergo unremitting mental tension which slowly drains the workers of emotional resources (Dahleez & Aboramadan, 2025). This consumption is experienced in the form of emotional fatigue, which can be described as being over strained and tired. The fact that these hypotheses were accepted shows that bullying is not a trivial problem of interpersonal relations but a severe stressors at occupational levels that has significant psychological implications. Bullied employees can waste a lot of cognitive and emotional resources looking forward to negative interactions or self-protection or dealing with distress, which results in a lack of resources devoted to productive activity at work. A continuous strain is probably the reason why bullying also had a direct negative influence on job satisfaction (Yousef et al., 2024). When employees experience a sense of insecurity or injustice at the workplace, they are bound to rate their jobs negatively. These results underline the importance of being able to deal with bullying as an organizational risk to the well being of employees and the organizational sustainability and not an individual-to-individual conflict.

Sequential mediation: A process-oriented view

The mediating relationship that exists between workplace bullying and job satisfaction through emotional exhaustion gives a more in-depth understanding of the manner in which and reasons why bullying has an impact on the employee attitudes. The findings are that bullying lowers job satisfaction partially since it initially wears the workers down, on an emotional level. This is an indirect route that demonstrates that the damage of bullying does not necessarily depend on the experience, but also on its psychological consequences (Hassan, 2024). Of particular implication seems to be the mechanism of emotional exhaustion which transforms social stress into negative job evaluation. Employees who are emotionally drained have less enthusiasm, motivation, and their presence at the work place which is naturally reduced to lower their levels of satisfaction. This process perspective is further enhanced by the fact that sequential mediation of emotional Intelligence to bullying to emotional exhaustion to job satisfaction was established. It shows that exposure to stressors can be affected by personal resources and hence affect strain and finally attitudes (Ferranco, 2025). This is a more complex level of understanding that is not merely based on the immediate consequences but can lead to a more dynamic perspective whereby the outcomes of employees are a consequence of a series of psychological and social processes. These findings are useful when it comes to designing interventions since they demonstrate several areas in which organizations can intervene, such as enhancing emotional competence, bullying prevention, and burnout.

The buffering role of psychological resilience

The added value of the moderating role of psychological resilience to the findings is that not all employees are equally affected by the negative ones. The findings show that resilience undermines the positive relationship between bullying and emotional exhaustion as well as the negative relationship between bullying and job satisfaction. That is to say, the more resilient the employees, the higher their ability to resist the negative impact of mistreatment. It is possible that they will be faster in overcoming negative experiences, have a more positive attitude, and potentially apply adaptive coping mechanisms that safeguard their health (Orgambídez et al., 2025). This does not imply that bullying is not harmful to the resilient individuals, but just that psychological effect of bullying is minimized. This result is consistent with the observation that resilience is a psychological buffer that maintains functioning during stress. In practical terms, it implies that such interventions as the practice of stress management, mindfulness, and coping skills development may be used to ensure that employees will stay healthier despite working in stressful conditions (Theriou et al., 2024). It is however worth mentioning that responsibility in an organization should act with resilience rather than replacing it, to ensure bullying is avoided in the first place.

The interaction of context and individual: Ethical leadership

Lastly, the moderate impact of ethical leadership brings out how the context of an organization plays a significant role in determining interpersonal dynamics. The result that ethical leadership enhances the negative correlation between emotional Intelligence and workplace bullying, implies that the employees who possess emotional Intelligence perform very well in ethical workplace. In emulating fairness, integrity and respect, leaders establish norms that deter maltreatment and promote positive interaction (Perrier et al., 2025). When faced with such climates, the interpersonal skills of the emotionally intelligent employees are even more useful in averting or defusing the situations of bullying. Ethical leadership could be a strong indication that any negative behavior will not be condoned thus supporting the beneficial results of emotional capabilities of the employees. This finding highlights the fact that personal attributes do not exclusively guarantee healthy working environments, and leadership and organizational culture also play a critical role. Collectively, the general results of the current research compose a whole picture where individual resources and situational aspects co-determine the experiences of the employees (Biniaminov & Moshel, 2025). All the hypotheses are accepted,

which contributes to the resource based and process oriented concept of workplace well being, in which emotional Intelligence, resilience and ethical leadership are precious resources that minimize harm and enhance satisfaction.

Conclusion

To sum up, this study offers an in-depth insight into the interaction of emotional and social processes in determining the job satisfaction of the employees. The results indicate that emotional Intelligence is a good personal asset that can minimize the exposure to workplace bullying and, by decreasing the emotional exhaustion, help achieve more favorable job attitudes. Meanwhile, the findings also indicate the detrimental effects of workplace bullying as a chronic stressors that consumed the emotional resources of employees and lowered their satisfaction. The buffering capacity of psychological resilience and strengthening impact of ethical leadership further demonstrates that individual and organizational situation are both important in the safety of the well being of the employees. Collectively, the research highlights that the design of fulfilling and healthy workplaces implies consideration of emotional abilities, supportive leadership, and elimination of mistreatment. This combination of these aspects in one framework will help advance the field of knowledge of employee well being in a more comprehensive way and provide a platform of future academic and practical progress.

Implications

This study also presents a number of valuable theoretical contributions as it has combined emotional Intelligence, bullying in the workplace, and emotional exhaustion, the level of job satisfaction, psychological resilience and ethical leadership into a single complex structure. It elaborates resource based and stress process perspectives by showing that personal resources have not only direct impacts but also exposures to interpersonal stressors and resultant strain in employees. Both mediation and sequential mediation confirmation elevates the available models of its ability to empirically demonstrate the process through which emotional capacities are converted to attitudinal outcomes through social and psychological processes. Also, the moderating role of psychological resilience and ethical leadership demonstrates the combined effect of personal and situational resources, which carry the interactionist views of organizational behavior. The simultaneous testing of several mechanisms allows the study to be more than simple direct effect models and provides a more comprehensive explanation of employee well being, therefore, enhancing theory on the interaction of emotional and social processes in the workplace.

The result of this study is very beneficial in guiding organizations to improve the well being and job satisfaction of employees. As emotional Intelligence was demonstrated to decrease bullying and have better downstream outcomes, the research findings may be valuable to organizations, in particular, to implement emotional intelligence training in professional development strategies. Workplace bullying has great effects on exhaustion and satisfaction, which also highlights the importance of a clear anti bullying policy, reporting and an anti bullying culture that does not tolerate any mistreatment. The buffering nature of psychological resilience implies that interventions to build resilience like stress management workshops, coaching, and wellness programs are capable of enabling employees to manage the challenges more successfully. Besides, all this demonstrates that ethical leadership is of great value and, therefore, organizations ought to identify and develop leaders to lead by example through fairness, integrity, and respect because such attributes enhance the positive work environment. Overall, the findings imply that the best way to enhance the outcomes of the employees is to focus on both the development of individual abilities and the creation of supportive and ethical organizational settings.

Limitations and future directions

In spite of its contribution, this research has several limitations that provide open areas of inquiry in the future. The cross sectional design limits the capability to make causal conclusions and further research should assume a longitudinal or time lag design to represent the dynamic nature of emotional processes and work experiences. The use of self report measures can also be a contributor to common method bias and social desirability effect and as such, multi source data may be used in future studies including supervisor ratings or peer reports. Also, the research might have been undertaken in a particular cultural or sectoral setting, and this may restrict the generalizability, indicating that cross cultural and cross industry studies should be done. Other mediators and moderators of interest to future researchers include the coping styles or organizational support and personality traits or organizational justice, which could further improve the model. The experimental or intervention based studies that would implicate emotional intelligence training, development of resilience, or ethical leadership programs would be especially useful in determining practical efficacy and cause and effect relationships.

References

Ahmed, A. K., Atta, M. H. R., El-Monshed, A. H., & Mohamed, A. I. (2024). The effect of toxic leadership on workplace deviance: The mediating effect of emotional exhaustion, and the moderating effect of organizational cynicism. *BMC Nursing*, *23*(1), 669. https://doi.org/10.1186/s12912-024-02308-x

Akbar, M. C., & Silaban, Y. H. (2025). An integration of emotional intelligence and leadership development in the educational process to improve students' performance at Medan aviation polytechnic: An innovative strategy in human resource management. *Jurnal Multidisiplin Sahombu*, *5*(03), 480–487.

Al'Ararah, K., Çağlar, D., & Aljuhmani, H. Y. (2024). Mitigating job burnout in Jordanian public healthcare: The interplay between ethical leadership, organizational climate, and role overload. *Behavioral Sciences*, *14*(6), 490. https://doi.org/10.3390/bs14060490

Almasarwah, A., Al-Wreikat, A., Lutz, J., Rossi, M., & Salloum, C. (2025). Exploring the role of ethical leadership in mitigating earnings management. *Strategic Change*, *34*(2), 267–276. https://doi.org/10.1002/jsc.2614

Anastasiou, S. (2025). Counteracting toxic leadership in education: Transforming schools through emotional intelligence and ethical leadership. *Administrative Sciences*, *15*(8), 312. https://doi.org/10.3390/admsci15080312

Anwar, S., & Saraih, U. N. (2024). Digital leadership in the digital era of education: Enhancing knowledge sharing and emotional intelligence. *International Journal of Educational Management*, *38*(6), 1581–1611. https://doi.org/10.1108/ijem-11-2023-0540

Arshad, M., Abbas, M., & Malik, S. (2024). Workplace harassment (Bullying) and its health and ethical concerns. In *In memory of ethics: A dissection of ethical and social issues in pakistani professional healthcare practice* (pp. 44–59). Bentham Science Publishers. https://doi.org/10.2174/9789815223859124010010

Bakker, A. B., Hakanen, J. J., Demerouti, E., & Xanthopoulou, D. (2007). Job resources boost work engagement, particularly when job demands are high. *Journal of Educational Psychology*, *99*(2), 274–284. https://doi.org/10.1037/0022-0663.99.2.274

Biniaminov, Y., & Moshel, S. (2025). Teachers' perceptions of ethical leadership-systematic review. *International Journal of Educational Management*, *39*(7), 1662–1686. https://doi.org/10.1108/ijem-01-2025-0075

Brown, M. E., Treviño, L. K., & Harrison, D. A. (2005). Ethical leadership: A social learning perspective for construct development and testing. *Organizational Behavior and Human Decision Processes*, *97*(2), 117–134. https://doi.org/10.1016/j.obhdp.2005.03.002

Chundru, S., & Whig, P. (2025). Future of emotional intelligence in technology: Trends and innovations. In *Humanizing technology with emotional intelligence* (pp. 457–468). IGI Global Scientific Publishing. https://doi.org/10.4018/979-8-3693-7011-7.ch024

Connor, K. M., & Davidson, J. R. T. (2003). Development of a new resilience scale: The Connor-Davidson Resilience Scale (CD-RISC). *Depression and Anxiety*, *18*(2), 76–82. https://doi.org/10.1002/da.10113

Dahleez, K., & Aboramadan, M. (2025). Servant leadership and job satisfaction in higher education: The mediating roles of organizational justice and organizational trust. *International Journal of Leadership in Education*, *28*(4), 853–874. https://doi.org/10.1080/13603124.2022.2052753

da Silva, T. M. H. R. (2025). The role of emotional intelligence in promoting mental peace, healthy work environments, and emotional well-being among entrepreneurs. In *Supporting psychological and emotional wellbeing among entrepreneurs* (pp. 401–426). IGI Global Scientific Publishing. https://doi.org/10.4018/979-8-3693-3673-1.ch021

De Clercq, D. (2025). Workplace bullying, distrust in top management and diminished ethical voice behaviour: Buffering effects of resilience and innovation propensity. *International Journal of Organizational Analysis*. https://doi.org/10.1108/ijoa-07-2024-4651

Du, X., Song, Y., Wang, H., Chen, W., Wang, L., Feng, X., Zhang, X., & Song, C. (2024). Research on the relationship between nurses' compliance with standard precautions, servant leadership and emotional exhaustion: A cross-sectional survey. *Journal of Advanced Nursing*, *80*(7), 2822–2834. https://doi.org/10.1111/jan.16020/v1/review1

Duong, N. T. H., Vu, G. T. H., & Hoang, C. L. (2025). How and when workplace bullying detriments job performance: Roles of affect-based trust and moral disengagement. *Management Research Review*, *48*(4), 554–577. https://doi.org/10.1108/mrr-05-2024-0382

Dwivedi, D. (2025). Emotional intelligence and artificial intelligence integration strategies for leadership excellence. *Advances in Research*, *26*(1), 84–94. https://doi.org/10.9734/air/2025/v26i11235

Einarsen, S., Hoel, H., & Notelaers, G. (2009). Measuring exposure to bullying and harassment at work: Validity, factor structure and psychometric properties of the negative acts questionnaire-revised. *Work & Stress*, *23*(1), 24–44. https://doi.org/10.1080/02678370902815673

Faeq, D. K. (2025). Narcissistic leadership, workplace bullying, turnover intention, and creative performance: A study of nurses. *BMC Nursing*, *24*(1), 898. https://doi.org/10.1186/s12912-025-03479-x

Ferranco, M. (2025). Emotional intelligence and culturally grounded leadership: A study of small business owners in San Pedro, Laguna, Philippines. *International Journal on Culture, History, and Religion*, *7*(SI2), 191–202. https://doi.org/10.63931/ijchr.v7isi2.197

Georganta, K., Nikolakopoulos, S., & Glaveli, N. (2025). Workplace quality and exposure to bullying during a crisis: The inhibiting role of positive leadership in mursing. *International Journal of Bullying Prevention*, 1–18. https://doi.org/10.1007/s42380-025-00290-9

Hair, J. F., Sharma, P. N., Sarstedt, M., Ringle, C. M., & Liengaard, B. D. (2024). The shortcomings of equal weights estimation and the composite equivalence index in PLS-SEM. *European Journal of Marketing*, *58*(13), 30–55. https://doi.org/10.1108/ejm-04-2023-0307

Hobfoll, S. E. (1989). Conservation of resources: A new attempt at conceptualizing stress. *American Psychologist*, *44*(3), 513. https://doi.org/10.1037/0003-066x.44.3.513

Judge, T. A., Locke, E. A., Durham, C. C., & Kluger, A. N. (1998). Dispositional effects on job and life satisfaction: The role of core evaluations. *Journal of Applied Psychology*, *83*(1), 17. https://doi.org/10.1037/0021-9010.83.1.17

KANU, I. A., Paul, P. M., & Omenukwa, P. C. (2025). Philosophy of emotional intelligence in the light of 1 kings (12: 1-19): The intersection of philosophy, psychology and scripture. *Igwebuike Journal: An African Journal of Arts & Humanities*, *11*(6). https://doi.org/10.52783/tjjpt.v45.i03.7699

Köroğlu, Ö., Akkoç, İ., Turunç, Ö., Çalışkan, A., Akbaş, M. Ç., Karayalçın, C., Gürsel, G., & Akbaş, H. (2024). The effect of organizational ethical climate on job satisfaction among nurses: The mediating role of trust in colleagues. *Sustainability*, *16*(10), 4179. https://doi.org/10.3390/su16104179

Kyambade, M., Tushabe, M., Mugerwa, G. W., & Namatovu, A. (2025). Am not contented at work: Unraveling socially responsible leadership and psychological safety on job satisfaction in Ugandan public universities. *Management Research Review*, *48*(6), 863–882. https://doi.org/10.1108/mrr-05-2024-0344

López González, J., Martínez, J. M., Lomboy, M., & Expósito, L. (2024). Study of emotional intelligence and leadership competencies in university students. *Cogent Education*, *11*(1), 2411826. https://doi.org/10.1080/2331186x.2024.2411826

Maslach, C. (2001). What have we learned about burnout and health? *Psychology & Health*, *16*(5), 607–611. https://doi.org/10.1080/08870440108405530

Morgan, K. (1970). Sample size determination using Krejcie and Morgan table. *Kenya Projects Organization (KENPRO)*, *38*(1970), 607–610. https://doi.org/10.1177/001316447003000308

Nassani, A. A., Badshah, W., Grigorescu, A., Cozorici, A. N., Yousaf, Z., & Zhan, X. (2024). Participatory leadership and supportive organisational culture Panacea for job satisfaction regulatory role of work-life balance. *Heliyon*, *10*(16). https://doi.org/10.1016/j.heliyon.2024.e36043

Nguyen, D., Tuckey, M., Teo, S., Le, T.-T., & Khoi, N.-V. (2024). Boundaries of ethical leadership in mitigating workplace bullying: The moderation effect of team power distance orientation. *Public Management Review*, *26*(8), 2471–2498. https://doi.org/10.1080/14719037.2023.2281985

Orgambídez, A., Borrego, Y., Alcalde, F. J., & Durán, A. (2025). Moral distress and emotional exhaustion in healthcare professionals: A systematic review and meta-analysis. *Healthcare*, *13*(4), 393. https://doi.org/10.3390/healthcare13040393

Parikh, V., & Pirani, S. (2025). Integrating sustainable HRM, digital HRM, and remote work practices: A conceptual framework for enhancing job satisfaction. *International Journal of multidisciplinary Research & Reviews*, *4*(1), 68–81. https://doi.org/10.56815/ijmrr.v4i1.2025.68-81

Peng, X., Zeng, Q., Yang, D., Cheng, Y., Zhao, S., Song, J., Qin, Y., Gao, Z., Chen, Y., Zhang, F., et al. (2024). Association of nurse managers' paternalistic leadership and nurses' perceived workplace bullying: The mediating effect of organizational climate. *Journal of Advanced Nursing*, *80*(8), 3226–3235. https://doi.org/10.1111/jan.16085

Perrier, A., El Akremi, A., Manville, C., & Molines, M. (2025). It's all about trust! a multilevel model of the effect of servant leadership on firefighters' group task performance, adaptivity and emotional exhaustion. *Public Administration Review*, *85*(4), 1150–1172. https://doi.org/10.1111/puar.13893

Raza, M. A., Imran, M., Pervaiz, U., & Khan, M. J. (2024). Leads to despotic leadership causing employee-instigated workplace incivility: Mediation of emotional exhaustion and moderation of Islamic work ethics. *Journal of Islamic Accounting and Business Research*. https://doi.org/10.1108/jiabr-01-2024-0002

Reyaz, S. (2024). The influence of leadership styles on employee motivation and job satisfaction. *International Research Journal on Advanced Engineering and Management (IRJAEM)*, *2*(3), 339–344. https://doi.org/10.47392/irjaem.2024.0049

Ruiz-Palomino, P., Yáñez-Araque, B., Gutiérrez-Broncano, S., & Jiménez Estévez, P. (2025). Unlocking organizational change: Servant leadership, change resistance and the mediating role of emotional intelligence. *Management Decision*. https://doi.org/10.1108/md-04-2024-0874

Salip, F. G. (2024). Mediating effect of emotional intelligence on the relationship between authentic leadership and organizational climate among public school teachers. *American Journal of Multidisciplinary Research and Innovation*. https://doi.org/10.54536/ajmri.v2i4.1730

Santiago-Torner, C., Corral-Marfil, J.-A., & Tarrats-Pons, E. (2024). The relationship between ethical leadership and emotional exhaustion in a virtual work environment: A moderated mediation model. *Systems*, *12*(11), 454. https://doi.org/10.3390/systems12110454

Sharif, M. N., Zhang, L., Attique, H., Naeem, M. K. H., & Asif, M. (2024). Unraveling the dark side of leadership tactics: The role of emotional exhaustion and ethical climate from the despotic leadership's perspective. *International Journal of Organizational Leadership*, *13*(4). https://doi.org/10.33844/ijol.2024.60438

Shi, X., Fan, Q.-z., Zheng, X., Qiu, D.-f., Sindakis, S., & Showkat, S. (2024). Optimal leadership styles for teacher satisfaction: A meta-analysis of the correlation between leadership styles and teacher job satisfaction. *Journal of the Knowledge Economy*, *15*(4), 20459–20490. https://doi.org/10.1007/s13132-023-01697-9

Singh, A., & Vashist, H. (2025). Ethical leadership in health-care organizations-a scoping review. *Leadership in Health Services*, *38*(1), 136–152. https://doi.org/10.1108/lhs-04-2024-0035

Spector, P. E., Howard, D. J., Eisenberg, E. M., Couris, J. D., & Quinn, J. F. (2024). Starting fresh: A mixed method study of follower job satisfaction, trust, and views of their leader's behavior. *Frontiers in Psychology*, *15*, 1349353. https://doi.org/10.3389/fpsyg.2024.1349353

Theriou, G., Chatzoudes, D., & Mavrommatidou, S. (2024). The effect of ethical leadership on organizational outcomes in the hospitality industry: The mediating role of trust and emotional exhaustion. *Journal of Human Resources in Hospitality & Tourism*, *23*(1), 24–51. https://doi.org/10.1080/15332845.2023.2253670

Valentine, S. R., Godkin, L., & Fleischman, G. (2024). The impact of ethical forms of organizational leadership and ethical employment contexts on employee job satisfaction in Nigerian hospitality and recreation firms. *Employee Responsibilities and Rights Journal*, *36*(1), 41–62. https://doi.org/10.1007/s10672-022-09434-1

Yan, C. (2025). Role of ethical leadership in reducing workplace bullying in multinational corporations in China. *Human Resource and Leadership Journal*, *10*(3), 55–66. https://doi.org/10.47941/hrlj.2801

Yasir, M., & Javed, A. (2024). Ethical leadership, employees' job satisfaction and job stress in the restaurant industry. *Foresight*, *26*(5), 886–901. https://doi.org/10.1108/fs-03-2023-0038

Yikilmaz, I., Surucu, L., Maslakci, A., Dalmis, A. B., & Ergun, M. (2024). Workplace buoyancy and servant leadership as catalysts for sustainable disaster management: Mitigating emotional exhaustion in disaster response teams. *Sustainability*, *16*(7), 2695. https://doi.org/10.3390/su16072695

Yousef, L., Alghizzawi, M., & Ezmigna, I. (2024). The impact of strategic leadership on creating job satisfaction and performance effectiveness: A theoretical framework. In *The AI revolution: Driving business innovation and research: Volume 2* (pp. 725–736). Springer. https://doi.org/10.1007/978-3-031-54383-8_56

Yulianti, Y., Zarkasyi, M. W., Suharman, H., & Soemantri, R. (2024). Effects of professional commitment, commitment to ethics, internal locus of control and emotional intelligence on the ability to detect fraud through reduced audit quality behaviors. *Journal of Islamic Accounting and Business Research*, *15*(3), 385–401. https://doi.org/10.1108/jiabr-02-2021-0076