

TITLE PAGE

UNIVERSITÀ DEGLI STUDI "G. d'Annunzio"
Chieti-Pescara



SCUOLA SUPERIORE "G. d'Annunzio" / G. d'Annunzio School of Advanced Studies

DOTTORATO DI RICERCA IN / RESEARCH DOCTORATE IN

ACCOUNTING, MANAGEMENT AND BUSINESS ECONOMICS

CICLO / CYCLE

XXXVII

**THE DARK SIDE OF LEADERSHIP: UNDERSTANDING THE CONSEQUENCES
OF ABUSIVE SUPERVISION AT THE WORKPLACE**

**Dipartimento di Economia Aziendale
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Anni Accademici / Academic Years 2021/2024

**THE DARK SIDE OF LEADERSHIP: UNDERSTANDING THE CONSEQUENCES
OF ABUSIVE SUPERVISION AT THE WORKPLACE**

A DISSERTATION PRESENTED

by

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in partial fulfilment of the requirements
for the degree of

Doctor of Philosophy

in

Accounting, Management and Business Economics

to the

The Department of Management and Business Administration
University G. d'Annunzio of Chieti-Pescara
Pescara, Italy

MAY 2025

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DEDICATION

This thesis is dedicated to my parents,

Mr. Mansha Ali

&

Mrs. Sakina Malik

whose prayers, love, and support have been the foundation of my success.

*To my beloved wife Mrs. Ayesha Jawad, for her love, patience, and sacrifices, which have
been my strength throughout this journey.*

*To my siblings, M. Hammad, M. Muaaz, AbdulWahab, and AbdulTawab, for their motivation,
and unwavering emotional support.*

*To my nephews, M. Hassan and M. Hussain, whose energy and smiles continuously brought
joy and vitality to my Ph.D. journey.*

ACKNOWLEDGMENTS

So which of the favours of your Lord would you deny?

Ar-Rehman 55:16 (The Quran)

All praise and thanks are due to Almighty Allah, the Most Gracious, the Most Merciful, whose countless blessings have enabled me to complete this challenging journey of doctoral study. I send my sincerest salutations upon the beloved Prophet Muhammad (Peace and Blessings Be Upon Him), whose teachings continue to illuminate our paths with wisdom and knowledge. I am grateful that ALLAH has blessed me with a number of supportive and kind people who have helped me throughout my life and especially during my doctoral study in Italy.

I extend my deepest gratitude to my Ph.D. Director, Prof. Federica Ceci and former Director Prof. Massimo Sargiacomo whose guidance and continuous encouragement have been instrumental in shaping my research. I am profoundly grateful to my supervisor Prof. Antonio Gitto, for his support and guidance in the last three years. Finally, with their constructive feedbacks, continuous encouragement and involvement, I am able to write this final page of my thesis. My sincere gratitude to all the administrative staff at the Department of Economia Aziendale and Scuola Superiore for responding to my queries and requests every now and then.

A special note of thanks to my co-supervisor, Dr. Andrei Lux, who generously hosted me in School of Business and Law, Edith Cowan University, Australia during my research period abroad. Your hospitality, guidance, and invaluable research collaboration significantly enriched my work and broadened my academic perspective. I am also indebted to my teacher, Dr. Sajjad Baig, whose invaluable support in data collection was crucial for the successful completion of my study.

Finally, I extend my sincere gratitude to all my friends, colleagues, Dr. Rizwan Kamran, Dr. Damian Honey and Dr. Kashif Nadeem and well-wishers who have supported me in various ways throughout my Ph.D. journey.

May Allah bless all those who have been part of this journey. Ameen.

ABSTRACT

This thesis is based on three interrelated studies that critically examines the detrimental effects of abusive supervision on employee emotions and outcomes, under the lens of cognitive appraisal theory (CAT), stimulus, organism, response (SOR) theory, and Affective Events Theory (AET). Specifically, (1) the aim of this research is estimating the influence of abusive supervision on employee ability of psychological detachment. The framework is enacted from the cognitive appraisal theory. The study offers the mediating role of defensive silence and workplace ostracism along with moderating role of proactive personality. Drawing on (SOR) theory, this thesis (2) further examines the impact of abusive supervision on workplace procrastination. It focuses on understanding how psychological distrust mediates this relationship and assesses the moderating effect of a team forgiveness climate in mitigating these adverse outcomes. Further, (3) our research understanding the deleterious effects of abusive supervision on employee creativity by (AET) to uncover the psychological mechanism of job frustration and emotional intelligence act as the boundary condition.

To investigate the multifaceted impacts of abusive supervision on employee outcomes, this thesis (1) employs a quantitative research approach, and data were collected from 364 respondents from the textile sector. The theoretical model was verified by using SmartPLS-SEM 4.0 software. This thesis further (2) collected the data from frontline employees (nurses) from the healthcare sector who had experienced abusive behavior in the past few years. Data from a total of 395 employees was analyzed using AMOS and PROCESS macro to test the proposed model. Additionally, (3) a time-lagged three-wave survey design was utilized and data was collected from employees in the telecommunication sector of Pakistan with the help of structured questionnaire-based survey. A total of 492 respondents' data is found valid for statistical interpretation. AMOS and PROCESS macro used to estimate the measurement and structural model of study.

The statistical results indicate that (1) the role of defensive silence and workplace ostracism mediate the relationship between abusive supervision and psychological detachment. Further, Proactive personality weakens the bond between abusive supervision, defensive silence and workplace ostracism. Further, the findings show that (2) abusive supervision has a positive influence on workplace procrastination, as well as psychological distrust mediates and team forgiveness climate moderate the relationship between abusive supervision and employee workplace procrastination. Moreover, the findings, derived from the telecommunication sector, in Pakistan indicated that (3) job frustration could mediate the relationship between abusive

supervision and employee creativity. Additionally, the results from the moderated mediation analysis demonstrate that the mediation of job frustration is moderated by emotional intelligence such that the mediated relationship is weaker for employees with higher emotional intelligence and stronger for employees with low emotional intelligence.

This research enriches organizational behavior theories by highlighting the dynamic interaction between individual characteristics, team contexts, and leadership approaches. The practical implications of this research provide actionable insights for organizational leaders and HR practitioners. Organizations should prioritize reducing abusive supervision by implementing leadership development programs that emphasize respectful and constructive management practices.

Keywords: *Abusive supervision, Psychological detachment, Workplace procrastination, Employee creativity, Job frustration, Defensive silence, Ostracism, psychological distrust, Emotional intelligence, Proactive personality, and team forgiveness climate.*

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LIST OF ABBREVIATIONS

CAT	cognitive appraisal theory	f²	Effect Size
SOR	Stimulus, Organism, Response theory	R²	Coefficient of Determination
AET	Affective Events Theory	Q²	Predictive Relevance
AS	Abusive Supervision	SRMR	Standardized Root Mean Square Residual
PD	Psychological Detachment	NFI	Normed Fit Index
WP	Workplace Procrastination	HYP	Hypotheses
EC	Employee Creativity	MGA	Multi Group Analysis
DS	Defensive Silence		
WO	Workplace Ostracism		
PD	Psychological Distrust		
TC	Team Forgiveness Climate		
JF	Job Frustration		
EE	Emotional Intelligence		
HR	Human Resources		
SEM	Structural Equation Modeling		
CFA	Confirmatory Factor Analysis		
AMOS	Analysis of a Moment Structures		
CFI	Comparative Fit Index		
EFA	Explorative Factor Analysis		
CMB	Common Method Bias		
CI_s	Confidence Intervals		
LLCI	Confidence Interval's Lower Bound		
ULCI	Confidence Interval's Upper Bound		
CMV	Common Method Variance		
VIF	Variance Inflation Factor		
AVE	average variance extracted		
HTMT	Heterotrait–Monotrait Ratio		

Chapter 1 – Introduction

1.1 Background and Motivation for the Research

Leadership is one of the most heavily researched areas in management and psychology. A large part of leadership research focuses on behaviors and supervisory styles that make leaders successful, such as transformational leadership (Bass & Bass Bernard, 1985), ethical leadership (Brown & Treviño, 2006), and authentic leadership (Bass & Steidlmeier, 1999). The majority of prior literature has predominantly concentrated on positive leadership styles (Brunetto et al., 2024; K. Khalid, 2024; Trinh et al., 2025; J. Zhu et al., 2019), with limited attention given to the influence of destructive leadership styles. While, over the past two decades, researchers have started to focus on the destructive side of leadership. Destructive leadership has been defined in many different ways; however, a common thread that links the various definitions is the presence of harmful methods used by leaders to influence and lead employees (Krasikova et al., 2013). Destructive leadership is a broad term to describe a negative style of leadership that includes exhibiting negative personality traits such as narcissism and Machiavellianism (Paulhus & Williams, 2002) and exhibiting negative leader behaviors such as aggression (Schat, 2006), bullying (Ahmad et al., 2020), social undermining (Duffy et al., 2002), and abusive supervision (Dhali et al., 2023). In recent years, abusive supervision has emerged as a critical factor influencing employee well-being and organizational outcomes.

Abusive supervision refers to the persistent pattern of hostile and inappropriate behavior exhibited by supervisors toward their subordinates, such as belittling, undermining, or ridiculing employees (Tepper, 2000). Several studies have demonstrated that abusive supervision has negative and costly consequences for employees and organizations (Agarwal et al., 2022; Dhali et al., 2023; W. R. Lee et al., 2022b). For example, abusive supervision is associated with higher levels of employee frustration and lower levels of employees creativity (Avey et al., 2015; L. Chen et al., 2022). Abusive supervision occurs with enough frequency and magnitude that it is a concern for organizations. Schat (2006) estimate that roughly 13% of employees experience abusive supervision, and other scholars find that between 10% and 16% of employees experience abusive supervision (Namie & Namie, 2009). Such negative outcomes can translate into an annual cost of over \$23 billion for organizations in absenteeism, health care costs and lower productivity (Tepper et al., 2006a), suggesting that abusive supervision has very tangible negative consequences not only for the employees who are

victims of it, but also the organizations themselves. Therefore, researching predictors of abusive supervision is important because it can aid us in understanding and preventing such behavior. While the antecedents of abusive supervision have been well-documented in the literature, research on its impact on various psychological and behavioral outcomes, particularly those concerning employees' cognitive and emotional responses, is still developing.

The key goal of the present thesis examines the various facets of the relationship between abusive supervision and employee outcomes, focusing on three key areas: employee psychological detachment, workplace procrastination, and employee creativity. Specifically, this research investigates the mediating mechanisms of defensive silence, workplace ostracism, psychological distrust, job frustration, and their respective moderating roles, while also considering the influence of proactive personality, team forgiveness climate, and emotional intelligence. Specifically, in the second chapter (*The Chain Reaction of Abusive Supervision: Defensive Silence, Workplace Ostracism, and Proactive Personality*)¹, the main focus of this thesis is on the psychological mechanisms that link abusive supervision to psychological detachment. Psychological detachment, a concept derived from the effort-recovery theory (Meijman & Mulder, 1998), refers to an individual's ability to mentally disconnect from work-related stressors during off-job time. Abusive supervision, characterized by hostile and demeaning behaviors, can significantly impair employees' ability to detach, thus preventing recovery from work stressors. This thesis highlights that defensive silence, where employees choose not to express dissatisfaction or concerns and workplace ostracism where individuals are socially excluded or ignored mediate the relationship between abusive supervision and psychological detachment. Both defensive silence and ostracism represent passive responses to abusive supervision and have been found to exacerbate stress and hinder recovery. These factors may contribute to a cycle of detachment and psychological strain that makes it difficult for employees to recover after work. At the same time, the moderating role of proactive personality in this relationship is also of interest. Proactive individuals are characterized by their tendency to take initiative, anticipate challenges, and seek solutions. These employees may be better equipped to cope with abusive supervision by actively seeking ways to mitigate the negative impacts of stress.

¹ This article is currently under the first round in the *Frontiers in Psychology*.

In the third chapter (*Understanding Workplace Procrastination: The Impact of Abusive Supervision, Psychological Distrust, and Team Forgiveness Climate*)², the focal point of this thesis is workplace procrastination, which refers to the deliberate delay or avoidance of work tasks despite the negative consequences that may arise. Procrastination is not only detrimental to individual performance but can also contribute to decreased team productivity and organizational effectiveness (El-Sayed et al., 2024; Putrie & Lestari, 2024). Abusive supervision can lead to procrastination as employees may feel demotivated, fearful, or anxious in the face of a hostile work environment. This research hypothesizes that psychological distrust, a feeling of insecurity and disbelief in the integrity of others, mediates the relationship between abusive supervision and procrastination. When supervisors engage in abusive behaviors, employees may develop a sense of distrust that undermines their engagement with work tasks. Furthermore, the study investigates the moderating role of team forgiveness climate, defined as the collective willingness of team members to forgive transgressions and move past negative incidents in alleviating the procrastination, inducing effects of abusive supervision. A positive forgiveness climate can provide emotional support and mitigate the damaging impacts of abusive supervision by fostering trust, restoring psychological safety, and encouraging task completion.

In the fourth chapter (*From Toxic Leadership to Employees Creativity: A Moderated Mediation Model*)³, The third key area addressed in this thesis is employee creativity, an essential driver of innovation and competitive advantage in modern organizations. Creativity in the workplace is influenced by a complex interplay of individual, organizational, and relational factors. While earlier research has shown that supportive leadership can enhance employee creativity (Islam & Asad, 2024; Nguyen et al., 2024), the effects of abusive supervision have been largely unexplored in relation to creative performance. Abusive supervision may stifle creativity by increasing job frustration, which, in turn, diminishes an individual's cognitive resources for innovation and problem-solving. Job frustration refers to negative emotional states stemming from perceived obstacles in achieving job goals, which are often exacerbated by poor supervisory relationships. This thesis posits that job frustration mediates the relationship between abusive supervision and employee creativity, suggesting that frustration arising from abusive supervision can block the creative process. Moreover,

² The manuscript is currently under-review in *Personnel Review*.

³ The article second revision is complete and awaiting a final decision from *The Service Industries Journal*.

emotional intelligence, as the ability to perceive, understand, manage, and regulate emotions plays a moderating role in this dynamic. High emotional intelligence enables individuals to manage negative emotions more effectively, buffering the adverse effects of abusive supervision on creativity.

The integration of these variables into the study of abusive supervision provides a comprehensive framework for understanding the broader consequences of toxic leadership style such as abusive supervision in the organizations. The thesis draws on a range of theoretical perspectives, including the cognitive appraisal theory, Stimulus, Organism, Response theory, and Affective Events Theory, to develop hypotheses regarding the direct, indirect, mediating and moderating mechanisms at play.

1.2 Theoretical Foundations

This section provides an overview and discussion of the fundamental theories and concepts that serve as the bedrock of this research. These theories offer the lens through which the research problem is examined and provide a structured way to understand the variables and relationships at play. The selected theories are relevant to the study's objectives, helping to contextualize the research within the broader academic field. This section outlines each theory, its core principles, and its application to the current study. As we have already stated, the main ambition of our study is to examine the detrimental effects of abusive supervision on employee emotions and outcomes, exploring its impact on psychological detachment, workplace procrastination, and employee creativity. Keeping in view the objective of our study, we have used cognitive appraisal theory (CAT) in chapter 2, Stimulus, Organism, Response (SOR) theory in chapter 3, and Affective Events Theory (AET) in chapter 4.

1.2.1 Cognitive appraisal theory

The Cognitive appraisal theory, proposed by Lazarus (1966a), explains how emotions arise from an individual's evaluation (appraisal) of a situation. This appraisal occurs in two stages: primary appraisal, where the individual assesses whether the event is positive, negative, or neutral, and secondary appraisal, where they evaluate their ability to cope. Based on CAT, employees facing abusive supervision undergo primary appraisal, where they evaluate the abusive behavior as a threat to their psychological detachment. This appraisal may lead to defensive silence (withholding communication) or workplace ostracism (feeling excluded or ignored). The secondary appraisal involves assessing their coping resources, with individuals

possessing a proactive personality more likely to reframe the situation positively, seeking constructive solutions. Such individuals may perceive the abusive behavior by supervisor as a challenge rather than a threat, potentially reducing negative outcomes and fostering better emotional detachment from work stress.

1.2.2 Stimulus-organism-response theory

The stimulus-organism-response theory was introduced by psychologist Russell (1974). The SOR theory is a framework used to explain how individuals respond to environmental stimuli. It suggests that external stimuli (S) are processed by an organism (O), which interprets and evaluates the stimulus based on internal factors such as emotions, cognition, and past experiences. The organism then generates a response (R), which can be a behavioral or emotional reaction. In the context of the SOR theory, abusive supervision (stimulus) acts as an external negative trigger that influences employees' internal psychological state. Employees who experience abusive supervision may develop psychological distrust (Organism), which mediates their response in the form of workplace procrastination (Response), as they may feel disengaged or lack motivation due to distrust in leadership. The team forgiveness climate moderates this process by altering how employees interpret and react to abusive supervision, potentially reducing procrastination.

1.2.3 Affective events theory

The affective events theory, proposed by Weiss & Cropanzano (1996), suggests that emotions in the workplace significantly impact employee behavior and performance. It posits that work events both positive and negative trigger emotional reactions that influence an individual's attitudes and behaviors. These emotional responses are shaped by both individual traits and the work environment. AET emphasizes that workplace moods and emotions can affect job productivity and creativity. Applying AET theory to this thesis, abusive supervision acts as a workplace negative event that triggers negative emotions (job frustration). This frustration depletes psychological resources, undermines motivation, and reduces the cognitive flexibility. Additionally, AET explains that emotional states such as job frustration, influence work behaviors. Negative emotions linked to frustration reduce creativity, as employees focus on immediate coping rather than long-term problem-solving or innovation. AET highlights the importance of individual differences in how employees process and respond to workplace

events. Emotional intelligence moderates this process by influencing how employees perceive, interpret, and regulate emotions arising from abusive supervision.

1.3 Research Gap

In the organizational settings, the dynamics between leaders and employees play a crucial role in shaping workplace behaviors, attitudes, and overall performance. Leaders have the ability to inspire, motivate and mobilize their followers by providing them with the vision, guidance, and strategy to achieve their goals (Kotter, 1990). One of the most pressing concerns in leadership research is the detrimental impact of negative managerial practices on employees' psychological well-being, motivation, and professional engagement. While constructive leadership styles foster positive outcomes, certain leader behaviors contribute to adverse workplace experiences, leading to a decline in employee morale, commitment, productivity and creativity. Among the various leadership approaches, abusive supervision defined as the sustained display of hostile behaviors by supervisors toward subordinates has garnered considerable attention due to its detrimental impact on employees and organizational outcomes. Abusive behaviors create an environment of stress and uncertainty, making it difficult for employees to detach psychologically from work-related stressors. The recurrence of these behaviors leads followers to feel detached, not only towards their supervisor, but also towards their job, minimizing their effectiveness, creativity and making them a burden for the organization.

Furthermore, abusive behavior by supervisors can foster distrust among employees, leading to a loss of confidence in organizational fairness and ethical standards. When employees feel that their supervisor is consistently abusing them or belittling them in front of others, their level of trust, engagement, and creativity declines (Tepper, 2000, 2007). Employees may become hesitant to fully commit to their responsibilities, resulting in counterproductive behaviors that affect both individual and organizational performance. A lack of trust and psychological safety in the workplace may also contribute to delays in task completion, inefficiencies in workflow, and reluctance to engage in innovative or creative efforts. Therefore, it is very important for an organization to be aware of how employees perceive the behavioral dispositions of their supervisor, and how these behaviors, if abusive, affect the emotional state of mind, attitudes, and behaviors of employees in the long run. Despite extensive research on the consequences of abusive supervision, gaps remain in understanding its nuanced effects on key psychological and behavioral outcomes.

In view of this, this thesis examines the workforce context in a developing country such as Pakistan. Research by (Akram et al., 2021) suggests that employees in developing countries, like Pakistan, experience a greater degree of workplace bullying from their supervisors or managers compared to those working in European or Australian organizations. This indicates that hierarchical pressure and mistreatment from higher authorities are more prevalent in the developing regions. Other researchers also show that the majority of these destructive behaviors were underreported owing to Pakistani employees fearing retaliation, lacking assertive skills to deal with the situation, and feeling trapped by the lack of alternate job opportunities (Cassum, 2014). This raises a key question: if abusive behaviors are underreported and many employees continue to retain their roles, how do they cope with this workplace stress? This study seeks to address these gaps by examining the mediating and moderating mechanisms that govern the relationship between abusive supervision and critical workplace outcomes, including psychological detachment, workplace procrastination, and employee creativity. Understanding these relationships is essential for developing effective organizational interventions that promote healthier work environments and enhance employee well-being and creativity. Therefore, to fulfill this gap in the literature, the following research objectives have been outlined.

1.4 Research Objective

In any organization setting, the bond between supervisor and staff is crucial for influencing both the behavior and performance of the workforce. So according to the background of this study, the general research objectives for this thesis focus on examining the broader effects of abusive supervision on employee outcomes while exploring the underlying mechanisms and contextual factors that influence these relationships. This thesis is designed to achieve the following objectives:

- 1) To examine the impact of abusive supervision on employee psychological detachment, well-being, workplace procrastination, and employee creativity.
- 2) Another objective of this study is to investigate the psychological mechanism underlying the emotional and cognitive pathways that shape this relationship.
- 3) Lastly, to extend the research on coping mechanisms of abusive supervision by identifying contextual and individual factors that contribute to resource buffering.

1.5 Research Question

- 1) What is the impact of abusive supervision on employee psychological detachment, workplace procrastination, and creativity?
- 2) Does defensive silence and workplace ostracism mediate the relationship between abusive supervision and employee psychological detachment.
- 3) Does psychological distrust mediate the relationship between abusive supervision and workplace procrastination.
- 4) Does job frustration mediate the relationship between abusive supervision and employee creativity.
- 5) Does proactive personality, team forgiveness climate, and emotional intelligence moderate the relationship between abusive supervision and employee outcomes.

1.6 Structure of the Thesis

The structure of the thesis is as follows:

Chapter 1: Presents an overall introduction of the problem at hand and the motivation of the research conducted.

Chapter 2: “The Chain Reaction of Abusive Supervision: Defensive Silence, Workplace Ostracism, and Proactive Personality” presents the first empirical study of this thesis.

Chapter 3: “Understanding Workplace Procrastination: The Impact of Abusive Supervision and Psychological Distrust, and Team Forgiveness Climate” presents the second empirical study of this thesis.

Chapter 4: “From Toxic Leadership to Employees Creativity: A Moderated Mediation Model” presents the third empirical study of this thesis.

Chapter 5 presents the conclusion and discussion of the thesis.

Finally, the thesis concludes with a full list of references to acknowledge the sources cited and ensure academic credibility.

Chapter 2 - The Chain Reaction of Abusive Supervision: Defensive Silence, Workplace Ostracism, And Proactive Personality

2.1 Introduction

Pakistan's textile industry is the backbone of the country's economy, significantly contributing to the GDP and labor market (Atif et al., 2023). Moreover, Pakistan is one of the largest global textile producers, encompassing various industrial activities such as weaving, dying, finishing, and garment manufacturing (Majeed et al., 2023a). The textile industry contributes considerably to exports and accounts for a sizeable foreign exchange collection for the country. Besides its vital role, the sector faces challenges ranging from technological to labor and managerial issues affecting overall output (Jain, 2024). Specifically, the working conditions of the textile industry led to many pressure points involving leadership styles (Hall & Taylor, 2023). One such challenging leadership style is abusive leadership, underweighting the workforce's overall work motivation and psychological situation. This study addresses the challenge of abusive supervision to understand the psychological dynamics of workforce reaction to improve the industry's overall output and ensure workforce well-being.

Analyzing the consequences of abusive supervision for employees, we can see that abusive supervision adversely affects employee workplace behaviors. Some of them are knowledge hiding (Gul et al., 2021), a decrease in creativity (D. Liu et al., 2012a), decreased OCBC (Lavelle et al., 2023), and negativity in overall employee psychological well-being (Khan et al., 2021; Zhang et al., 2024). These outcomes indicate that Abusive leader behavior causes a loss of employee resources, and thus, the employees withdraw from organizational tasks and responsibilities to prevent further abuse. Consequently, employees engage in passive behaviors like restraint from reporting, avoiding confrontation, and putting organizational politeness and order before workers' interpersonal assertiveness, referred to as defensive silence by scholars (Rochana Chaturvedi et al., 2006; Wynen et al., 2020). Cheng et al. (2023) have discovered that abusive supervision also results in workplace ostracism, in which co-workers refuse to interact with the targeted employee, causing social isolation. F. Xu et al. (2020) and S. Xu et al. (2023) have analyzed when such behavior causes stress and promotes workplace deviance. Besides, Lam & Xu. (2019) study found that such aggression may ignite safety measures such as workplace ostracism and defensive silence. This scenario may consume additional resources vital for task completion. As a result, the link between abusive supervision and employee psychological detachment is uncovered in this study.

Resource-depletion work scenarios are particularly relevant for human resource managers since they negatively impact the staff's psychological well-being (Bahuguna et al., 2023). When an employee is disrespected at the supervisory level, it leaves him frustrated and demotivated, thereby reducing work motivation (Lyskova, 2019) and the psychological attachment to the job. This situation worsens when they have to rely on abusive supervisors for various things, such as direction, promotions, and career growth (Tepper et al., 2018). Managers who use verbal aggression, sarcastic comments, or other forms of setting up colleagues for social disintegration can cause drastic deviations from positive workplace interactions (Hatmaker et al., 2024). Such supervisory behaviour is still felt today as a massive threat to the successful management of human resources (N. A. Khan et al., 2020). As such, organizations must assist employees in learning how to deal with negative supervisory styles and maintain a psychological balance (Aycan et al., 2024).

The psychological imbalance may occur due to the social isolation and disengagement caused by supervisory abusiveness, known as psychological detachment (DeArmond et al., 2014). Psychological detachment is defined as the environmental push leading to the mental disconnection between the employee and work-related thoughts, concerns, and activities which are crucial for task completion (Shoukat et al., 2024). This disengagement is a cognitive process causing both mental and emotional separation (Shoukat et al., 2024). This study engages cognitive appraisal theory in studying cognitive processes. Cognitive appraisal theory provides a sound empirical structure to explore the relationship between abusive supervision and psychological detachment with the mediating roles of defensive silence and workplace ostracism. The theory believes that people's behavior in a stressful condition depends on their cognitive assessment and ability to cope with the situation (Majeed & Naseer, 2021). The theory claims that when employees find abusive supervision a potential threat and fail to handle the situation, they may adopt a coping mechanism (J. Y. Wu & Xie, 2018), such as defensive silence and workplace ostracism. The continuous withdrawal behavior of the employees might lead them to social isolation. It may trigger harsher responses in terms of counterproductive behaviors like psychological detachment, demanding further exploration to understand these relationships.

The literature also contains constructive solutions to minimize the counterproductive outcome of abusive supervision (Claes et al., 2005; Seibert et al., 1999). To align the current study with the literature, this study considered the moderating role of proactive personality

between abusive supervision, defensive silence, and workplace ostracism. An organized, proactive work personality is an individual's inclination to move to change or enhance a condition actively, Repower, and look for novelties, even in crisis (Abid et al., 2021). Therefore, the study will examine how the proactive personality will buffer abusive supervision, defensive silence, and workplace ostracism.

In summary, this research will provide a comprehensive examination of psychological detachment in the workplace by addressing the following hypotheses: (a) There is a direct and indirect relationship between abusive supervision, defensive silence, and workplace ostracism; (b) There is a direct and a mediate relationship between abusive supervision psychological detachment, and workplace ostracism; and (c) Proactive personality traits moderate the relationship between abusive supervision and defensive silence, workplace ostracism.

2.2 Literature Review and Hypothesis Development

In the last two decades, empirical research has revealed that abusive supervision is a worldwide problem for professional organizations. The statistics show that 13.6% of the American working class experiences abusive supervision (Carlson et al., 2012). At the same time, approximately 50% of the Chinese found their leadership to be hostile to them (Johnston, 2013). Considering the presence of abusive supervision, the social scientists have devoted rigorous scholarly efforts to explore the mechanism of abusive supervision on individual employees and the collective psychological state of organization (Lim et al., 2021), employee commitment (I. A. Wang et al., 2022), organizational turnover (Moin et al., 2022), project performance (Lyubykh et al., 2022), knowledge hiding (Offergelt & Venz, 2023), supervisor-rated job performance (Lyubykh et al., 2022), workplace procrastination (H. Jian et al., 2024), employee overall wellbeing (Shih et al., 2023), creativity (Y. Cai et al., 2024), and interpersonal distance (Yao et al., 2023).

However, the research efforts in the context of abusive supervision on psychological detachment are sparse and provide inconsistent findings (DeArmond et al., 2014; Shoukat et al., 2024; Sonnentag & Fritz, 2015). Whereas scholars (Sonnentag & Fritz, 2015) found the direct impact of abusive supervision on psychological detachment (Jin, 2023). Thompson et al. (2023) claimed these relationships are inverted and u-shaped. According to Shih et al. (2023)), these inconsistent findings provide an opportunity for further exploration of the connection between abusive supervision and psychological detachment. Some underlying mechanisms

remain unexplored through which abusive supervision influences the employee's psychological detachment. Therefore, it is critical to investigate further how abusive supervision leads to psychological detachment. The current exploration calls for further research by applying cognitive appraisal theory to estimate the contribution of abusive supervision in the formation of psychological detachment. The study will assess the direct and indirect impact of abusive supervision. Cognitive appraisal theory is best known for its ability to describe the environmental effect on behavior from a cognitive perspective (Lazarus, 1966b). Abusive supervision throws employees into distress, negative thoughts, and feelings of distrust (Carlson et al., 2012). Such a situation puts individuals into self-deprecation, low job performance, and low self-worth. Inevitably, this will undermine their ability to maintain a psychological balance (Johnston, 2013). Consequently, the situation might invoke defensive silence behavior and workplace ostracism. These are the cognitive constructs that will take place as psychological, cognitive states developed by the individual's evaluation of the workplace. These factors might further reduce information communication and job feedback, leading to a greater lack of job-related opportunities and attainment of job satisfaction. This makes the situation challenging for the employees to build and maintain a balanced state, causing psychological detachment between the employees and the organization (Lim et al., 2021). In short, a comprehensive explanation of the antecedents of abusive behavior should be considered psychological detachment: (a) how abusive supervision causes defensive silence, (b) how abusive supervision causes workplace ostracism.

2.2.1 Abusive supervision and psychological detachment

Psychological detachment is vital to refill the mental resources and counter emotional exhaustion (Lyndon et al., 2023). Undue situations like abusive supervision in the workplace may reduce the ability to detach one from workplace-induced mental stress psychologically. (Qi & Ramayah, 2022) found that abusive leadership mechanism leads to a diversified set of cognitive outcomes like defensive silence and workplace ostracism (Ferris et al., 2008), influencing detachment abilities. People with more extraordinary ability to detach themselves from work reported greater psychological well-being in comparison to individuals who remain cognitively engaged during downtime (Gaudiino & Di Stefano, 2023; Hayat et al., 2025; Selem & Shoukat, 2024; Zeng et al., 2023). Moreover, stressful workplace situations encourage defensive mechanisms like defensive silence and workplace ostracism. Indeed, (Lyubykh et al., 2022) found that abusive supervision may have a direct influence on the psychological state of

employees. However, it is unclear if the same applies to the reduced psychological ability to detach from workplace stress. Further, we found limited literature discussing the bond between abusive supervision and psychological detachment (Thompson et al., 2023). A recent study on psychological detachment suggested that additional research is needed to fully understand the effect of adverse environmental factors (Yulita et al., 2022). Therefore, the current study proposes that:

H1: Abusive supervision makes a negative contribution to psychological detachment

2.2.2 Abusive supervision, defensive silence, and psychological detachment

This study considered the mediating role of defensive silence behavior in between abusive supervision and psychological detachment. As per the theory of cognitive appraisal, environmental stressors like abusive supervision lead to multiple psychological outcomes that are counter-productive (Majeed & Naseer, 2021). In the current context, we predict a positive relationship between abusive supervision and employee defensive behavior in collective societies like Pakistan with greater power-distant. In such societies, when employees counter resource-depletion situation like abusive supervision, influencing their overall professional and personal well-being (Yulita et al., 2022), this leads to a more extraordinary volunteer avoidance mechanism (Qi & Ramayah, 2022). Employees are self-motivated to remain silent in front of resourceful, abusive leadership to safeguard the current status quo, maintain existing resources, and avoid organizational disruption (Wynen et al., 2020). Employees who do not have abusive supervisors have better confidence and are more empowered in their decision-making process, with less fear of supervisor suppression and less desire for a defensive sense (Jahanzeb & Fatima, 2018a). The literature provides evidence about the positive relationship between abusive supervision and defensive silence in the Philippines and Chinese context ((Guo et al., 2018a; Jahanzeb & Fatima, 2018a; B. Khalid et al., 2020). So, the study proposes that:

H2a: Abusive supervision makes a positive contribution to defensive silence

The existence of this positive relationship between abusive supervision and defensive silence is not limited to the collectivistic culture (Jahanzeb & Fatima, 2018a). Further, this leads to consequent outcomes in terms of influencing employees' ability to detach psychologically, negatively reducing stress-coping abilities (Jahanzeb et al., 2018). if the teammates consider rude treatment disrespectful in daily routine, they might lose their ability to psychologically detach their professional life stress from family and social life (Dedahanov

et al., 2016; Fivush, 2010; J. K. Kim et al., 2020). employees might perceive verbal abuse by leadership as a reflection of carelessness for employees' psychological stability (Ellen et al., 2019), promoting self-defensive mechanism A. The current study framework predicts that a positive relationship between abusive supervision and defensive silence exists that influences psychological detachment. Abusive supervisors form a positive belief about the employees who remain silent to their aggression (Dedahanov et al., 2016; Fivush, 2010), especially in high power-distant cultures due to collective norms like respect and harmony for organizational leadership (M. Z. Tahir et al., 2024). This situation where individuals do not complain about their problems and handle them leads to psychological disruptions (Guo et al., 2018b). The literature has a similar mediating role of defensive silence regarding interpersonal deviance (Jahanzeb & Fatima, 2018), knowledge hoarding (B. Khalid et al., 2020), and employee creativity (Guo et al., 2018), generating adverse psychological outcomes. To expand the existing literature, this study proposes that defensive silence due to abusive supervision might negatively influence the psychological detachment ability of the employees, which enhances the risk of more significant employee stress and other adverse outcomes. So, the study proposes the following two hypotheses:

H2b: defensive silence makes negative contribution to the psychological detachment.

H2c: Defensive silence mediates the relationship between Abusive Supervision and Psychological Detachment

2.2.3 Abusive supervision, workplace ostracism, and psychological detachment

Abusive behavior is termed as interpersonal conflict that does not involve physical violence (Tepper et al., 2006b), which leads to psychological responses consequent to the work environment. Unfortunately, abusive supervision says undesired words or shows aggressive facial expressions toward employees at work (Lutgen-Sandvik & Tracy, 2011). Consequently, influencing job motivation, self-confidence, and self-esteem leads to more significant frustration and helplessness. Such scenarios lead to lower self-appraisal, and employees face social and psychological dilemmas (Salmivalli, 2001). The cognitive appraisal theory claims that negative evaluation will decrease psychological security and lead to negative behavior (Majeed & Naseer, 2021). As the employees experience adverse events, these threatening situations will lead to negative internal thought processes (Smith & McElwee, 2011). These continuous experiences may weaken intrinsic motivation and employee willingness to

contribute, and they may try to revisit their behaviors and avoid undesirable situations. Employees who experience abusive supervision fear facing others if insulted in front of colleagues (Afsar & Umrani, 2020). The malicious treatment weakens the emotional bond between the employee and the organization. Employees experiencing cognition sensitiveness will generate workplace ostracism (De Clercq et al., 2019). Workplace ostracism includes silent treatment, neglect, avoidance of social contact (Moin et al., 2022).

H3a: Abusive supervision makes a positive contribution to workplace ostracism

The existing body of literature provides evidence that abusive leadership weakens the internal mindset of the employees (Tepper, 2017). Especially when leadership hurts employees' feelings in front of their colleagues (Lyubykh et al., 2022a), this leads to more incredible internal disbelief (Y. Cai et al., 2024), such as workplace ostracism. Workplace ostracism includes silent treatment, neglect, and avoidance of social contact (Moin et al., 2022). Workplace ostracism is a special type of ostracism. It is the situation when individuals feel they are not cared for, respected, or rejected by others in the workplace (Jahanzeb & Fatima, 2018). This can be the outcome of emotional abuse often caused by abusive supervisors (Gul et al., 2021). The teammates suffering from workplace ostracism frequently report low self-determination and self-esteem and experience negative thoughts (Carlson et al., 2012). Abusive supervision causes feelings of loss and distraction due to emotional imbalance caused by organizational carelessness (Anjum et al., 2019). Such a situation reduces job enthusiasm and alters attitude toward the organization, leading to a delayed psychological response. These events influence psychological strengths such as psychological detachment (Shoukat et al., 2024). So, the study proposes the path and mediating role of workplace ostracism as follows:

H3b: Workplace ostracism makes negative contribution to psychological detachment

H3c: Workplace Ostracism mediates the relationship between Abusive Supervision and Psychological Detachment

2.2.4 The moderating role of employee proactive personality

Proactive personalities are an individual personal trait that refers to their ability to act to influence the environment, representing their stable mindset (Bateman & Crant, 1993). Previous studies have validated the role of proactive personalities in countering harmful environmental factors (Claes et al., 2005). Proactive personalities have the strength to react to internal or external motivators in the workplace (Bateman & Crant, 1993). Employees with a

proactive mindset take preemptive initiatives to counter negative workplace factors (Gao et al., 2018). Proactive individuals continuously monitor the situation, identify the problem, look for the solution, and try to alter the environment accordingly (Seibert et al., 1999). Such personalities take charge and offer suggestions that provide opportunities or help improve the situation (Fuller et al., 2006). Considering these arguments, we propose that proactive personalities can reduce the impact of abusive leadership on defensive silence and workplace ostracism. In the workplace, individuals with proactive personality characteristics are internally motivated and are not very sensitive to external conditions. This suggests that proactive personalities facing abusive leadership may not opt for defensive silence and workplace ostracism. Instead, they will take countermeasures to improve the situation (Bateman & Crant, 1993). In addition, existing studies on proactive personalities demonstrate the concept of moderating abilities (Hua et al., 2019; X. Li et al., 2022). Li et al. (2022) found that a proactive personality weakens the strong bond between a teacher's job burnout and turnover intention. This study proposes that proactive personalities may weaken the proposed impact of abusive supervision on defensive silence and workplace ostracism. So, the study proposes two moderating hypotheses:

H4a: Employee Proactive Personality moderates the relationship between Abusive Supervision and Defensive Silence Behavior.

H4b: Employee Proactive Personality moderates the relationship between Abusive Supervision and Workplace Ostracism.

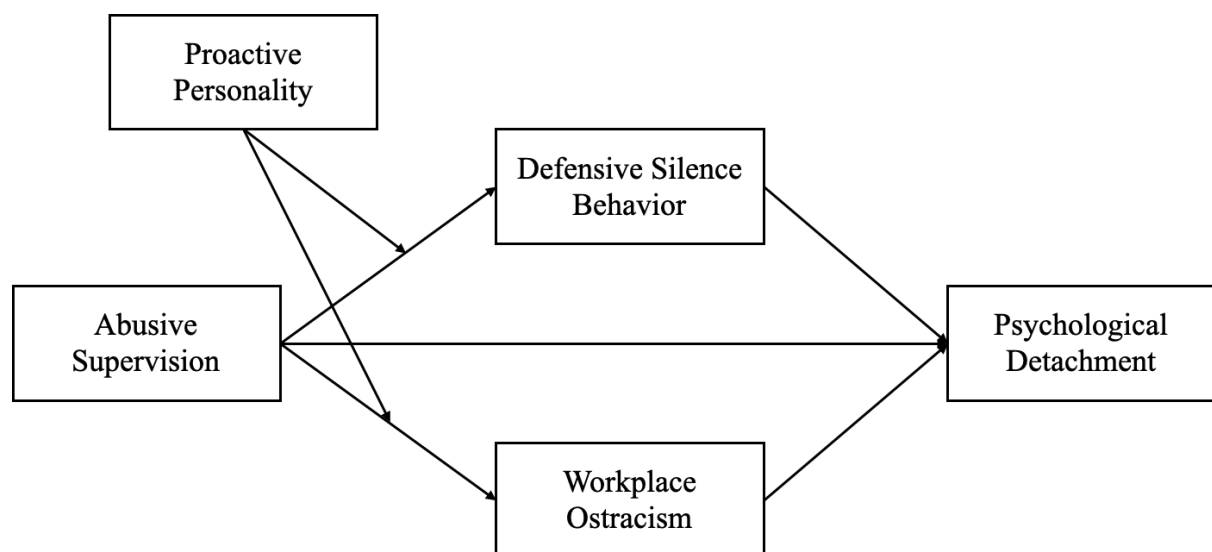


Figure 2.1 The Theoretical Model of Study

2.3 Methodology

2.3.1 Participants and procedures

The study collected the data in three waves through a survey of 364 respondents working in the textile sector of Pakistan. The participants belong to the textile cities of Karachi, Lahore and Faisalabad. The data is collected from different departments such as the quality control section, production, product design section, product testing center, etc. All the respondents were working under the direct supervision of managers/supervisors. We asked the human resource (HR) managers to help randomly select survey participants to participate in the paper-based questionnaire survey. All the participants of the study were voluntary. The volunteers were assured the confidentiality and purpose of the survey. The questionnaire was accompanied by a return envelope, and participants were requested to fill and return the questionnaire in a sealed envelope to the survey team. The data was collected in three waves with an interval of two weeks to reduce the chances of common method bias (Podsakoff & MacKenzie, 2003).

In T1, the first wave of the questionnaire contained the items belonging to the IV (independent variable) abusive supervision and the moderating variable proactive personality along with demographic items (i.e., age, income, education, gender, and tenure). A total of 450 questionnaires were distributed during working hours. The survey team received 428 questionnaires in return, with a response rate of 95.11%. In T2, the second-wave participants of the first wave were requested to complete the survey representing the items for mediating variables (defensive silence and workplace ostracism). We received 398 questionnaires in return, with a response rate of approximately 93%. T3, the third and last wave, the authors distributed the questionnaire items belonging to the DV (dependent variable) psychological detachment. All respondents who took part in T2 were requested to participate in the final survey wave. A total of 364 complete questionnaires were returned to the survey team with a response rate of 91.45%. Finally, 364 valid responses were considered for further estimations. The respondent's demographic data shows that most respondents were male (67%), as Pakistan is a male-dominated society (Ali et al., 2022). Further, 33% of respondents were between 28-32 years old.

Regarding respondents' education, 39.83% were university graduates, and 24% completed post-graduate studies. The majority of respondents have served their organization for three or more years. Table 1 presents the demographic details of the study.

Later, the study questionnaire was shared with 15 researchers with experience in valid empirical research studies. The purpose was to enhance the study's credibility and ensure the validity of the scale. Based on their recommendation, minor adjustments were made to the statements and questionnaire order. Later, the complete questionnaire was preliminary shared with 30 respondents to check the smooth running of the process. After satisfactory statistical results of the test run, a complete questionnaire was shared with the respondents.

Table 2.1 Demographic Profile of the Study

Variable	Classification	Frequency	(%)
Gender	Male	244	67%
	Female	120	33%
Age	18-22	20	5.5%
	23-27	110	30.21%
	28-32	120	33%
	33-37	50	13.73%
	38 and more	64	17.58%
Highest Education Level	High School	37	10.16%
	College	73	18.69%
	Graduate	145	39.83%
	Postgraduate/PhD	87	24%
	Technical	22	06.04%
Tenure	1 year	66	18.13%
	2 years	64	17.58%
	3 years	109	29.94%
	4 years	110	30.18%
	5 years	15	04.12%
Total		364	100%

2.3.2 Measurements

The instruments were established from the existing body of the literature. The reason for this was to ensure the credibility and validity of the scale items. To measure the respondent response, we used a Likert 7-point scale that ranges from 1 to 7. With "1" strongly disagree and "7" strongly agree. Items for abusive supervision were adapted from the study (Tepper, 2017). Further, the scale items for mediating variables defensive silence and workplace ostracism were adapted from the studies of Van Dyne et al. (2003) and Ferris et al. (2008), respectively. Moreover, the scale items for psychological detachment were adapted from the study of (Shoukat et al., 2024). Lastly, the scale items of moderating variable proactive personality were

adapted from the study of (DeArmond et al., 2014). Table 2 presents the detailed scale items considered for this study.

Table 2.2 Scale Items, Cronbach Alpha, AVE and CR Output

Constructs	Statement	Items	α	Loadings	AVE	CR
Abusive Behavior	My boss ridicules me in front of others	AB1	0.761	0.883	0.573	0.748
	My boss critiques me in front of others	AB2		0.710		
	My boss tells me my thoughts and feelings are stupid	AB3		0.735		
	My boss says I am useless	AB4		0.783		
	My boss negative remarks about me in front of others	AB5		0.606		
Workplace Ostracism	Others ignored you at work	WO1	0.876	0.638	0.505	0.901
	Others left the area when you entered	WO2		0.634		
	Your greetings have gone unanswered at work	WO3		0.609		
	You involuntarily sat alone in a crowded lunchroom at work	WO4		0.784		
	Others avoided you at work.	WO5		0.674		
	You noticed others would not look at you at work	WO6		0.686		
	Others at work shut you out of the conversation	WO7		0.821		
	Others refused to talk to you at work.	WO8		0.751		
	Others at work treated you as if you weren't there.	WO9		0.768		
	Others at work stopped talking to you. (removed)	WO10		0.591		
Defensive Silence	This employee does not speak up and suggest ideas for change, based on fear	DS1	0.831	0.813	0.597	0.881
	This employee withholds relevant information due to fear.	DS2		0.735		
	This employee omits pertinent facts in order to protect him/her self.	DS3		0.755		
	This employee avoids expressing ideas for improvements, due to self-protection	DS4		0.814		
	This employee withholds his/her solutions to problems because he/she is motivated by fear	DS5		0.742		
Proactive Personality	I am constantly on the lookout for new ways to improve my life	PR1	0.880	0.681	0.585	0.903
	Wherever I have been, I have been a powerful force for constructive change	PR2		0.616		
	Nothing is more exciting than seeing my ideas turn into reality	PR3		0.627		
	If I see something I don't like, I fix it	PR4		0.627		
	No matter what the odds, if I believe in something I will make it happen	PR5		0.611		
	I love being a champion for my ideas, even against others' opposition	PR6		0.708		
	I excel at identifying opportunities	PR7		0.754		
	I am always looking for better ways to do things	PR8		0.708		
	If I believe in an idea, no obstacle will prevent me from making it happen	PR9		0.790		

	I can spot a good opportunity long before others can	PR10		0.810		
Psychological Detachment	As soon as I get up, I start thinking about work problems.	PD1	0.818	0.786	0.525	0.869
	I can easily relax and "switch off" work when I get home.	PD2		0.782		
	People close to me say I sacrifice too much for my job.	PD3		0.650		
	Work rarely lets me go; it is still on my mind when I go to bed.	PD4		0.668		
	If I postpone something I was supposed to do today, I will have trouble sleeping at night.	PD5		0.739		
	I get easily overwhelmed by time pressures at work.	PD6		0.713		

2.4 Results

The current study uses SmartPLS 4.0 to conduct the statistical analysis. The study used the PLS-SEM technique (partial least square-structural equation modeling), better known as a two-step procedure. First is the measurement, and second is the structural model. The PLS-SEM is best known for its ability to analyze complex structures that consist of multiple variables and relationships in terms of moderation and mediation (Chin & Newsted, 1999; Sarstedt et al., 2014). Before data analysis, the data was screened to ensure the accuracy of responses and outlier detections. This was done through the procedure suggested by the (Tabachnick & Fidell, 2007). Common method variance was determined to ensure the nonexistence of data bias, and the results assured data is clear for further processing.

Table 2.3 R^2 , R^2 Adjusted and Q^2 Values

Items	R^2	R^2 Adjusted	Q^2
Workplace Ostracism (WO)	0.706	0.788	0.322
Defensive Silence (DS)	0.663	0.712	0.433
Psychological Detachment (PD)	0.887	0.821	0.453

2.4.1 Common method variance

Calculation of CMV is crucial when data for independent and dependent variables is collected through the survey-based questionnaire in a similar time period and method. To control the CMV this study has adopted the procedures established by (MacKenzie & Podsakoff, 2012). The survey includes a cover letter explaining the key perspective of the survey and also communicating the purpose and privacy of the information being provided. Further, the study conducts some basic but sophisticated statistical tests to check the CMV. The first such test is the correlation given in Table 2; all values are below 0.9 (Bagozzi et al., 1991), ensuring this data set is free of CMV. The second procedure performed in the study is the full

collinearity test (Kock, 2015). All the VIF (variance inflation factor) indicators were found to be less than 3.3. Thus, this counter-verifies the earlier results of the non-existence of CMV.

Table 2.4 The Fornell-Larcker Criterion

AB	Mean	Std	DS	PD	PR	WO
DS	2.56	1.39	0.786			
PD	2.11	1.60	0.778	0.774		
PR	3.95	1.91	0.859	0.744	0.769	
WO	3.09	1.48	0.752	0.702	0.739	0.711

2.4.2 Measurement model

The measurement model estimation is the first step of the PLS-SEM two-step procedure. All the measurements meet the guidelines developed by Hair et al., (2017). The tests conducted were internal consistency reliability, convergent validity, and discriminant validity. In Table 2, the composite reliability and Cronbach's alpha values are above 0.7, depicting the higher-end values meeting the criterion for internal consistency. To ensure convergent validity, the study did the factor loading and average variance extracted (AVE) tests. All the factor loadings were above 0.6, and all AVE values were above 0.5. HTMT (Heterotrait–Monotrait ratio) and Fornell-Larcker test observed to ensure the discriminant validity. As shown in Table 4, all the square roots of AVE were greater than the correlation values. That means the study meets the Fornell-Larcker criterion. Furthermore, Table 5 presents the HTMT results, and none of the values is greater than 0.85, as per Henseler & Ringle, (2015). The results show that the study meets the HTMT criterion, and there is no issue of discriminant validity.

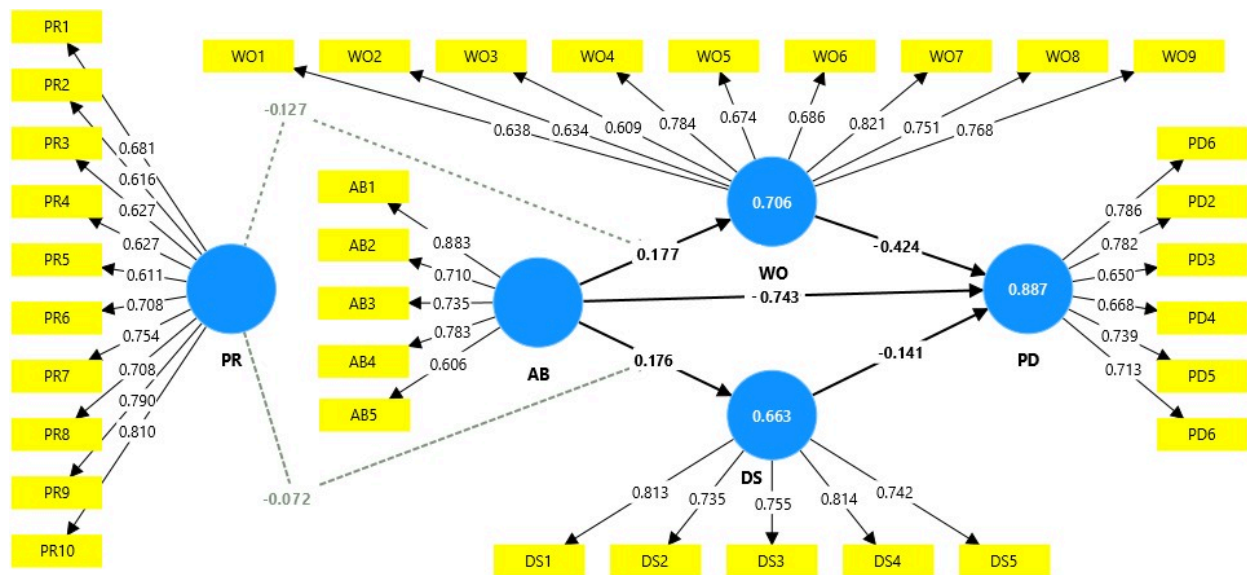


Figure 2.2 The Path Analysis and Measurement Model Outcome

2.4.3 Structural model

To evaluate the structural model, the study considered multiple procedures such as path analysis, effect size (f^2), coefficient of determination (R^2), and predictive relevance (Q^2). The path coefficient results are given in Table 6. To estimate the model fit, first study measured the SRMR (Standardized Root Mean Square Residual) to measure the difference between actual and expected correlations. Second, the study used the NFI (Normed Fit Index). All the SRMR values were lesser than the maximum criterion of 0.8, and all NFI values were above 0.8 (Henseler et al., 2016). To estimate the t-values, this study used a bootstrapping resample of 5000. The results show that all hypotheses were supported. Such abusive supervision makes a significant but negative contribution to psychological detachment ($\beta = -0.743$, $t = 1.99$, $p < 0.05$). So, H1 is supported. Further, abusive supervision makes a positive contribution to the defensive silents ($\beta = 0.176$, $t = 2.33$, $p < 0.05$). So, H2a is also supported. H2b, defensive silents make a negative but significant contribution to the psychological detachment ($\beta = -0.141$, $t = 2.01$, $p < 0.05$). So, H2b is also supported.

Table 2.5 HTMT Criteria for Discriminant Validity

Construct	AB	DS	PD	WO
AB				
DS	0.686			
PD	0.553	0.453		
PR	0.486	0.776	0.554	
WO	0.433	0.333	0.442	0.279

Whereas H3a represents the path between abusive supervision and workplace ostracism, the results show the existence of a significant relationship ($\beta=0.177$, $t=2.00$, $p<0.05$). H3b, workplace ostracism to psychological detachment is having a negative but significant relationship ($\beta=-0.424$, $t=1.78$, $p<0.05$). So, H3a and H3b are also supported.

Table 2.6 Path Analysis and Moderation Output

Hyp.	Statement	Direct effect (β)	SE	t-statistic	Result
H1.	Abusive supervision makes negative contribution to the psychological detachment	- 0.743	0.210	1.99	Supported
H2a.	Abusive supervision makes positive contribution to defensive Silence	0.176	0.233	2.33	Supported
H2b.	defensive silence makes negative contribution to the psychological detachment	-0.141	0.249	2.01	Supported
H3a.	abusive supervision makes positive contribution to the workplace ostracism	0.177	0.222	2.00	Supported
H3b.	workplace ostracism makes negative contribution to the psychological detachment	-0.424	0.267	1.78	Supported
H4a.	Employee Proactive Personality moderates the relationship between Abusive Supervision and Defensive Silence Behavior.	-0.072	0.288	1.89	Supported
H4b.	Employee Proactive Personality moderates the relationship between Abusive Supervision and Workplace Ostracism.	-0.127	0.278	2.26	Supported
Note(s): *refers to the interaction between two variables. $p < 0.01$ (t-value>2.33); $p < 0.05$ (t-value>1.65)					

The moderating relationship of proactive personality between abusive supervision, workplace ostracism, and defensive silence was measured through the interaction term. The results depict that proactive personality moderates the relationships H4a and H4b while weakening the existing positive relationship between abusive supervision, defensive silence ($\beta=-0.072$, $t=1.89$, $p<0.05$), and workplace ostracism ($\beta=-0.127$, $t=2.26$, $p<0.05$).

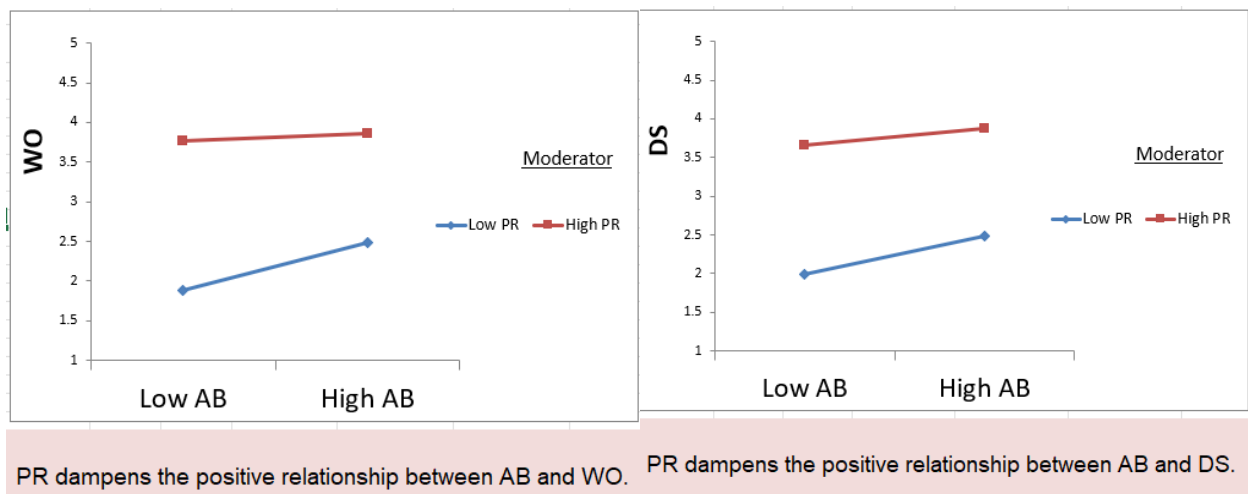


Figure 2.3 & 2.4 Mod Graph

The path analysis results are given in Table 6, and the moderation graphical output is given in Figure 3 and 4.

Table 3 also depicts the R² value of defensive silence, workplace ostracism, and psychological detachment. The R² value of defensive silence is 0.633, indicating a change of about 53% variance. Further, the R² value of workplace ostracism is 0.706, and of psychological detachment is 0.887, which indicates a total change of 70% and 88% variance.

Table 2.7 Mediation Results

Hyp.	Indirect Effect	t-value	p-value	T-Statistics	Result
H2c, AB→WO→PD	-0.108	2.46	0.001	6.822	Partial Mediation
H3c, AB→DS→PD	-0.119	2.49	0.001	4.597	Partial Mediation
AB→PD	-0.743	1.99	0.05	2.220	

Finally, Table 7 presents the indirect effect of abusive supervision on psychological detachment through defensive silence and workplace ostracism. The indirect effect of abusive supervision through workplace ostracism to psychological detachment ($\beta = -0.108$, $t = 6.82$, $p < 0.001$). Similar results were observed for the indirect relationship of abusive supervision on psychological detachment through the defensive silence ($\beta = 0.119$, $t = 4.59$, $p < 0.001$). So, H2c and H3c are also supported.

2.5 Discussion and Conclusion

2.5.1 Discussion of key findings

Discussion based on the cognitive appraisal theory, this study investigates the factors that influence the psychological detachment of the employees directly influence the abusive supervision and in an indirect manner through defensive silence and workplace ostracism. Study results show that abusive supervision has a different influence on stable psychological detachment, which might influence the work-life balance and lead to greater psychological consequences (Ferris et al., 2008). The current abusive supervision and psychological results are in line indirectly with the previous findings (Tepper, 2017). Further, the study reveals a direct, significant and positive relationship of the abusive supervision with defensive silence, and these findings support the existing body of literature (Qi & Ramayah, 2022). Further, abusive supervision also has a significant positive contribution to workplace ostracism, which is the psychological and physical torture of employees (Wynen et al., 2020). The current findings support the previous findings of (Connolly & Zeelenberg, 2002). Moreover, defensive

silence and workplace ostracism make a significant and negative contribution to psychological detachment. Thus, this influences the psychological stability necessary to maintain a work-life balance.

Whereas the current study enhances the psychological detachment literature by discussing the mediating role of defensive silence and workplace ostracism. The study results show that both partially mediate the relationship between abusive supervision and psychological detachment. Moreover, the moderation results study establishes the role of a proactive personality between abusive supervision, defensive silence, and workplace ostracism. The proactive personality weakens the existence of a strong bond between these three variables. The current study's findings indirectly support the proactive personalities finding in study of (Qi & Ramayah, 2022).

2.5.2 Theoretical and practical implications

Like all empirical studies, this study also has some critical and valid theoretical and practical implications for the literature and practitioners.

Theoretical implications

This study makes some vital theoretical implications by extending the literature on abusive supervision, psychological detachment, defensive silence, workplace ostracism, and proactive personalities. The dark side of psychological detachment is completely ignored in the literature. Mostly, the concept is discussed with the positive contributing variables, ignoring the negatively influencing variables. This study has incorporated the variables that might disturb this important psychological mind state. This will open a window of opportunity for future research studies to consider the factors that may disturb the psychological detachment influencing the overall well-being of the workforce (Dhir et al., 2018).

Second, the study makes a significant contribution to the cognitive appraisal theory literature. The study incorporates the robust model to study the abusive supervision role in the development of psychological detachment, along with the incorporation of the mediating and moderating variables. The results show that abusive supervision, directly or indirectly, makes a significant contribution to psychological detachment.

Third, the findings of the current study provided theoretical support for relationships that discuss the mediating role of workplace ostracism and defensive silence. The results show that defensive silence and workplace ostracism partially mediate the relationship between

abusive supervision and psychological detachment. These studies support the recent findings regarding the mediating role played by defensive silence and workplace ostracism (Ferris et al., 2008; Jahanzeb & Fatima, 2018). These findings show that abusive supervision can lead to multiple behavioral consequences, leading to lower job psychological detachment.

Fourth, the study establishes the moderating role of proactive personalities in between abusive supervision, defensive silence, and workplace ostracism. The study results show that a proactive personality can reduce the impact of abusive supervision on the internal state of mind in terms of defensive silence and workplace ostracism. This mechanism of proactive personality plays a vital role in employees' overall well-being (Karst & Nepal, 2021). Individuals with proactive personalities can tackle abusive supervisory situations calmly, find ways to alter the situation and take control of the working environment (Dhir et al., 2018).

Lastly, the main contribution of this study is the establishment of a robust model to study the mediation and moderation role of different variables, designating this study as the first to discuss this key relationship. The study considered two critical mediating variables, defensive silence, and workplace ostracism, which were enacted from the literature. Further, proactive personalities play a critical role in controlling the impact of abusive supervision on mediating variables, just providing an opportunity to reduce the harshness of impact on the employees.

Practical implications

The findings of this led to some noteworthy managerial suggestions. First, organizations normally focus on variables that make a positive contribution to psychological detachment and ignore the negative influencers. Thus, enhancing the chance of surprises. To this end, organizations must investigate the factors that negatively influence psychological detachment, which is an important pillar of work-life balance.

Second, the current study validated the important role of proactive personalities, which can reduce the negative impact of abusive supervision on employees. Employees with proactive personalities can alter the situation in their favor and make out new ways to complete the task while adopting the lead roles themselves. In summary, organizations should invest in the recruitment and retaining process and maintain an employees' group that can easily adopt to the situation while staying focused on the actual goal.

Third, abusive behaviors on the workplace should not be tolerated. Managers must focus on continuous training of leading positions along with empowering and developing the

mechanism through which managers can gain insight from the workforce about their leaders and supervisors. This will help in keep the managers aware of recent trends and provide a sense of security to the workforce.

2.5.3 Study limitations and future direction

Despite the significant theoretical and practical contribution of the study, the current study has certain limitations. First, the method used for investigation is not suitable for inferring causality in the hypothesized relationships. This means that we cannot ascertain whether the reduced psychological detachment is attributable to abusive supervision, defensive silence, and workplace ostracism, as there could be other factors that may reduce the psychological detachment abilities of employees. i.e. Demangeot & Broderick, (2010) found that the personal attributes of the employees play a significant role in influencing the psychological detachment of the employees. Therefore, future studies can consider other factors to investigate the influence of the outcome on psychological detachment.

The second limitation is that causality can be ascertained through field-experimental and longitudinal research designs. As per the literature, longitudinal studies are much more capable of explaining the psychological processes in comparison to the cross-sectional approach. The current study is based on a cross-sectional approach, making data bias risk higher. Although this study does not have bias issues, the cross-sectional approach could compromise the findings of the study.

Third, the current study has collected the data from current employees of the organizations. The unit of analysis is the individual employees. The authors recommend that future studies should consider team-level data rather than an individualistic perspective that will provide further insight into the abusive supervision ability to reduce psychological detachment abilities.

Fourth, the study data is gathered from the Pakistani organizations of the textile sector, limiting the generalizability of study findings to a single sector and culture set. The third world countries like Pakistan have a collectivistic culture that involves a higher level of submission to authority. The future studies may consider cross cultural data with techniques like multi-group analysis to carry out comparative analysis to validate the findings of the current study. Finally, this study data is gathered in three waves (T1, T2, T3) to avoid the issue of common

method bias (P. M. Podsakoff et al., 2011). However, future studies may obtain the data from multiple sources to avoid any chance of common method bias.

2.5.4 Conclusion

Our research has shown that psychological detachment is undermined by the direct and indirect relationships of abusive supervision. Whereas the byproducts of abusive supervision, such as defensive silence and workplace ostracism relationship, can be weakened with the help of proactive personalities. Overall, the data from Pakistan's textile sector lends support to the current study's robust model. The findings of the current study have expanded existing literature on psychological detachment, an important factor of work-life balance, and offer practical recommendations to avoid situations that lead to a weaker psychological state. Moreover, it is recognized that the findings of this study will encourage future researchers to consider novel mechanisms that may influence the psychological detachment abilities of employees.

Chapter 3 - Understanding Workplace Procrastination: The Impact of Abusive Supervision, Psychological Distrust, and Team Forgiveness Climate

3.1 Introduction

The health sector of Pakistan is facing challenges from multiple fronts like ever increasing patient load, resources constraints, and workplace social, moral and economic issues (Asim et al., 2024). Nursing as profession, is the backbone of healthcare services delivery system, suffering from workload pressure, and leadership challenges (Z. Tahir et al., 2022). The recent literature shows that issues regarding workplace, toxic supervision and management are becoming prime concern of nursing workforce (Aliza et al., 2022; O. F. Malik et al., 2022).

Abusive supervision has become a serious concern for country healthcare institutions, especially for nursing staff serving both public and private sector hospitals (O. F. Malik et al., 2022). Recent survey across the health sector in country, show that at least 40% of the nursing staff experiences abusive supervision, a rate higher than usual (Maqbool et al., 2024). The situation is drastic in a culture set already experiencing power distance and hierarchical problems at workplace environment (Khan et al., 2020). Whereas abusive supervision is a counterproductive phenomenon with multiple behavioral outcomes, such as employee silence (W. R. Lee et al., 2022a), knowledge hiding (Anand et al., 2024), deviance behavior (Y. Kim et al., 2023), and depression (Singh et al., 2024). Workplace procrastination is a global concern, particularly in the healthcare sector, where it significantly impacts local healthcare systems that are already underperforming due to resource constraints (Khan et al., 2020). Recent study of Brando-Garrido et al., (2020), found that healthcare nursing staff may turn to procrastination as defensive shield to encounter workplace experience. This whole mechanism of procrastination at workplace remains a mystery due to inadequate research.

Workplace behavior of supervisors plays critical role in workforce time management and efficiency that plays a significant role in organizational success. Abusive supervision and procrastination at the workplace are common but yet are the prime concerns of industry influencing their productivity, motivation, creativity and overall well-being (Majeed et al., 2023). The concept of abusive supervision and its psychological impacts are discussed widely but in term of psychological trust and workplace procrastination is unexplored (Kubra, 2023a). The current article enacted from literature, considers the abusive supervision a contributor to psychological downturn in terms of trust that may lead to greater workplace procrastination

(Q. Wang et al., 2022). The situation becomes more complex and necessitates further investigation, particularly with regard to the moderating role of the team's forgiveness climate. In a workplace environment, colleagues often overlook interpersonal aggression in an effort to maintain a conducive and harmonious organizational atmosphere. (Brady et al., 2023). Team forgiveness climate may alter the course of relationship between the abusive supervision and workplace procrastination. The literature provides ample evidence about direct relationship between abusive supervision and detrimental workplace outcomes (Bhattacharjee & Sarkar, 2022; Fischer et al., 2021); however, significant gaps persist in understanding the psychological mechanisms that underpin this connection, particularly the mediating role of psychological distrust, which remains unexplored.

Further, the stimulus-organism-response (SOR) framework will provide the theoretical support for the study. The abusive supervision (S) leads to the psychological distrust (O) that generates withdrawal behavior such as workplace procrastination (R). The existing body of literature provide several studies discussing detrimental outcomes of abusive supervision (Hall & Taylor, 2023; Kubra, 2023; Majeed et al., 2023a; Wang et al., 2022; Zhang et al., 2022), with restrict number of studies exploring workplace procrastination as passive resistance. This points out considerable gap in literature and procrastination may act as indirect response to abusive style of supervision. Furthermore, the mediating role of psychological distrust is partially studied in the study of Brando-Garrido et al., (2020) in term of deviance, but not in context of procrastination. Trust as a construct is the corner stone of leadership role (Islam et al., 2024), and destruction of this believe might lead to defensive mechanism. Nevertheless, the narration of psychological distrust requires further theoretical and empirical investigation.

Moreover, the prior studies have explored the individualistic moderates in context of the abusive supervision (Fischer et al., 2021), leaving behind considerable gap for team-level behavior construct such as the team forgiveness climate. The mitigating ability of the team forgiveness climate which may dilute the impact of abusive supervision on psychological distrust, representing a significant opportunity to contribute to the literature by offering moderating role of team-level construct. Regarding the disclosure of the relationship between abusive supervision and workplace procrastination, this study proposes a moderated mediation mechanism that addresses the probable mediating role of psychological distrust and the moderating influence of team forgiveness climate (see Figure 1).

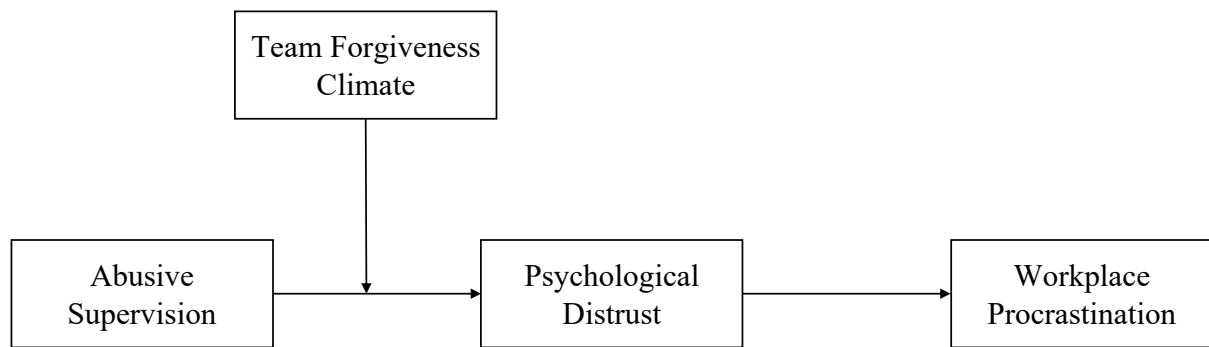


Figure 3.1 The Theoretical Model

3.2 Literature Review and Hypothesis Development

3.2.1 SOR framework

The SOR framework provides comprehensive model as environmental stimuli (S), internal mindset (O), and Behavioral Response (R) (Russell & Mehrabian, 1974). In context of behavioral study, SOR framework provides a structured approach to estimate the role of environmental factor (S) influencing the internal mind set (O), leading to consequent behavioral response (R). Prior literature has used the framework to investigate detrimental effects of leadership. The study (Tepper et al., 2009) found that the continuous use of verbal and non-verbal hostility excluding the physical abuse activates the defensive mechanism. The SOR framework is considered advantageous in term of clarity, mediation models, and theoretical integration. In current situation, the framework explains the role of abusive supervision (S) suppress psychological distrust (O), leading to consequent workplace procrastination (R). This structured approach to unbox the supervisor aggression and its allied outcomes. The role of organism highlights the importance of individual thinking and the way employees activate the defensive mechanism to protect their psychological mindset.

Underpinning Abusive Supervision (S)

The role of abusive supervision is vital in behavioral studies which is often linked to the negative behavioral outcomes. Abusive behavior can be defined as toxic environment produced by the supervisor verbal abuse, neglect, and undue refusal (Tepper et al., 2009), having multiple consequences such as demotivation, lower overall being and job performance. In current study, abusive supervision act as the stimulus in SOR framework which triggers in the internal emotions, motives and perceptions. Bhattacharjee & Sarkar, (2022) found that such detrimental supervision leads to emotional exhaustion, job dissatisfaction and disengagement.

These findings support the narration of current study that claims abusive supervision can trigger psychological responses igniting adverse behavioral outcomes. The consequent outcome of the abusive supervision can last permanently in term of workplace procrastination, organizational commitment and lower job satisfaction (Fischer et al., 2021).

The workplace negative behavior relationship gets more intensified when they start believing their harmful relationship is a daily routine. Moin et al., (2022) found that abusive supervision leads to string of negative behaviors such as employees just not start hating their supervisors but also losses professional interest. This disengagement is called procrastination, an adverse behavior response (R) in SOR framework. Workplace procrastination is a coping mechanism against abusive supervision to mitigate the emotional stress leading to delayed work and culture of avoidance. Further, the study of Pamungkas et al., (2023) found that employees who are subjected to abusive supervision tend to avoid work responsibilities and stay out of limelight out of fear that led to chronic procrastination effecting the overall organizational performance. The environmental stimuli (abusive supervision) cause employees distrust along with work disengagement behavioral response as procrastination. This outcome highlights the need for the study of the abusive supervision and its cause effect relationship as psychological and behavioral dilemma. Whereas the literature also discusses the constructs that reduces the negative effect of abusive supervision, for instance, team forgive climate that can mitigate the outcomes of toxic relationship (Faldetta, 2020).

To conclude, abusive supervision role as stimuli in SOR framework exhibits ability to harm employee behavioral response by inducing psychological distrust and persuading workplace procrastination. This relationship annexes underscores the organizational desire to improve the collective performance of the organization and overall well-being of the team. The identification of abusive supervision as the stimuli, the organizations can deploy better strategies to counter negative outcomes and ensure smooth running of organization with supportive and healthy workplace environment.

Underpinning the Psychological distrust (O)

Psychological distrust induced by the environmental stimuli abusive supervision is a critical cognitive-emotional state that develops when employee's loss trust in their team leader (Tepper et al., 2009). In current context, the psychological distrust is the mental and emotional response to the abusive supervision. The abusive supervision raises question marks on

relationship between the employees and their supervisor raising doubts about supervisor role (Pamungkas et al., 2023). This causes distance between the workforce and the ultimate leadership leading to protective measure to avoid such situation. Defensive mechanism replaces naturality causing cautious interaction with supervisor. As discussed earlier, organism is the psychological distrust that is internal state of mind under influence by the stimuli leading to behavioral response. This exhibits the mediation role of psychological distrust in between the abusive supervision and workplace procrastination.

Psychological distrust is behavioral response that reduces the quality of interaction and employees try to hold information. The communication mode is altered due to defense mechanism and employees are less expressive to supervisors. The workforce takes greater time to make decisions and get more cautious about their actions and responsibilities with negative perception of supervision in mind. To understand the role of psychological distrust as organism is of critical due to its implications on overall performance of the organization. The intervention to cope the effects of procrastination should not only address abusive supervision rather they must develop a mechanism to avoid psychological distrust. This could help in developing healthy workplace environment providing additional support to overall performance and prevents the negative outcomes due to broken trust. The consideration of psychological distrust as organism in SOR framework provide greater insight into the relationship between abusive supervision and workplace procrastination.

Underpinning the Workplace Procrastination (R)

Workplace procrastination is the delay, avoidance or fear of responsibility (Rozgonjuk et al., 2018), serving as the R of the SOR framework that represents the consequences of abusive supervision (S) and psychological distrust (O). Workplace procrastination is a counterproductive behavior characterized by delays in task completion, often driven by the anticipation of a negative response (Sirois & Pychyl, 2013). Besides, the technical delay, procrastination is the willful delay due to cognitive arousals such as low motivation, anxiety or fear (Meier et al., 2016).

Procrastination in this context is not merely a time-management issue but a symptom of deeper psychological disengagement. Procrastination undermines the employee motivation and distrust over the supervisor may lead to drop in overall performance of the organization (Esra, 2023). e.g. the employees who fear that their work credit will be taken by the manager

might delay the task to escape the exploitation. The recent literature of procrastination show that employees might adopt it as passive-aggressive defensive approach to counter the hostile environment.-Distrust also fuels anxiety about criticism, leading employees to postpone tasks to evade scrutiny. Studies show that distrustful employees often adopt procrastination as a passive-aggressive coping mechanism, asserting control in an otherwise hostile environment.

3.2.2 Abusive supervision and workplace procrastination

Passive-aggressive behavior is the first response to the abusive supervision (Faldetta, 2020), this aligns procrastination as possible choice to resist. (Faldetta, 2020) found that employees when facing abusive situation often tend to hide or withdraw task enacting defensive mechanism. This practice of withdrawal arouses procrastination, leading to willful delays in completion of task. Priesemuth et al., (2022) further confirmed this relationship by depicting role of abusive supervision in lowering the self-regulatory abilities taking away the job motivation. This sudden loss of resources leads to procrastination and eventually organization struggle to meet the schedules. Hobfoll, (1989) theory of resources provides classical example of employees experiencing abusive supervision often feel threatened resulting in activation of defensive mechanism such as delayed response and task avoidance. (Su & Li, 2025) has found that people experiencing the abusive supervision loss their creative sense. (B. Liu et al., 2024) meta-analysis has reported number of studies exhibiting positive correlations between abusive supervision and different types of coping mechanisms also hinting procrastination. Based on these findings we can claim that hostile workplace supervision leads to the defensive coping strategies in which employees distant themselves from task, and often through procrastination. So, we can hypothesize that:

H1: Abusive supervision is positively related to workplace procrastination.

3.2.3 Abusive supervision and psychological distrust

Porcheron et al. (2022) defined trust as psychological state that allows individual to dependent in vulnerable situations with positive expectations of another's behavioral response. Abusive supervision negates these positive vibes developing the distrust about others. The literature provides evidence about the existence of significant relationship between the abusive supervision and trust (B. Liu et al., 2024; Porcheron et al., 2022). Legood et al. (2021), in their review study of leadership trust found that it's the trust that shapes the leader's dependability. Managers directly engaged in abusive behaviors and violate this believe. Min & Zickar (2023a)

examined key dimensions of trustworthiness, including psychological distrust among colleagues. Hancock et al. (2023) found that abusive behavior of the supervisor generates a sense of fear and ambiguity, that eliminates the psychological security compulsory for the establishment of trust. The study finding also show that people experiencing abusive supervision led to higher level of suspicion and skepticism which develops psychological distrust for leadership.

In context of social exchange theory literature shows that abusive supervision is serious violation of social contract silently existing between the employees and managers (Hancock et al., 2023). This leads to the situation in which employees are unwilling to face the leaders in vulnerable situations, showing existence of distrust. Literature also provides empirical evidence about the abusive supervision and its detrimental effect on the emotion state of employees. The study of Tepper et al. (2017) conducted multiple experiments and found that abusive supervision erodes dependency on supervisors. Based on these findings the current study proposes that abusive supervision makes positive contribution to the psychological distrust.

H2: Abusive supervision is positively related to psychological distrust.

3.2.4 Psychological distrust and workplace procrastination

Psychological distrust leads to heightened defensive behavior in workplace relationships. This alerted situation takes lot of cognitive resources, that may be utilized in task completion, causing procrastination. Min & Zickar (2023b) found that employees who experience abusive behavior tend to focus more on the leader's actions rather than on the tasks assigned to them, which may hinder their productivity and job performance. The temporal motivation theory state that psychological distrust can disturb the value-expectation calculation while considering to complete task on time or delay it (Dirks & De Jong, 2022). When team members distrust their manager, their perceived value of assigned tasks diminishes, leading to increased time and resource consumption, ultimately causing procrastination. Coutifaris & Grant (2021) highlighted that psychological distrust in leaders leads employees to seek additional clarification or feedback before completing tasks, which may hinder efficiency and delay task execution. The same is further aided by Rutherford et al. (2024) asserts that psychological distrust creates communication barriers between managers and employees, leading to inefficiencies and further delays in task completion. Moreover, the self-regulative

resources ensure timely completion of the task, but the distrust in leader and support staff consumes cognitive resources, reducing the recourses required to task achievement, leading to procrastination (Saint et al., 2022). The recent most study of McInnis, (2021) found that psychological distrust arouses a circle of withdraw behaviors in which teams cause willful delays in task completion, further stressing the already disturbed relationship between supervisor and employees. These defensive mechanisms may include the procrastination and this study proposes that:

H3: Psychological distrust is positively related to workplace procrastination.

3.2.5 Abusive supervision psychological distrust and workplace procrastination

The Stimulus-Organism-Response (SOR) framework offers a structured approach to examining the role of psychological distrust (O) in the relationship between abusive supervision (S) and workplace procrastination (R). Tepper (2017) demonstrated the existence of hostile supervision creates environmental conditions that must be investigated. At the next stage these environmental conditions enter the psychological mind set of the employees. This study considered the psychological distrust as the organism/internal mind set processing the situation and evoking the response to abusive supervision. Zhai et al., (2020) state that environmental factors play critical role in turning the stimuli into behavioral response. This demonstrates the SOR ability to interpret the psychological distrust as the mediating variable. Building on these findings, the authors apply the SOR framework to conceptualize the relationship between abusive supervision, psychological distrust, and workplace procrastination, highlighting its applicability in explaining these behavioral dynamics.

H4: Psychological distrust mediates the relationship between abusive supervision and workplace procrastination.

3.2.6 The moderating role of team forgiveness climate

The team forgiveness climate establishes the norms and expectations that shape how team members interpret and respond to one another (Domínguez-Escrig et al., 2022). Yeşiltaş et al. (2022), found that a team forgiveness climate fosters the development of additional psychological resources, enabling team members to more effectively manage and mitigate the impact of internal transgressions. In current context, the teams with greater tolerance for each other will perform better due to their ability to make quick recoveries without losing much resources to psychological distrust. The existence of moderating relationship of team

forgiveness climate in between the abusive supervision and psychological distrust is also supported by the social information processing theory (Jiang et al., 2024). Cao et al. (2021), assert that the internal dynamics and behaviors responses of a team in the context of abusive supervision are significantly influenced by the team's forgiveness climate. Teams with higher level of forgiveness climate have better chances to absorb the abusive supervision behavior while reducing the psychological distrust. The study of M. S. Khan et al. (2021), found that organizations that effectively mitigate the negative impact of abusive supervision tend to perform better in competitive environments. The study further highlights the role of shared norms and values which extends the psychological resilience in adverse situations. The conservation of resource theory believes that team forgiveness climate helps to maintain the psychological balance despite the supervisor aggressive behavior (Hobfoll, 1989a). The study of (J. Zhang et al., 2023) highlighted the teams with forgiveness climate perform better despite facing the leadership challenges and maintain trust in their abilities. (Fatima & Majeed, 2023) went one step further and found that teams with forgiveness climate maintain mutual trust even while experiencing abusiveness. This demonstrates the vital role of team forgiveness climate in case employees are suffering from abusive supervision. So, this study hypothesis that:

H5: Team forgiveness climate moderates the relationship between abusive supervision and psychological distrust, such that the positive relationship is weaker when the team forgiveness climate is high.

With the intention of adhering to the moderated mediation mechanism adopted in prior studies (Aliza et al., 2022; Rasheed et al., 2020; Tariq & Ding, 2018), we constructed a moderated mediation model examining the impact of abusive supervision on workplace procrastination through psychological distrust, at the level of team forgiveness climate. The theoretical support for this hypothesis is available in the empirical studies. J. Zhang et al. (2023) support the role of team forgiveness climate in mitigating the negative effect of abusive supervision. This finding aligns with the proposed hypothesis of the moderated mediation model, hence, the negative effect of abusive supervision on workplace procrastination via psychological distrust will be constrained with higher levels of team forgiveness climate. We, therefore, hypothesize that;

H6: Team forgiveness climate moderates the indirect relationship between abusive supervision and workplace procrastination via psychological distrust, such that the indirect relationship is weaker when the team forgiveness climate is high.

3.3 Methodology

3.3.1 Participants and procedures

The data for current study is collected in single go from front-line nurses healthcare sector of Pakistan (Lahore, Faisalabad, and Multan). Such single source data has fear of common method bias, the study uses the Harman single factor analysis to erode common method bias issue (Merrifield & Harman, 1969). All the contrast items were loaded on a single factor in factor analysis. The four construct results show 23% variance, that is less than the cut-off value of 50% variance and ensures there is not issue of common meth bias in current data. The current sample consists of the employees (nurses) under some type of supervision in public hospital of Pakistan. A total of 540 questionnaires were distributed among the respondents. A total of 435 were returned and only 395 were considered for further processing, 40 questionnaires were found incomplete or single choice throughout the questionnaire. The overall response rate was 73.14% used for statistical analysis. The study considered the G*Power to determine the sample size (Erdfelder et al., 2009). Number of predictors was set at 4, the medium size effect was 0.15 with alpha value of 0.05 and high power was 0.95 (Schmidt & Bohannon, 1988). The G*Power results show a power of 0.99 that is higher than the minimum standard of 0.80 (Cohen, 1992). So, we can claim that we have adequate sample size.

3.3.2 Sample Demographics

The sample demographics show that 67% percent of the respondents are male and only 33% respondents are female. The most of the respondents were aged between the 20-37 about 90 percent of the work force. Further, 37% respondents were university graduates, 33 percent were higher secondary school graduates with skilled diploma. Whereas 67 percent respondents were having up to 3 years of experience. The Table 1 represents the details of the respondents that include the frequency and percentages of different controlled variables. Moreover, the author used the original constructs available in English language and fallowed the procedure of reserve translation to ensure the meanings remain same while translating them into local language (Urdu).

Table 3.1 Demographic Description of the Study

Variable	Classification	Frequency	(%)
Gender	Male	130	33
	Female	265	67
Age	18-22	40	10
	23-27	139	35
	28-32	59	15
	33-37	119	30
	38 and more	40	10
Highest Education Level	High School	131	33
	College	79	20
	Graduate	146	37
	Technical	40	10
	1 year	79	20
Experience	2 years	47	12
	3 years	138	35
	4 years	40	10
	5 years and more	91	23
Total		365	

3.3.3 Measures

The study considered to adapt the scale items from existing body of the literature. This will help to ensure the scale validity and reliability as these scales are time tested. A five-item scale was used to measure the abusive supervision adapted from the studies of Cai et al. (2024) and Tepper. (2017). To measure the psychological distrust the study used the ten-item scale adapted from the study of Adams et al., (2010). Moreover, to measure the workplace procrastination and team forgiveness climate the scale items were adapted form Caratiquit & Caratiquit, (2023) and Chen et al., (2022) respectively. The study used Likert 7-point scale to measure the respondent's response. Where "1" represented strongly disagree and "7" as strongly agree. The Table 2 presents the detailed questionnaire adapted for this study.

Table 3.2 Confirmatory Factor Analysis Results-Reliability and Validity

Variable	Items	Statement	FL	α	CR	AVE
Abusive Supervision	AS1	My boss ridicules me in front of others	0.781	0.877	0.868	0.723
	AS2	My boss critiques me in front of others	0.777			
	AS3	My boss tells me my thoughts and feelings are stupid	0.734			
	AS4	My boss says I am useless	0.750			

	AS5	My boss negative remarks about me in front of others	0.743			
Psychological Distrust	PD1	Organizations are not respectful of laws.	0.714	0.872	0.850	0.770
	PD2	Organizations do not accept accountability for their actions.	0.733			
	PD3	People who run Organizations will lie if doing so will increase company profits.	0.720			
	PD4	Organizations do not care about acting ethically.	0.719			
	PD5	Organizations will break laws if they can make more money from it.	0.721			
	PD6	Organizations put their own interests above the public's interests.	0.732			
	PD7	Organizations are driven by greed.	0.722			
	PD8	Organizations care only about money	0.711			
	PD9	Organizations want power at any cost.	0.705			
	PD10	Organizations take a lot more than they give.	0.781			
Workplace Procrastination	PRO1	I put off project until last minute	0.821	0.894	0.872	0.632
	PRO2	I know I should work on schoolwork, but I just don't do it.	0.800			
	PRO3	I know I should work on schoolwork, but I just don't do it.	0.778			
	PRO4	When given an assignment, I usually put it away and forget about it until it is almost due.	0.781			
	PRO5	I frequently find myself putting important deadlines off.	0.791			
Team Forgiveness Climate	TF1	We do not hold grudges	0.798	0.861	0.863	0.594
	TF2	We are forgiving of each other's errors	0.765			
	TF3	We are willing to overlook most errors	0.760			
	TF4	We are able to work through differences	0.732			

3.4 Results

3.4.1 Conformity factor analysis

The confirmatory factor analysis (CFA) results indicate that all factor loadings exceeded 0.6, surpassing the established threshold value. Thus, establishing the convergent validity for the study (Kumar et al., 2013). Moreover, the study used the discriminant validity procedure to study the measurement model. The five-factor theoretical model met the fitness indices ($\chi^2 = 1,412$, $df = 1202$, $\chi^2 / df = 1.30$, $RMSEA = 0.02$, $CFI = 0.97$, $IFI = 0.96$, $TLI = 0.97$). later, all the factors were loaded on single factor, the procedure is known as one-factor model ($\chi^2 = 3,996$, $df = 1175$, $\chi^2 / df = 3.52$, $RMSEA = 0.09$, $CFI = 0.48$, $IFI = 0.49$, $TLI = 0.48$). The model that is having values of TLI, CFI and IFI closer to the 0.95 along with RMSEA value of close to 0.05, is recognized as good fit (Y. Yu & Ruppert, 2002). All the model fit indices meet the cutoff criteria established for these procedures. The Table 4 contains the CFA output.

Table 3.3 Discriminant Validity (Fornell and Larcker's and HTMT Criterion)

Fornell and Larcker's Criterion				
Constructs	AS	AS	AS	AS
AS	0.850			
PD	0.543	0.877		
WP	0.441	0.651	0.795	
TFC	0.432	0.411	0.320	0.771
HTMT Criterion				
Constructs	AS	AS	AS	AS
AS				
PD	0.232			
WP	0.132	0.481		
TFC	0.231	0.222	0.233	
<i>AS=abusive supervision, PD=psychological distrust, WP=workplace procrastination, TFC=team forgiveness climate.</i>				

Further in Table 3, the discriminant validity of the constructs is assessed to what extent the variable differ when run on one variable. The two procedures of Fornell and Larcker's procedure (Fornell & Larcker, 1981a) and HTMT are used for this estimation (Henseler & Ringle, 2015). The output of the Fornell and Larcker show that inter-construct correlation coefficient values are less than the corresponding square root results. This shows there is no issue with discriminant validity (Kline, 2015). All the values of HTMT are less than the given

standard of the 0.850 (Kline, 2015). This result confirms the study construct the discriminant validity.

3.4.2 Bivariate correlate analysis

The bivariate correlate analysis includes the four tests namely as reliability, correlation, mean, and standard deviation results. The study results show that all the variants met the minimum value of 0.7, this shows the scale has required reliability. The same criterion is adopted by many other empirical researchers to establish the scale reliability (Nawaz et al., 2019). Bivariate correlate analysis Table 5 shows the reliability, correlation, mean and standard deviation results. The Cronbach's alpha for all the variables met the cutoff value of 0.7, establishing the scale reliability. Other researchers have also used this cutoff criterion while measuring the scale reliability (Fatima et al., 2020).

Table 3.4 Confirmatory Factor Analysis and Alternative Measurement Model

Model	X ²	df	X ² /df	CFI	IFI	TLI	RMSEA
Hypothesized measurement model (4-factor model)	1412	1202	1.30	0.97	0.96	0.97	0.02
Alternate model 1: "combined AS to TFC" (4-factor model)	1743	1169	1.43	0.91	0.90	0.90	0.04
Alternate model 2: "combined AS to PD" (4-factor model)	1834	1171	1.52	0.89	0.88	0.88	0.04
Alternate model 3: "combined PD and WP" (4-factor model)	1834	1171	1.86	0.83	0.82	0.82	0.06
Alternate model 4: "combined AS, PD and WP" (2 factor model)	2290	1178	1.96	0.84	0.83	0.84	0.05
Alternate model 5: "combined AS and PD and TFC and WP" (2-factor model)	3001	1189	2.56	0.69	0.69	0.70	0.07
Combined all factors into one	3996	1175	3.52	0.48	0.49	0.48	0.07
AS=abusive supervision, TFC=team forgiveness climate, PD=psychological distrust, WP=workplace procrastination.							

3.4.3 Path analysis and mediation analysis

The results of the direct effect and mediation effect are mentioned in the table 6. The study adopted the model 4 of the process macro is adapted to investigate the direct and indirect relationships of the study (Hayes, 2018). The study is having two direct path results in between the abusive supervision, psychological distrust, and workplace procrastination. One moderation relationship and one mediation hypotheses followed by the moderated mediated hypothesis.

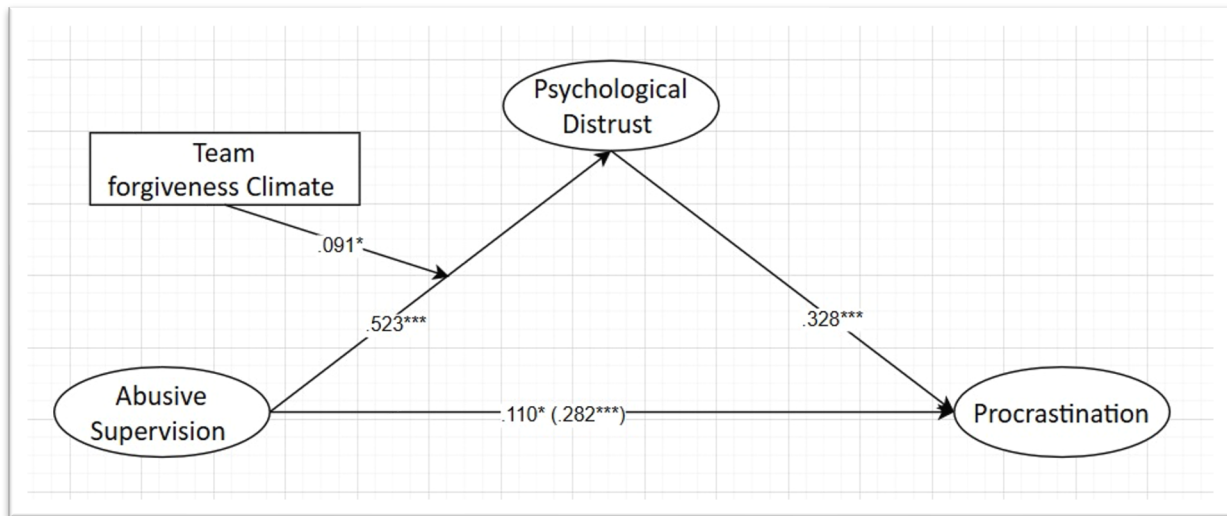


Figure 3.2 The Path Analysis and Direct/Indirect Relationships

The H1 of study investigates the relationship between the abusive supervision and the workplace procrastination and results show that AS makes significant and positive impact on the WP ($b = 0.110$, $p < 0.001$), thus results show that H1 is supported. The H2, investigates the relationship between the abusive supervision and the psychological distrust and results depict positive and significant relationship between AS and PD ($b = 0.523$, $p < 0.001$). So, H2 is also supported by the statistical results. H3 represents the psychological distrust and workplace procrastination, the results show that PD makes positive contribution to WP ($b = 0.328$, $p < 0.001$). So, the H3 is also supported. Further, the H4 represents the existence of the mediation relationship of psychological distrust in between abusive supervision and workplace procrastination.

Table 3.5 Correlation, Mean, Standard Deviation and Reliabilities

Variance	Mean	SD	1	2	3	4	5	6	7	8
Age	1.54	0.82	1							
Education	2.04	0.67	0.01	1						
Experience	2.22	1.22	0.02	0.05	1					
Income	2.51	1.34	0.04	0.01	0.03	1				
AS	3.24	0.86	0.04	0.07	0.04	0.02	1			
PD	3.52	0.73	0.03	0.05	0.05	0.01	0.03	1		
WP	3.31	0.72	0.03	0.01	0.06	0.03	0.01	0.08	1	
TFC	2.91	0.81	0.01	0.06	0.04	0.04	0.03	0.01	0.06	0.79

H4 represents the mediation relationship of psychological distrust in between the abusive supervision and workplace procrastination (AS→PD→WP). The indirect effect of abusive supervision on the workplace procrastination through the psychological distrust was also found significant ($b=0.282$), CI [0.03, 0.09]; the H4 is also supported as the confidence interval of upper and lower are in the same direction with 95% without the zero.

Table 3.6 Bootstrapping Results for Direct and Indirect Effects

Paths	Estimate	SE	T	LLCI	ULCI
AS→WP	0.110*	0.094	4.58	0.250	0.388
AS → PD	0.523***	0.331	c	3.740	5.082
PD→WP	0.328***	0.104	6.51	0.450	0.688
Interaction of TFC	-0.091*	0.081	5.96	0.183	0.451
<i>Variables under study</i>					
AS → WP	0.110*	0.094	4.58	0.250	0.388
<i>(95% bias-corrected confidence interval method)</i>					
AS → PD → WP	Indirect effect 0.05*	SE 0.02	LL 0.03	UL 0.09	
<i>Notes: BC 95% CI = bias-corrected confidence intervals; LL = lower limit; UL = upper limit; AS=abusive supervision, PD=psychological distrust, WP=workplace procrastination, TFC=team forgiveness climate; N = 435; bootstrap sample size = 5,000; *p < 0.05, **p < 0.01, P<0.001</i>					

3.4.4 Moderation analysis

To study the moderation relationship of team forgiveness climate between the abusive supervision and psychological distrust adapted the model 1 of process macro (Hayes, 2018). The social scientists focus on the mean centering that have no influence on the R square but do make meaningful and influence the main effect/regression coefficients (Aiken, Stephen G. West, et al., 1991). The Table 6 shows the results of the moderation analysis. The interactive effect of AS and TFC on psychological distrust was found negative and significant ($b = -0.091$, $p < 0.01$), leading to greater variance of 2% ($\Delta R^2=0.02$, $p<0.001$). So, based on these facts we can claim that H5 is also accepted. The figure 3 present the graphical outlook of the moderation relationship of team forgiveness climate between the abusive supervision and psychological distrust.

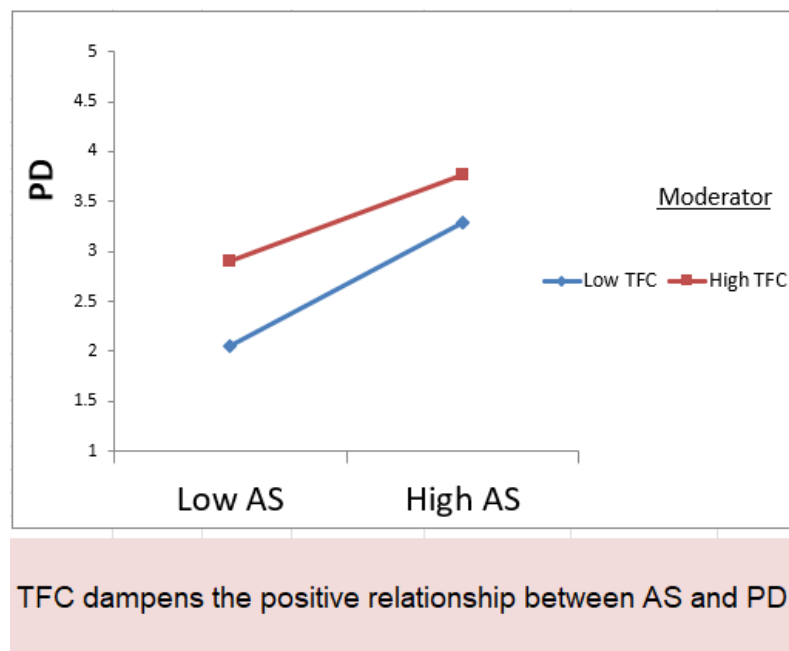


Figure 3.3 Mod Graph

Table 7 shows the outcome of moderated mediation model, along with the moderation condition effects of moderators at all levels. The index of the of moderated mediation model of abusive supervision and psychological distrust was negatively have a significant effect (Effect=-0.05, SE=0.05, CI=-0.15 to -0.01). whereas the conditional indirect influence of abusive behavior of team leaders or supervisory staff on the workplace procrastination via team forgiveness climate across the levels, at lower level (Effect=0.09, SE=0.05, CI=0.01 to 0.19), on the other side what we say at the higher end (Effect= -0.001, SE=0.02, CI= -0.03 to 0.04). These findings show that the indirect relationship of abusive supervision with the workplace procrastination is significant on the lower stage (-1 SD) of the team culture of forgiveness. So, we can claim that the hypotheses H6 is also supported.

Table. 3.7 Results of Moderated Mediation Model

		Effect	SE	LL 95% CI	UL 95% CI
Index of the moderated mediation model					
		-0.05	0.05	-0.15	-0.01
Conditional Indirect Effects					
-1 SD		0.09	0.05	0.01	0.19
+1 SD		-0.001	0.02	-0.03	0.04
Note(s):*p<0.05;**p<0.01;***p<0.001; Bootstrap					

3.5 Discussion and Conclusion

3.5.1 Discussion of key findings

The current study proposed the abusive supervision as the stimuli contributing to the internal mindset of employee as organism leading to behavioural response as workplace procrastination. Whereas the study also proposed the moderating role of team forgiveness climate that may act as the mitigating agent for abusive supervision ability to develop psychological distrust and lower the workplace procrastination indirectly. Further, the study conceptualizes the mediating role of psychological distrust in between the abusive supervision and workplace procrastination.

First, the study path analysis shows that H1, H2, H3 are supported. Whereas these findings are indirectly support to the current study findings. H1 depicts the existence of the strong bond between abusive supervision and the workplace procrastination. The literature provides the ample evidence that the abusive supervision is a counterproductive behaviour that may generate one or more consequent behavioural responses (Martinko et al., 2013). Thus, these results directly support the findings of the current study that abusive supervision leads to the workplace procrastination. H2 found the existence of the positive relationship between the abusive supervision and the psychological distrust. These findings of the study are in-line to the previous results of the (Rani et al., 2018), discussing the role workplace actors in harming the overall wellbeing of the workforce. Moreover, the H3 conclude the positive relationship between the psychological distrust and procrastination. The recent study of (Esra, 2023) found that the breach of psychological contract may lead to the workplace procrastination. The study further claims that the mutual psychological contract develops sense of security, safety and trust between the organization and the employees.

Furthermore, the present study examines the moderating role of the team forgiveness climate, with results indicating that it serves as a buffer in mitigating negative internal mindsets, particularly in the context of psychological distrust. The literature supports these findings in a sense that the presence of counter measure or the self-confidence helps to overcome the adverse environmental stimuli's (Guchait et al., 2019). Moreover, the study further explored the moderated mediation role of the team forgiveness climate and found that it indirectly mitigates the negative impact of abusive supervision, thereby reducing behavioural responses such as workplace procrastination.

3.5.2 Implications

Just like all the empirical studies, the current study has some theoretical and practical implications for both academia and practice.

Theoretical implications

The theoretical implications discuss the contribution of the study to the existing body of the literature. The study implications are derived from its robust model, theory and statistical support.

First, the study extends the role of SOR framework in the textile sector studies and expands the current literature boundaries of framework. The current study highlights the role of stimuli (abusive supervision) in developing organism (psychological distrust) producing behavioural response (workplace procrastination) and statistical findings of the study supports the identical role of the framework in explaining the cause-effect relationship of the study variables. This contribution will lead to the further use of SOR framework in understanding the psychological perspective of the human behaviour.

Second, the study establishes the moderating role of team forgiveness climate. The statistical results show that team forgiveness climate can act as remedy to the abusive supervision and provides additional resources to ensure the achievement of organizational tasks. Furthermore, through the moderated mediated analysis the study explains that team forgiveness climate can indirectly reduce the chances of deviant workplace experience. The employees suffering from abusive supervision might not as sabotage agents rather they will remain focused on the collective goal of the organizational success.

Third, with the help of SOR framework the study found the significant mediating role of psychological distrust between the abusive supervision and the workplace procrastination. SOR provides natural setting to investigate the organism “O” in between the stimuli ‘S’ and behavioural response (R). This provides an opportunity of consideration other psychological factors to verify the robustness of the framework.

Forth, the study is one of the few discussing the abusive supervision role in establishment of the psychological distrust leading to workplace procrastination in the context of the third world nation. Textile is the prime contributor of Pakistan local and international economy, and the organizations involved in this contribution cannot overlook the abusive behaviours of the leaders.

Practical implications

Besides the theoretical enlighten, this study has some valid suggestions enacted from the findings of the current study. The findings of this study may help the practitioners, owners, front line managers and policy makers in different matters.

First, organizations must focus on the cause-and-effect relationship between the different environmental factors present at the workplace. Such has the counterproductive element of abusive supervision of the workforce at the levels of the organizations. The continuous overhauling of the leadership training programs and keeping the managers aware of the new industrial trends of mutual respect and harmony are vital ingredients of the organizational success.

Second, the overall organizational culture, including shared values, beliefs, and collective mindset, plays a crucial role in mitigating the adverse effects of perceived bullying in the form of abusive supervision. Organizations should cultivate a strong cultural foundation that fosters shared values and beliefs, ensuring that employees remain focused on organizational goals rather than interpersonal conflicts.

Third, instead of moral obligation only, the policy makers, owners and practitioners must sit together to draw down the framework to put check over the abusive behaviours at workplace, because abusive behaviour leads to the greater suffering in term of over wellbeing of the workforce and disturbing the employee work life balance.

Fourth, the development of platforms where supervisors and employees are equal in social status such as the cafes, tea bars or etc. This will bring both parties under the direct relationship through interaction. This may remove the psychological barriers between the managers and workforce. They will be more confident and expressive to each other that can improve the work life experience.

3.5.3 Study limitations and future direction

Like all empirical studies the current study have some limitations and the future direction for further studies to understand and predict the human behaviour. First, the study followed cross sectional approach of single point in time data collection procedure which may lead to the biasness issue. Although this study data has not issue of biasness, future research may adopt a longitudinal approach as a pre-emptive measure to collect data at multiple time points, enhancing the robustness and reliability of findings. Further, the current study used the SPSS (CB-SEM)-Process Macro to estimate the

statistical results of the study. This provides an opportunity to future studies to consider more advanced and user-friendly tools such as the PLS-SEM, R and M-plus. Further, the data for this study is collected from respondents more or less belonging to the single cultural set. This also provides an opportunity to consider the framework across the different cultures and conduct the MGA (multi group analysis) to observe the cultural differences and to cross verify the robustness of the framework. In last, this study conducted the questionnaire-based survey to collect the respondent's data. The prospective researchers may consider the application of multiple tools belong to quantitative and qualitative approaches.

3.5.4 Conclusion

To summarize, the current study engaged the SOR framework to establish the role of abusive supervision in development of the psychological distrust leading to the consequent behaviour of workplace procrastination causing willful delays in organizational processes. The study has proven the existence of these relationships and their ability to affect the workforce performance.

Chapter 4 - From Toxic Leadership to Employees Creativity: A Pathway Analysis of Abusive Supervision

4.1 Introduction

The widespread adoption of artificial intelligence and Big Data is no longer confined to any particular segment of the industry; it has become an integral part of daily life. In the current erratic and intricate business setting, a significant issue faced by enterprises is fostering employee creativity (Hirst et al., 2009). Owing to the fact that the creativity of the employees is an essential component that has been demonstrated to have a direct connection with their accomplishments and the advantages that the organization receives. Employee creativity must be elucidated regarding two key dimensions: novelty and usefulness. Novelty pertains to innovation, characterized by the creation of new ideas or solutions. On the other hand, usefulness refers to the effective use of a generated concept to address a current problem (Mumford, 2003), which means it relates to the practical application of these ideas. The empirical studies indicate that employee creativity in the workplace may boost organizational transformation and creativity, productivity, efficiency, and sustainability (Shalley & Gilson, 2004; Sijbom et al., 2018; Zhou, 2003), furthermore, it is crucial for the advancement of long-term business success (Hon, 2012). In light of the significance of creativity, the question of how to foster and sustain employee creativity inside organizations has emerged as a central focus of research on organizational behavior (L. Chen et al., 2022; Shafait, Khan, et al., 2021; Shafait, Yuming, et al., 2021).

The past literature has addressed a number of factors that contribute to employee creativity, including personality traits (Oldham & Cummings, 1996), intrinsic motivation (Grant & Berry, 2011; H. Zhang et al., 2014), and self-efficacy (Huang et al., 2016; D. Liu et al., 2016), all of which have been demonstrated to impact individual creativity significantly. In addition to the aforementioned individual factors, several research indicates that organizational aspects, including job characteristics (D. Liu et al., 2011), leadership style (Dong et al., 2015; S. Zhang et al., 2018), colleague support (Zhou & George, 2001), and workplace rejection (Amabile & Pratt, 2016; Kwan et al., 2018) may also influence individual creativity. Leadership, a crucial element of the organizational milieu, has been recognized as a significant precursor to employee creativity (Zhou & Hoever, 2014). Nonetheless, the majority of prior literature has predominantly concentrated on positive leadership styles (S. Zhang et al., 2018; C. Zhu & Zhang, 2020), with limited attention given to the influence of destructive leadership

styles, notably abusive supervision (L. Chen et al., 2022; C. Wang et al., 2021). As a result, the link between abusive supervision and employee creativity is uncovered in this study.

Abusive supervision, characterized as a destructive leadership style, was originally conceptualized and defined by (Tepper, 2000) the systematic and repetitive non-physical behaviors, both verbal and non-verbal, directed by a supervisor toward a subordinate. Typical behavior associated with abusive supervision encompasses public criticism, accusations, and insults directed at employees, as well as constant references to their prior mistakes and missteps (L. Yu et al., 2018). Ahmad et al. (2020) discovered that the destructive style of leadership exerted a more enduring and profound effect on employees than positive ones. According to a previous survey by (Aasland et al., 2010), 33.5% of employees claimed that they were subjected to abuse at the hands of their superiors "quite often" or even "very often." The result is a yearly loss of almost USD 23 billion due to skyrocketing medical costs, reduced worker efficiency, and increased absenteeism (Tepper et al., 2006a). Prior research regarding the influence of leadership on creativity has primarily centered on cognitive mechanisms, including breaches of psychological contracts (Parzefall & Salin, 2010), distress (Tepper, 2000), psychological safety (M. Liu & Wang, 2020), psychological empowerment (J. Zhu et al., 2019), creative self-efficacy (Rabbani & Sarmad, 2019), and self-efficacy (Z. Chen & Wang, 2017). Despite growing interest in leadership dynamics, the impact of abusive supervision on employee creativity remains little examined. Consequently, it is imperative to identify and examine the workplace factors that may hinder employee creativity, offering a more thorough comprehension of this pivotal matter.

A poll of 234 employees by C. Wang et al. (2021) revealed that abusive supervision has a significantly detrimental effect on employee creativity. Similarly, a further investigation indicated that abusive supervision negatively impacts employees' creativity (Shen et al., 2020). Added to that, Akram et al. (2019) discovered that employees who experience abusive treatment typically endure adverse feelings, including emotional exhaustion, which may result in a heightened propensity for engaging in counterproductive work behaviors. To adhere to the prevailing research, L. Chen et al. (2022) address the correlation among abusive supervision, negative affect, and employee creativity. As a result of the negative affect, they also cited that there is a negative association between abusive supervision and employee creativity. Previous research has failed to take into account these possible impacts that may be brought about by abusive supervision. There is a notable gap across research concerning employee job

frustration as a mediator in the relationship between abusive supervision and employee creativity. As far as anybody is aware, the impact of abusive supervision on employee creativity through the psychological mechanism of job frustration has not been examined. In accordance with the findings of Avey et al. (2015), employees who were subjected to abusive supervisors were more likely to experience feelings of frustration with their jobs and to participate in more deviant behaviors. Rupp & Spencer (2006) uncovered that frustrated employees exhibited less adherence to corporate regulations. Instead of leaving or employing constructive measures to address grievances, employees prefer to continue their jobs while expressing their frustration indirectly through heightened deviance or passively by withdrawing citizenship behaviors or actions (Vigoda, 2000).

Building on insights from previous studies, the fundamental goal of the present research is to examine the link between abusive supervision and employee creativity. Despite growing curiosity in this field, limited knowledge exists regarding the direct relationship and the potential mediating mechanisms underlying this association. In light of this, the internal mechanism between abusive supervision, employees' job frustration, and employees' creativity needs to be further explored.

Our theoretical underpinning for this study is the Affective Events Theory (AET), constructed by Weiss & Cropanzano (1996), as a framework to elucidate how workplace events significantly trigger emotional reactions, which subsequently affect actions and behaviors. This theory serves as an appropriate framework for comprehending the interplay of abusive supervision, job frustration, and employee creativity. Abusive supervision, as posited by this notion, incites job frustration as an adverse emotional reaction in the workplace. As a result of focusing on short-term coping mechanisms rather than creative problem-solving or invention, employees' psychological resources are depleted, motivation is undermined, and creativity is reduced. It follows that the Affective Events Theory (AET) provides a viable framework for illustrating the mediating mechanism that underlies the link between abusive supervision, job frustration, and employee creativity. Therefore, this study seeks to shed light on the psychological mechanism of job frustration in the negative relationships among abusive supervision and employee creativity.

We also integrate insights from the literature on emotional intelligence to suggest it as a boundary condition in the mechanism by which abusive supervision affects employee creativity. The significance of individual differences in the processing and response to events

at the workplace is also brought to light by AET. Emotional intelligence plays a moderating role in this process by impacting how employees experience, understand, and manage their emotions in response to abusive supervision.

Emotional intelligence can be viewed as the recognition, assessment, and regulation of emotions in oneself and in others (Mayer et al., 2008). It serves as a notion that seeks to bring together emotion, cognition, and cognitive mechanisms (Drigas & Papoutsis, 2018; Gutiérrez-Cobo et al., 2016). Pradhan & Jena (2016) observed a number of moderators, notably subordinates' emotional intelligence, which may function as protective mechanisms in reducing the detrimental impact of abusive supervision on employee's intention to quit. Tepper (2000) posits that certain subordinates possess superior mental and psychological resources, enabling them to manage abusive supervision effectively. Employees who possess EI will serve as inspirations, and their supervisors will experience increased productivity, happiness, and job satisfaction as a result of their ability to convey their thinking. Studies by Prentice & King (2013) and Sigala & Chalkiti (2015), among others, assert that emotional intelligence fosters creativity within organizations and enhances organizational effectiveness. Emotional Intelligence signifies an individual's capacity to grow their abilities in self-awareness, self-regulation, social awareness, and handling interpersonal situations (Goleman, 1998). The emotional regulation theory believes that employees with high emotional intelligence are more prone to employ cognitive reappraisal compared to those who have a low level of emotional intelligence. Regarding the disclosure of the relationship between abusive supervision and employee creativity, this study proposes a moderated mediation mechanism that addresses the probable mediating role of job frustration and the moderating influence of emotional intelligence (see Figure 1).

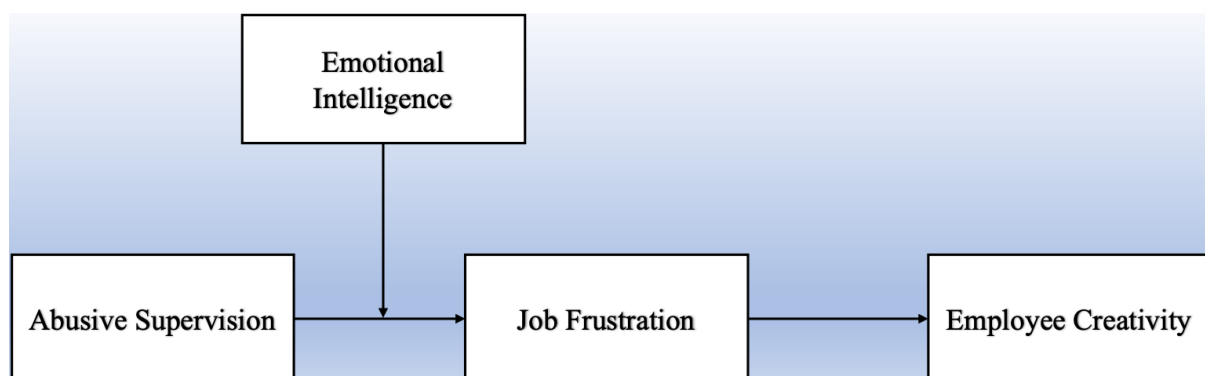


Figure 4.1 Theoretical Framework

4.2 Literature Review and Hypotheses Development

4.2.1 Abusive supervision and employee creativity

Creativity concerning the development of innovative and potentially beneficial notions or ideas regarding goods, services, procedures, practices, or administrative processes is commonly seen as a vital precursor for organizational innovation (Hon, 2012). Within an organizational environment, employee creativity is explicitly described as the ability of individuals to generate innovative and practical ideas and proposals for programs, products, and services, as well as to set up new approaches (Amabile et al., 1996). There is a substantial body of empirical evidence indicates that employee creativity may promote organizational transformation and innovation, competitiveness, efficiency, and sustainability (Shalley & Gilson, 2004; Sijbom et al., 2018; Zhou, 2003). Hence, it can also boost an organization's success over the long run (Hon, 2012). The creativity componential model posits that critical evaluations suggesting ineptitude are a significant contextual factor that diminishes the creativity of employees in the workplace (Amabile et al., 1996). Abusive supervision is viewed as one type of critical assessment since it conveys in a hostile way that the supervisor is not happy with the performance of the employees (X. Wu et al., 2020). In a nutshell, abusive supervision is widely recognized as a significant contributor to psychological distress. This commonly causes anxiety, depression, and emotional exhaustion among employees (Aliza et al., 2022; L. Wang et al., 2018).

The term "abusive supervision" was coined by Tepper (2000), who defined it as "the systematic and repetitive non-physical behaviors, both verbal and non-verbal, directed by a supervisor toward a subordinate. Over the past decade, extensive scholarly research has illuminated the prevalence of abusive supervision in the workplace and its detrimental consequences on employee behavior", for instance, knowledge hiding Agarwal et al. (2022), CWB (Low et al., 2021), emotional exhaustion, anger (Aliza et al., 2022; L. Wang et al., 2018), excessive drinking (Bamberger & Bacharach, 2006), job dissatisfaction (De Clercq et al., 2020), organizational silence (Kang & Kwon, 2018) and deviant behavior (C. Liu et al., 2021). It also significantly reduces job satisfaction (Tepper, 2000), organizational satisfaction (Tepper, 2000), self-efficacy (Harvey et al., 2007), and organizational citizenship behavior (Aryee et al.,

2007; Zellars et al., 2002). The current body of research recognized that such supervisory behavior triggers a range of detrimental outcomes and behaviors among employees.

The Affective Events Theory (AET), proposed by Weiss & Cropanzano (1996), is a framework that explains how workplace events evoke emotional responses, which subsequently influence attitudes and behaviors. This theory provides a strong foundation for understanding the relationship between abusive supervision and employee creativity. Based on AET, we assume that abusive supervision constitutes a negative workplace event that can evoke strong negative emotional reactions, such as frustration or anger. Because of these negative emotions, the employee's behavior towards his/her work will not be strong enough or will not have enough self-control to do his/her job effectively and maintain their creativity. The empirical investigations have explored the association between abusive supervision and employee creativity. For instance, X. Zhang & Zhou (2014) identified abusive supervision, along with other detrimental external contextual factors, as significant antecedent variables influencing employee creativity. Several studies have established that abusive supervision has a direct negative impact on employee creativity (D. Liu et al., 2012b; J. Liu et al., 2010). Studies by Scott & Bruce (1994) and Tierney et al. (1999) have highlighted that leader feedback, as an environmental precursor, plays a significant role in influencing employee creativity. The result of this is that when a leader or supervisor provides negative feedback to an employee, that individual will become less creative. Other researchers have confirmed that abusive supervision indirectly impairs employee creativity, with the function of intrinsic motivation and emotional exhaustion serving as a mediator (Han et al., 2017; X. Zhang & Zhou, 2014). Based on this rationale, the following hypothesis is proposed.

H1: Abusive supervision is negatively associated with employee creativity.

4.2.2 Abusive supervision and job frustration

The literature on emotions identifies two principal reasons for job frustration: (1) perceived mistreatment and (2) the obstruction of goal achievement (Spector, 1978; Weiss et al., 1999). Lazar et al. (2006) noted that the concept of frustration was initially presented by Sigmund Freud, who proposed that frustration arises when individuals are unable to achieve their goals. Job frustration is conceptualized as a negative emotional response elicited by adverse events or conditions within the workplace, as articulated by Spector (1978) and further elaborated by Storms & Spector (1987) in their seminal research. This paper focuses on

frustration type 1, which arises in the workplace due to mistreatment, specifically abusive supervision, leading to employee frustration. Despite its significance, frustration is often inadequately explored in scholarly research, as it is frequently conflated with anger and used interchangeably in academic discourse (Laros & Steenkamp, 2005; Richins, 1997). This conceptual overlap aligns with the perspective of certain appraisal theorists, such as Berkowitz & Harmon-Jones (2004), who perceive frustration as a less intense manifestation of anger. However, consistent with the framework proposed by Clore & Centerbar (2004), we believe that anger and frustration are separate emotional constructs. The reason is that anger involves attributing blame to another individual, while frustration does not target any specific individual or party. Numerous studies have examined the factors contributing to employee frustration within organizational settings. Key sources identified include supervisors and their behaviors, such as employee pushback (Lawrence & Robinson, 2007), interpersonal relationships within the workplace (Flynn & Stratton, 1981), the broader organizational environment, including work climate and rules or procedures (Spector, 1978), administration and organizational strategies (Sharma & Mani, 2012). Lastly, abusive behavior by supervisors has been identified as a substantial source of frustration within the workplace (Avey et al., 2015).

Keashly et al. (1994) describe abusive behavior in the workplace as encompassing hostile verbal and non-verbal acts intentionally directed at undermining or demeaning individuals to enforce compliance. This perspective highlights the strategic use of such behaviors to assert dominance and control within professional environments. The abusive behavior of supervisors can significantly undermine employees' emotional well-being and negatively affect organizational outcomes, especially employee creativity. Based on the Conservation of Resources (COR) Hobfoll (1989b) theory, the depletion of valuable resources, including emotional and psychological resources, often leads to heightened aggression, increased anxiety, emotional exhaustion, and ultimately, frustration. Supervisors may exhibit high levels of confidence and possess managerial competencies; nonetheless, they frequently overlook the specific needs and expectations of both the organization and its employees. However, there are reasons why a supervisor's behavior may cause employees to experience frustration and depression. A. J. Xu et al. (2015) and Aliza et al. (2022) asserted that an exhausting exposure of negative emotional states can drive individuals into conditions of depression and fatigue, frequently resulting in work-related frustration. In support of this, Eissa

& Lester (2017) posit that frustration may emerge from supervisor job overload, which can trigger workplace behaviors that employees realize are abusive.

The core concept of AET, as proposed by Weiss & Cropanzano (1996), posits that specific workplace events are likely to provoke particular emotional responses. Building on this theoretical framework, it is plausible to infer that abusive supervision, as a reaction to unfavorable workplace events, is likely to exacerbate detrimental emotions such as frustration in the workplace. The notion is confirmed by prior studies, which highlight the significant correlation between workplace events and emotional (P. Y. Chen & Spector, 1992; Fox & Spector, 1999; Storms & Spector, 1987) reactions. Drawing on earlier studies on aggression and emotions, we anticipate a similar relationship between employee frustration and abusive supervision. Inquiring about workplace behavior and emotions (Aliza et al., 2022; Leung et al., 2011) emphasizes that negative behaviors at the workplace, including ostracism, lead to the depletion of employees' social resources. This depletion, marked by insufficient support from coworkers and supervisors, frequently results in employee frustration. The latest study on workplace frustration indicates that it is predominantly experienced in interactions with supervisors and frequently triggers unethical behavior and adverse emotions (Avey et al., 2015). Following AET, abusive supervision triggers job frustration as a negative emotional response. Building on the existing body of research on abusive supervision and emotional responses, we propose the following hypothesis.

H2: Abusive supervision is positively associated with employee job frustration.

4.2.3 Job frustration and employee creativity

Building on prior research, it has been indicated that abusive supervision can elicit emotional responses like frustration or rage (Ashforth, 1997), serving as an emotional precursor to employee deviant behaviors (Bennett, 2003). Consequently, this study adopts an affective lens to elucidate the relationship among employee creativity and job-related frustration, emphasizing the impact of emotional antecedents on creative outcomes in the workplace. Employee creativity is precisely described as the practice of generating, promoting, and implementing innovative and beneficial ideas about goods, operations, services, or processes (Zhou, 2003). M. J. Malik et al. (2020) demonstrated that an individual's creativity and performance are significant elements directly influencing personal achievements. Previous studies have determined that subordinates' creativity is enhanced by supportive connections

between leaders and subordinates (Shin & Zhou, 2003). Leaders must offer encouragement and feedback for creative concepts (Scott & Bruce, 1994). Current research demonstrates that personal resources significantly contribute to the enhancement of employee creativity (Binyamin & Carmeli, 2010; Kwan et al., 2018). These resources encompass both physical and psychological energy resources possessed by individuals (Amabile et al., 1996; Amabile & Pratt, 2016; Byrne et al., 2014; Han et al., 2017). However, occasionally, particular negative events unfold at the workplace that drain an employee's resources and make them feel frustrated with their work or job. This causes individuals to become isolated socially, which in turn hinders their ability to think creatively. The experience of exclusion can precipitate a range of various adverse mental and emotional conditions, including loneliness (Hitlan et al., 2006), negligence behavior (Aliza et al., 2022), unfavorable job consequences (Hsieh & Karatepe, 2019), frustration, and anxiety (W. Wu et al., 2019). Abubakar et al. (2018) observed that the deprivation of social connection among employees engenders sentiments of unworthiness, loneliness, and melancholy; in addition, emotions of frustration, anger, and stress are elicited. Keashly & Harvey (2005) reported that abusive supervision might induce the views of humiliation in subordinates, thereby reducing their creative potential.

According to AET, emotional states—like job frustration—have an impact on how people behave at work. When employees are frustrated, they tend to focus on short-term coping mechanisms rather than developing innovative solutions to problems or maintaining motivation. This lowers their cognitive flexibility, which, in turn, hinders their creativity. Amabile et al. (2005) reported that unfavorable workplace events provoke detrimental emotional reactions in employees, hence diminishing their creative abilities. Similarly, Kwan et al. (2018) illustrate that ostracism instigated by supervisors might substantially impede employee creativity. The concept of the creative component claims that adequate professional expertise and intrinsic motivation are crucial catalysts for individual creative behavior (Amabile & Pratt, 2016; Han et al., 2017; Kwan et al., 2018). Additional research has demonstrated that the psychological availability of an individual may have a beneficial impact on employee creativity, while the absence of such availability can have a detrimental impact on employee innovation (Binyamin & Carmeli, 2010). Fredrickson & Branigan (2005) also suggested that the extent of an individual's personal development may be anticipated by their ratio of positive to negative emotions throughout time, which would indicate that negative emotions, such as frustration, might negatively affect employees' creativity. According to the

AET, an employee subjected to constant criticism may experience stagnation, frustration, and incapable of concentrating on creative projects. The following hypothesis is put out in light of the literature.

H3: Job frustration is negatively associated with employee creativity.

4.2.4 Job frustration, abusive supervision and employee creativity

To round out our hypothesized model, we anticipate that the association between abusive supervision and employee job creativity is mediated by employee job frustration. Affective Events Theory (AET) develops two key relationships: the first link between workplace events to emotional reactions, while the second connects these emotional responses to individual behaviors. In line with the AET Weiss & Cropanzano (1996), we recommend that the direct impact of abusive supervision on employee job frustration and the indirect impact of abusive supervision on employee job creativity occur through the emotional response of employee job frustration.

Abusive supervision is characterized as a type of interpersonal conflict that transpires without physical interaction (Tepper et al., 2006a). Leaders frequently exhibit hostile language or behavior towards employees, leading to intricate cognitive and emotional dynamics inside the workplace. Such actions can substantially damage employees' self-esteem and self-confidence, leading to increased emotions of frustration and helplessness. Abusive supervision, as a disruptive experience or impression in the workplace, can elicit emotional reactions like anger, frustration, psychological distress, and other forms of harmful effects (Dhali et al., 2023; A. Li et al., 2022; Salem et al., 2023). According to the evidence presented above, there is a positive correlation between abusive supervision and negative emotions experienced by employees. However, leaders or supervisors often exhibit low tolerance toward employees who suggest novel concepts, and they restrict employees' access to information, further impeding their performance and creativity (Kwan et al., 2018; A. J. Xu et al., 2015). It causes employees to experience a lack of support from their supervisors. Employees exposed to abusive supervision frequently encounter frustration (Greenberg, 1990) and perceive their creative ideas, efforts, and innovations (Z. Jian et al., 2012) as unvalued and insignificant for organizational advancement (Rafferty & Restubog, 2011). Such scenarios can exacerbate psychological stress (Restubog et al., 2011) in employees, perhaps undermining their trust in their creative abilities. Affective Events Theory (AET) underscores the principle

that emotions serve as mediators in the relationship between workplace events and ensuing actions or behaviors and outcomes. Grounded in this theoretical framework, the subsequent hypothesis is posited:

H4: Job frustration mediates the relationship between abusive supervision and employee creativity.

4.2.5 The moderating role of emotional intelligence

As discussed, we proposed that abusive supervision positively affects an employee's job frustration, which in turn diminishes their creativity; however, given it is an emotional process reliant on the subordinate's interpretations of the supervisor's behavior, the effects are expected to differ across individuals on both kind and intensity (Tepper, 2000; Tepper et al., 2001). Consequently, abusive supervision is frequently seen as a negative event that may result from variations in the employee's internal dynamics (Burton & Hoobler, 2006). Tepper (2007) estimated that around 13.6% of American workers may have encountered abusive supervision. Additionally, research uncovers that US firms incur an annual loss of around \$23.8 billion owing to the detrimental effects of abusive supervision practices (Tepper et al., 2006a). Abusive supervision is widely regarded as a major contributor to psychological pressure among employees. A study conducted by Rodell & Judge (2009) identified that sources of employee pressure might elicit various emotional reactions such as anger, anxiety, and frustration. Despite a steady increase in research concerning abusive supervision over the last few decades, understanding of the moderators that might mitigate the detrimental effects of abusive behavior remains restricted. Heterogeneous outcomes may emerge from structural variables that either exacerbate or alleviate the negative consequences of abusive supervision. One such potential moderator is emotional intelligence (EI), which is proposed to improve the ability of frustrated employees to deal with abusive supervision more effectively.

A high level of emotional intelligence is characterized by self-awareness, social awareness, intrinsic motivation, and the capacity to regulate one's own emotions for the benefit of our well-being and connections with others (Goleman, 1998). As articulated by (Brackett et al., 2011; Geher, 2004; Mayer & Geher, 1996), emotional intelligence is the ability to employ cognition, emotion, and intuition to resolve issues efficiently. It also involves the capacity to affect cognition and behavior via an awareness of both one's own emotions and those of others. There are various methodologies exist to conceptualize emotional intelligence (EI). The Mayer

ability model has gained widespread acceptance of EI. Mayer and Salovey came up with the idea that emotional intelligence (EI) is a unique cognitive capacity that is distinct from general intelligence but is also related to it. In further elaboration, Mayer et al. (2001) also recommended that emotional intelligence comprises four essential skill aspects. : (1) perceiving emotion, which involves the ability to accurately recognize feelings in faces, visuals, sounds, etc.; (2) facilitating thought with emotion, which refers to the capacity to utilize emotional information in cognitive processes; (3) understanding emotions, which involves complex emotional patterns and their ramifications; and (4) managing emotions, which pertains to the ability to regulate emotions for personal and interpersonal growth. These dimensions highlight the multifaceted nature of emotional intelligence as a vital cognitive notion. Empirical research has shown that emotional intelligence significantly correlated with several workplace-related outcomes such as job satisfaction (Wong & Law, 2002), organizational citizenship behavior (Jung & Yoon, 2012; G. Lee et al., 2011), consumer satisfaction (Hochschild, 1983), emotional labor (Jung & Yoon, 2014), job performance ((George, 2000; Lopes et al., 2006), service performance (Chu et al., 2011), and both individual and organizational success (Blanchard, 2010).

AET draws attention to the significance of individual differences in employees' processing and reactions to workplace events. Emotional intelligence moderates this mechanism by affecting employees' perceptions, interpretations, and regulation of emotions stemming from abusive supervision. Consistent with Hu (2012), employees with higher levels of emotional intelligence may more effectively regulate their emotional reactions to instances of abusive supervision, thereby reducing the intensity of frustration experienced. Grandey (2003) and Wong & Law (2002). have suggested that high-EI frontline employees are more adept at coping with abusive supervisors, recognizing and comprehending the emotions of those supervisors, and recovering from psychological distress more rapidly. Based on these insights, we hypothesize the following:

H5: Emotional Intelligence moderate the relationship between abusive supervision and employee job frustration such that the positive relationship is weaker for employees with higher emotional intelligence and stronger for employees with low emotional intelligence.

With the intention of adhering to the moderated mediation mechanism adopted in prior studies (Aliza et al., 2022; Rasheed et al., 2020; Tariq & Ding, 2018), we constructed a moderated mediation model examining the impact of abusive supervision on employee job

creativity through employee job frustration, contingent upon the amount of Emotional Intelligence. Indicators of emotional intelligence can be seen in non-verbal behaviors such as facial expressions and voice intonations. Consequently, Sanchez-Burks & Huy (2009) cited that employees with higher levels of emotional intelligence could employ their capacity to recognize others' emotions to foster and enhance their relationships with supervisors, thereby increasing their likelihood of being integrated into their trust network. Wong & Law (2002) stated that emotional intelligence plays a significant part in the activities that supervisors engage in the workplace. Therefore, Emotional Intelligence will try to foster strong interpersonal ties in the workplace, which will ultimately lead to a reduction in the amount of job frustration experienced by employees. Therefore, Employees with high EI can regulate their frustration and channel it constructively, sustaining or even augmenting creativity. Based on this premise, we hypothesize that;

H6: Emotional intelligence moderates the indirect effect of abusive supervision on employee creativity through job frustration, such that the mediated relationship is weaker for employees with higher emotional intelligence and stronger for employees with low emotional intelligence.

4.3 Methodology

4.3.1 Data collection procedures

To empirically validate the hypothesized construct, data were collected in three waves through a poll of 492 respondents engaged in Pakistan's telecommunications sector. Participants were drawn from key industry hubs, including Lahore, Faisalabad, and Islamabad, and represented various departments such as customer service, network operations, sales, IT support, and marketing. All respondents worked under the direct supervision of managers or supervisors. To validate that the sample consisted of full-time employees, all recruited focus employees were required to work a minimum of 40 hours per week. Furthermore, to ensure a random selection procedure, we sought assistance from the human resource (HR) administration in selecting potential respondents for the survey. Participation was entirely voluntary, and respondents were informed of the research's objective and provided with assurances of anonymity.

Pakistani culture is characterized by a high-power distance (Khilji, 2002) and a collectivist orientation, wherein interpersonal relationships hold greater significance compared

to individualism. Therefore, the Pakistani cultural setting serves as ideal for investigating the detrimental effects of abusive supervision on employee outcomes.

To minimize the potential common method bias issue and enhance data reliability, we followed several established methodological standards (P. M. Podsakoff et al., 2012). First, the survey introduction emphasized the importance of scientific integrity and the need for honest and careful responses. Secondly, to maintain anonymity, respondents were not asked to provide any identifying information within the questionnaire. Instead, a technique of logical coding was utilized, which could only be interpreted by the research team. Third, to ensure the rationality of the questionnaire and the validity of the data, we conducted a pre-test with a separate group of participants at a time different from the main survey, reducing potential biases. Fourth, data collection occurred in three waves, with a two-week interval between each wave to mitigate the risk of common method bias. Several scholars have proposed the aforementioned strategies to mitigate issues related to social desirability and common method bias, including those outlined by (P. M. Podsakoff et al., 2012; Yam et al., 2016)

In time wave 1 (T1) of data collection, a total of 900 questionnaires were distributed among respondents, and data for demographic information and abusive supervision were collected. In this phase, 750 responses were received, yielding an initial response rate of 83.33%. In time wave 2 (T2), we contacted only 750 respondents who participated in the first round of the data collection process and collected data on employee creativity and job frustration. Out of 750, we only received 635 surveys with a response rate of 84.66%. At (T3), 635 questionnaires were distributed to collect data on emotional intelligence, and we received a total of 530 complete questionnaires with a response rate of 83.46%. After screening for incomplete or invalid responses, 38 questionnaires were removed. The final dataset comprised 492 valid responses. Table 1 provides a summary of the respondents' demographic characteristics. The sample was nearly evenly distributed between 280 male respondents (56.90%) and 212 female respondents (43.10%). 58.50% of respondents were aged 21 to 40 years. The high proportion of young employees with short work tenures aligns with the study's focus on workplace dynamics, particularly regarding abusive supervision and creativity. Previous research suggests that employees with limited work experience are more vulnerable to abusive supervision, while younger professionals are more inclined toward creative work. Given these considerations, we believe the sample distribution is appropriate and representative of the study. Moreover, Other related studies in the field of business and administration have

confirmed that a sample size of 150 is acceptable for the analysis of the hypotheses (Dubey et al., 2015; J. F. Hair et al., 2006).

Table 4.1 Demographic Information of the Samples

Variables	N	Percentage	Variables	N	Percentage
Gender			Education Level		
Male	280	56.90	College or below	127	25.80
Female	212	43.10	Undergraduate	189	38.40
Age			Master's degree or above	176	35.80
Between 21-30 years	137	27.80	Experience		
Between 31-40 years	151	30.70	Less than one year	105	21.30
Between 41-50 years	122	24.80	2-3 years	131	26.60
>50-year-old	82	16.70	4-5 years	119	24.20
Designation			Greater than 5 years	137	27.80
Regional Manager	53	10.80			
General Employee	147	29.90			
Assistant Managers	116	23.60			
Directors	30	6.10			
General Managers	95	19.30			
Departmental Managers	51	10.40			

4.3.2 Measurements

In order to measure the measurement model of the study, we adopted all the instruments from previous studies. During the survey administration, participants were asked to express their level of agreement with each statement using a five-point Likert scale, a widely adopted approach for measuring attitudinal responses in research. The scale was structured from (1 – Strongly Disagree) to (5 – Strongly Agree). This rating system allows the assessment of participants' perceptions, attitudes, and experiences, facilitating a more nuanced analysis of the collected data. The specific measurement items included in the questionnaire are outlined as follows.

Abusive supervision

The instrument for measuring abusive supervision included a shortened 5-item version from Mitchell & Ambrose (2007), based on Tepper (2000) abusive supervision scale. The sample statements were as follows ('My supervisor ridicules me', 'My supervisor tells me my thoughts or feelings are stupid' and 'My supervisor puts me down in front of others').

Job frustration

Job frustration was evaluated using a 3-item scale introduced by Peters et al. (1980). The sample statements were as follows ('Trying to get this job done was a very frustrating experience', and 'Being frustrated comes with this job').

Employee creativity

The instrument of employee creativity includes 5-items and is adopted from Pitafi & Xie (2024). The sample statements were as follows ('Took risks in terms of producing new ideas in doing job', 'Found new uses for existing methods or equipment', 'Solved problems that had caused others difficulty').

Emotional Intelligence

The instrument of emotional intelligence included a 14-item scale introduced by Law et al. (2004). The sample statements were as follows ('Knowing others' emotions from their behaviors', 'Good observer of others' emotions', and 'Sensitive to others' feelings and emotions').

Control Variables

Following the approach of prior studies, we also included responsibility Experience, education, age, and gender as a control variable.

4.4 Analysis and Results

4.4.1 Validity and reliability

In order to assess the reliability and validity of the measurement model, we conducted several statistical analyses. Specifically, we examined the standardized factor loadings of each latent variable and calculated the composite reliability (CR), Cronbach's alpha (CA), and average variance extracted (AVE) for each construct. As reported in Table 2, all constructs exhibited CA values exceeding 0.70, which indicates a high level of internal consistency and reliability (Nunnally & Bernstein, 1994). Additionally, the composite reliability (CR) values for all constructs were above 0.70, further demonstrating the stability and cohesiveness of the measurement items associated with each construct. Furthermore, the AVE values for all variables exceeded 0.50, meeting the minimum threshold recommended by (Fornell & Larcker, 1981b). These results suggest that each construct explains a significant proportion of variance in its respective indicators, confirming strong convergent validity. Taken together, the findings

presented in Table 2 confirm that the measurement scale is both reliable and valid, making it suitable for further structural model analysis.

Table 4.2 Results of Confirmatory Factor Analysis

Construct	Items	CA	CR	AVE
Abusive supervision	5	0.860	0.89	0.63
Job frustration	3	0.948	0.96	0.88
Employee creativity	5	0.845	0.89	0.61
Emotional Intelligence	14	0.969	0.97	0.72

Note: CA = Cronbach's alpha; CR = composite reliability; AVE = average variance extracted

To ensure the discriminant validity of the proposed model, we applied multiple validation techniques to confirm the distinctiveness of each construct. First, as shown in Table 4, we examined the cross-loadings of all items across their respective constructs using the maximum likelihood estimation method. The analysis revealed that each item's factor loading was highest on its intended construct and substantially lower when cross-loaded onto other constructs. This result confirms that the measurement items uniquely represent their respective constructs, thereby supporting the scale's validity and reducing concerns related to item redundancy or overlap.

Second, to further validate the discriminant validity, we employed the Fornell & Larcker (1981b) criterion by assessing the square root of the average variance extracted (AVE) for each construct, as presented in Table 3. According to this approach, discriminant validity is established when the square root of a construct's AVE exceeds its correlations with other constructs in the model. The results confirmed that each construct met this criterion, indicating that it captures more variance from its indicators than it shares with other constructs. Collectively, the findings presented in Tables 2, 3, and 4 confirm that the proposed measurement model exhibits strong discriminant validity, convergent validity, and reliability. These results reinforce the robustness and appropriateness of the model for further hypothesis testing.

Table 4.3 Means, Standard Deviation, and Correlations

Variable	M	SD	1	2	3	4	5	6	7	8	9
1. Abusive supervision	2.459	0.815	0.793								
2. Job frustration	2.575	1.151	.384**	0.938							
3. Employee creativity	3.934	0.677	-.209**	-.195**	0.781						
4. Emotional Intelligence	1.831	0.900	-.012	-.017	-.038	0.848					
5. Responsibility	NA	NA	-.071	-.059	-.178**	-.029	NA				
6. Experience	NA	NA	.160**	.020	.095	-.045	.017	NA			
7. Education Level	NA	NA	.080	-.105*	.055	-.083	.062	.251**	NA		
8. Age	NA	NA	-.062	.001	.090	-.060	-.036	-.098	-.159**	NA	
9. Gender	NA	NA	-.074	-.034	-.096	-.073	.506**	.011	.052	-.048	NA

Note: * $p < 0.05$, ** $p < 0.01$

Table 4.4 Cross-Loading

Construct	Items	EI	AS	EC	JF
Emotional Intelligence (EI)	EI01	.900	.046	.004	-.046
	EI02	.895	.024	.042	.008
	EI03	.888	.034	.003	.000
	EI04	.883	.027	.064	.036
	EI05	.882	.012	.060	.020
	EI06	.875	-.008	.000	-.046
	EI07	.874	.053	-.010	-.089
	EI07	.873	-.001	.064	.011
	EI08	.865	.022	-.038	-.053
	EI09	.852	-.048	-.065	.010
	EI10	.836	.049	.054	.028
	EI11	.819	-.067	-.008	.006
	EI12	.769	-.087	-.101	.070
	EI13	.632	-.146	-.100	.062
Abusive supervision (AS)	AS01	-.038	.866	.122	-.010
	AS02	-.013	.857	-.014	-.064
	AS03	-.067	.756	-.087	-.072
	AS04	.051	.747	.026	.117
	AS05	.005	.725	.012	.157
Employee creativity (EC)	EC01	-.037	-.213	.817	.034
	EC02	-.042	-.224	.814	.036
	EC03	-.002	.181	.811	-.004
	EC04	.035	.025	.796	.061
	EC05	.021	.201	.670	-.167
Job frustration (JF)	JF01	.010	.044	-.011	.932
	JF02	-.016	.016	-.009	.937
	JF03	.014	.017	-.006	.935

4.4.2 Descriptive statistics

We conducted a correlation analysis to evaluate the relationships among the proposed variables in the measurement model. The results demonstrated that the correlations among almost all the variables were within the acceptable range (see Table 3), supporting the decision to advance to the hypothesis testing, which represents the final research model. Further, to assess the potential impact of multicollinearity, we performed a variance inflation factor (VIF) analysis. The analysis revealed that all VIF values were below 2.0, which is well below the

commonly accepted threshold of 10 (Kock, 2015). These findings indicate that multicollinearity was not a significant issue in this study.

4.4.3 Common method bias

After rigorously assessing the dataset for validity and reliability, we implemented multiple methodological techniques to mitigate the potential issue of common method bias (CMB), following the recommendations of P. M. Podsakoff et al. (2012) initially, to reduce the likelihood of CMB at the respondent level, we adhered the guidelines outlined by J. F. Hair et al. (2019). Specifically, the sequence of survey items was randomized for each participant to prevent order effects that could lead to response pattern biases. Participants were also assured that their responses would remain anonymous and confidential, reducing potential social desirability bias and evaluation apprehension. As an additional step, we conducted Harman's single-factor test to evaluate the extent to which CMB might affect the study results (P. M. Podsakoff et al., 2012). The analysis identified four distinct factors, with the first-factor accounting for only 37.41% of the total variance, which is below the 50% threshold commonly used as an indicator of CMB concerns. This finding suggests that CMB is unlikely to be a significant issue in this study. To further assess CMB, we applied the methodological approach proposed by Z. Cai et al. (2018), and conducted a one-factor confirmatory factor analysis (CFA). The results for the one-factor model are ($\chi^2 = 5003.708$, D.F. = 312, RMSEA = 0.175, CFI = 0.627, TLI = 0.581, IFI = 0.629). These poor model fit values indicate that the one-factor model does not adequately represent the data, confirming that CMB is not a major concern in this study. In summary, our comprehensive examination using multiple techniques, including randomized item ordering, response anonymity, Harman's single-factor test, and CFA for CMB detection, confirms that CMB does not pose significant threats to the validity of our findings.

Table 4.5 CFA Approach Displaying Model Comparison Outcomes

Models	χ^2	df	χ^2/df	CFI	TLI	IFI	RMSEA
1-factor	5003.708	312	16.038	0.627	0.581	0.629	0.175
2-factor	3538.216	311	11.376	0.744	0.711	0.745	0.145
3-factor	2207.943	309	7.145	0.849	0.829	0.850	0.112
4-factor	1060.056	306	3.464	0.940	0.931	0.940	0.071

Note: 3-factor model: Combined Abusive supervision, and Emotional Intelligence, 2-factor model: Combined Abusive supervision, Emotional Intelligence, and Employee Creativity.

4.4.4 Measurement model

We conducted a measurement model comparison analysis to evaluate the model fit of the proposed hypothetical model and to compare its performance against four alternative models. Table 5 summarizes the goodness-of-fit indices for the 4-factor model, which met the commonly accepted model fit criteria. The specific fit statistics are ($\chi^2 = 1060.056$, $DF = 306$, $CFI = 0.940$, $TLI = 0.931$, $RMSEA = 0.071$). To further validate the robustness of the hypothesized model, we tested four alternative models, each representing a different structural configuration. The comparison results indicated that the hypothesized model consistently outperformed all alternative models in terms of goodness-of-fit indices. This supports the structural validity of the model.

4.4.5 Hypothesis testing

The full hypothesized model was tested using a method described by (Hayes & Preacher, 2014). Specifically, the hypotheses were tested using the PROCESS macro for SPSS developed by Hayes & Preacher (2014), which is an extension of the SPSS macro developed by (Preacher et al., 2007). Models 7 and 4 of the PROCESS macro were used to test all suggested hypotheses. A significant negative association was identified between abusive supervision and employee creativity ($\beta = -0.160$; $t = -4.076$; $p < 0.01$), as shown in Table 6. This finding supports hypothesis H1, suggesting that employees subjected to abusive supervision exhibit lower levels of creativity. A statistically significant positive relationship was found between abusive supervision and job frustration ($\beta = 0.558$; $t = 8.475$; $p < 0.001$). This result supports hypothesis H2, indicating that employees who experience abusive supervision tend to report higher levels of job frustration. A statistically significant negative relationship was observed between job frustration and employee creativity ($\beta = -0.076$; $t = -2.516$; $p < 0.05$). This result confirms hypothesis H3, implying that employees who experience greater job frustration are less likely to engage in creative work behaviors.

Table 4.6 Hypothesis Testing

	<i>B</i>	<i>SE</i>	<i>t</i>	<i>R</i> ²
Outcome: Job frustration				0.124
Constant:	3.256	0.285	11.392	
Abusive supervision	0.558	0.065	8.475***	
Emotional intelligence	-0.470	0.054	-0.856	
Abusive supervision * Emotional intelligence	-0.174	0.063	-2.749**	
Responsibility	-0.025	0.034	-0.724	
Experience	-0.004	0.045	-1.025**	
Education	-0.200	0.067	-2.982*	

Age	-0.028	0.052	0.595	
Gender	-0.127	0.044	-2.862**	
Outcome: Employee creativity				0.124
Constant:	3.850	0.200	19.162	
Job frustration	-0.076	0.030	-2.516*	
Abusive supervision	-0.160	0.039	-4.076**	
Responsibility	-0.083	0.023	-3.215**	
Experience	0.078	0.028	2.698	
Education level	0.045	0.043	1.045	
Age	0.059	0.029	2.015	
Gender	-0.023	0.0700	-0.331	
Indirect effect of abusive supervision on employee creativity through job frustration	B	SE	LLCI	ULCI
	-0.042	0.017	-0.079	-0.012

Note: *p<0.05, **p<0.01, ***p<0.001

4.4.6 Mediation analysis

In order to examine the mediating role of job frustration in the relationship between abusive supervision and employee creativity, we conducted a bootstrapping analysis with 5,000 resamples. This non-parametric bootstrapping method is widely recognized for its accuracy in estimating indirect effects and is recommended by (Hayes & Preacher, 2014) for mediation testing. The 95% bootstrapped confidence intervals (CIs) were utilized to determine the statistical significance of the indirect effects. In mediation analysis, an indirect effect is considered statistically significant if the confidence interval's lower bound (LLCI) and upper bound (ULCI) do not include zero. The results, as presented in Table 6, confirm the mediating effect of job frustration in the relationship between abusive supervision and employee creativity (LLCI = -0.079; ULCI = -0.012); since zero is not included within the confidence interval, the mediation effect is statistically significant. This finding supports Hypothesis H4, affirming that job frustration serves as a mediating mechanism through which abusive supervision negatively affects employee creativity.

4.4.7 Moderation analysis

To examine the moderating effect of emotional intelligence in the relationship between abusive supervision and job frustration, we conducted a moderation analysis using the guidelines provided by (Hayes & Preacher, 2014). This analysis aimed to test whether emotional intelligence weakens the positive impact of abusive supervision on employees' frustration levels. The results, presented in Table 6, confirm this moderation effect, as evidenced by the statistically significant interaction term (B = -0.0174, t = -2.749, p < 0.001),

H5 is accepted. We also illustrate this moderating effect; Figure 2 presents a graphical depiction based on the approach recommended by (Aiken, West, et al., 1991).

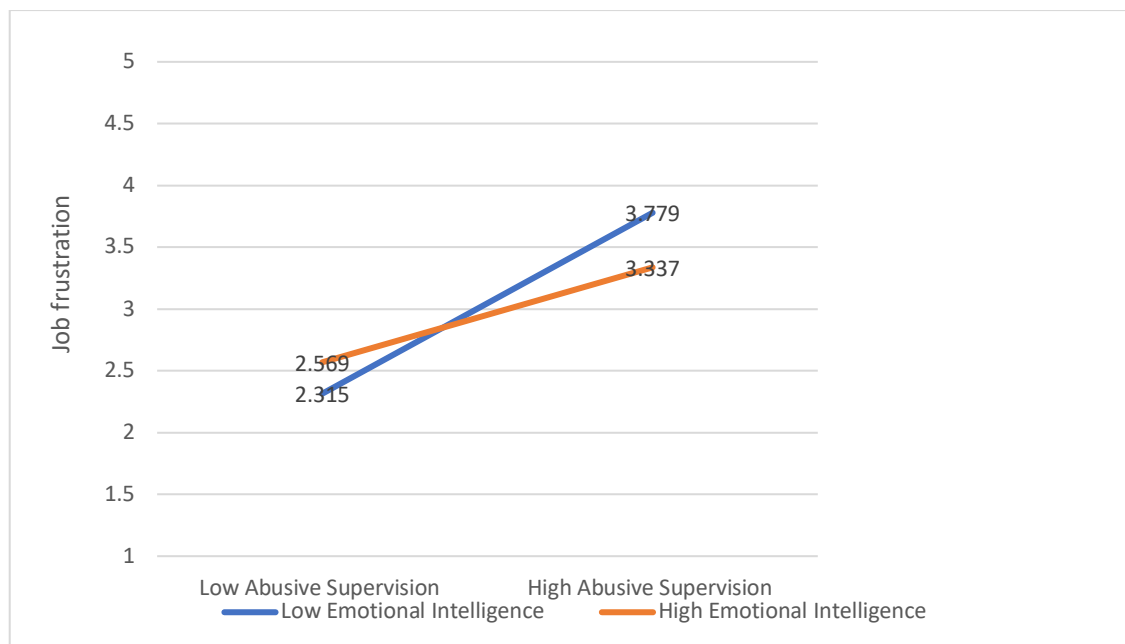


Figure 4.2 Moderating role of Emotional Intelligence in the relationship between Abusive Supervision and Job Frustration.

Figure 2 demonstrates that when emotional intelligence is high, the positive relationship between abusive supervision and job frustration is significantly weaker. This suggests that emotionally intelligent employees are better equipped to regulate their emotions, cope with workplace stress, and minimize the negative psychological impact of abusive supervision. Conversely, when emotional intelligence is low, job frustration increases more sharply in response to abusive supervision. This indicates that employees with lower emotional intelligence are more vulnerable to the detrimental effects of toxic leadership behaviors.

4.4.8 Moderated mediation Analysis

This study further examined the presence of moderated mediation within our research model, following the analytical approach recommended by (Braun et al., 2017). Specifically, we investigated whether emotional intelligence influences the indirect relationship between abusive supervision and employee creativity, as mediated by job frustration. To assess this, we calculated the moderated mediation index, which quantifies the extent to which the indirect effect varies depending on different levels of the moderator (Hayes, 2017). We assessed the conditional indirect effect of abusive supervision on employee creativity through job frustration at different levels of emotional intelligence. High Emotional Intelligence (+1 SD), (Magnitude

of Indirect Effect = -0.030, 95% Confidence Interval (CI) = [-0.062, -0.009], Low Emotional Intelligence (-1 SD), (Magnitude of Indirect Effect = -0.053), 95% Confidence Interval (CI) = [-0.104, -0.017]. These findings, summarized in Table 7, confirm that the indirect relationship between abusive supervision and employee creativity through job frustration is significantly influenced by emotional intelligence, thereby supporting H6.

Table 4.7 Moderated Mediation Analysis.					
IV= Abusive supervision, Mediator = Job Frustration, Moderator = Emotional Intelligence, DV = Employee creativity					
		Indirect effect	SE	LLCI	ULCI
Job Frustration	-1 SD	-0.053	0.021	-0.104	-0.017
Job Frustration	<i>M</i>	-0.042	0.017	-0.080	-0.013
Job Frustration	+1 SD	-0.030	0.013	-0.062	-0.009

4.5 Discussion and Conclusions

4.5.1 Discussion of key findings

This study aimed to identify the potential links among abusive supervision, employee's creativity, job frustration, and emotional intelligence. This research effort has theoretically examined the substantial negative connections that exist between abusive supervision and employee creativity. This study advances the existing body of literature by investigating the psychological mechanisms through which job frustration mediates the relationship between abusive supervision and employee creativity under a certain boundary condition, such as emotional intelligence. Furthermore, the findings align closely with the principles of Affective Events Theory (AET) and are consistent with prior empirical studies.

The findings of our present research indicate that abusive supervision appears to have a significant influence on employee creativity as well as negative emotions, actions, and behaviors that occur in the workplace. These include job frustration and other negative emotions. The result further supports previous studies revealing that abusive supervision positively affects job frustration and negatively influences employee creativity in the workplace. As a result of the abusive behavior of their supervisors, it is quite probable that the subordinates will become frustrated with their excitement for creative activity, which will ultimately fail to turn innovative thoughts into creative results successfully. L. Chen et al. (2022) pointed out that abusive supervision and leadership styles significantly affect employees' emotional states, thus diminishing their creativity. Similarly, Rauniyar et al. (2017) identify a negative relationship between abusive supervision and employee creativity, with this

link being entirely mediated by creative self-efficacy. Some earlier researchers indicate that abusive supervision can elevate subordinate psychological stress levels (Han et al., 2017; Nandkeolyar et al., 2014; Whitman et al., 2013), resulting in exacerbated frustration and a decrease in individual creativity. The findings of our study contribute to a deeper understanding of the detrimental aspects of abusive supervision and its negative impact on employee creativity.

Based on the results of a survey that was administered to 555 Korean workers, the findings of W. R. Lee et al. (2022b) found that abusive supervision had a negative correlation with creative performance. From a resource-based perspective, C. Wang et al. (2021) analyze the impact of abusive supervision on creativity via psychological availability serving as a mediating factor. This study's results seem to indicate that abusive supervision significantly negatively affects employee creativity. Ashforth (1997) and Bennett (2003) asserted that abusive supervision might elicit emotional states of anger or frustration, which in turn can lead to a reduction in creative output. In alignment with this viewpoint, Avey et al. (2015) disclose that employees experiencing abusive supervision are more likely to exhibit heightened job-related frustration, thereby increasing their likelihood of engaging in deviant workplace behaviors. By highlighting the mediating and moderating effects, our theoretical mechanism assists in explaining how abusive supervision counteracts creativity and how emotional intelligence copes with abusive supervision and ensures employee creativity, with job frustration having a mediating effect.

In our conceptualization, emotional intelligence is a worthwhile boundary condition that not only weakens the direct relationship between abusive supervision and job frustration but also mitigates the indirect relationship between abusive supervision and employee creativity within the context of the psychological mechanism of job frustration. Our research findings align with those of other studies, such as Hu (2012), which indicated that frontline staff with greater emotional intelligence (EI) are more adept at regulating their emotions and managing stress in the presence of abusive supervisors than those with lower EI.

Our findings contradict the results of the empirical study conducted by (Pradhan & Jena, 2016), which argues that the moderating impact of emotional intelligence strengthens the relationship between abusive supervision and intention to quit, with this relationship being more significant at high levels of emotional intelligence compared to low levels. Conversely, the results of Darvishmotevali et al. (2018) pinpoint that EI boosts the creative output of

frontline employees. Grounded on Affective Events Theory (AET) and earlier studies, the key findings of our study provide conclusive evidence that emotional intelligence moderates the relationship between abusive supervision, job frustration, and employees' creativity. Furthermore, for employees with greater levels of emotional intelligence, the causal relationship between abusive supervision and job frustration was observed to be weakened. In conclusion, abusive supervision is negatively connected with employees' creativity, while at the same time, job frustration acts as a mediating role in this connection. In addition, we addressed the moderating function of emotional intelligence in such an approach that weakens the link between abusive supervision and its effects, such as job frustration and employees' creativity.

4.5.2 Theoretical and practical implications

The overarching goal of this study was to determine whether there is a correlation between abusive supervision, employees' creativity, job frustration, as well as emotional intelligence. Along with that, the findings of the present research have brought about a number of theoretical insights and practical implications for the existing body of literature. First, to illustrate our point, we widen the scope of the existing literature on this subject by constructing an emotional model of how abusive supervision can dampen employee creativity and cause them to feel frustrated on the job. Abusive supervision is a subtle reaction by leaders towards employees that diminishes their creativity and engenders numerous unsavory emotions. The takeaway here is that managers should try to comprehend how abusive supervision may cause skewed relationships, which in turn can lead to negative emotions, actions, and behavior. Consequently, rapid recognition and avoidance of abusive supervision are effective in its mitigation. In addition, propagandists should be formally warned through established mechanisms, and swift, calibrated, and clearly stated measures should be implemented in the event of severe abusiveness. As a second, we have taken the Affective Events Theory (AET) as a means of investigating the link between abusive supervision and employee creativity. Prior research has established a social exchange model of creativity (Shen et al., 2020), the Conservation of Resources (COR) theory (Hobfoll, 1989b), and a theory model (Akram et al., 2021) to elucidate why abused workers might be less creative at the workplace. Additionally, the present study is novel in the field of abusive supervision, as it seeks to integrate AET with an empirical emotional model that elucidates the relationships between abusive supervision,

job frustration, and employee creativity while also examining the mediating aspect of job frustration in this relationship.

Third, the current study adds conceptually to the existing body of literature by establishing a connection between abusive supervision and employees' creativity. Fourth, as far as anybody is aware, the impact of abusive supervision on employee creativity through the psychological mechanism of job frustration has not been examined. By illuminating the psychological mechanism of job frustration between abusive supervision and employees' creativity, the present study makes a worthy contribution to the current body of state of knowledge. Administrators must meticulously look at how management practices might eliminate or mitigate the incidence or impact of abusive supervision. A viable approach to attain this is to regularly instruct employees on how to manage unpleasant emotions. In the fifth place, by revealing the moderating nature of emotional intelligence, this study enriches the boundaries of the Affective Events Theory. Although other boundary conditions have been observed in previous research efforts, such as interpersonal harmony (L. Chen et al., 2022), power distance orientation (Rauniyar et al., 2017), job embeddedness (Avey et al., 2015), personality traits such as neuroticism and conscientiousness (Eissa & Lester, 2017), cultural intelligence (Darvishmotevali et al., 2018), and performance improvement attribution (C. Wang et al., 2021). At least in the available research that has been reviewed, the moderating effect of emotional intelligence on the link between abusive supervision, employee creativity, and job frustration has not been studied. By offering emotional intelligence as a boundary condition, this piece of research closes a noteworthy gap in the existing literature. According to our study's principal finding, management may avoid hiring introverted and emotionally unstable applicants because they are more likely to experience abusive supervision. Sixth, when looking at the concepts of moderation and mediation model, very few research has used this perspective. To sum up, this research adds to our knowledge of the mediating mechanism of moderating interactions.

I want to wrap up by proposing that it is of the most crucial significance to implement organizational strategies in order to prevent abusive supervision, mitigate job frustration, and boost employee creativity in the workplace.

4.5.3 Limitations and future research

In spite of the aforementioned contributions, the study is hindered by some limitations. To begin, while taking into account the mediating and moderating effects of emotional intelligence and Job frustration, the current study only inspected the link between abusive supervision and employee creativity. We recommend that future research broaden our study by further investigating the moderator-mediator variables, including power distance orientation, authentic leadership style, team organizational citizenship, self-efficacy, and trait competitiveness, which may elucidate the underlying mechanisms linking abusive supervision and employee creativity. Secondly, this study investigates the consequences of abusive supervision on individual employee creativity, excluding aspects of team abusive supervision and team creativity. The connection between abusive supervision and creativity within teams is worthy of consideration in forthcoming studies. Third, the survey questionnaire was used to collect the data for this piece of research. Hence, future scholars may employ modified methodologies for assessing our hypothetical framework, including experimental procedures. The fourth argument is that this study was carried out within Pakistan. Consequently, it remains uncertain whether the results of this study are reflective of employees' actions in other nations and, thus, if they can be generalized to global working settings. Future scholars investigating this theme may choose to examine analogous dynamics within their cultural contexts. Apart from the variables that served as controls in this research, additional factors that might impact abusive supervision, employee creativity, and job frustration should also be controlled, including working hours, organizational structure, and departmental affiliation.

Regardless of its shortcomings, this study seeks to provide a practical application of the Affective Events Theory by presenting a mechanism that can be employed to extend the boundaries of the theory and evaluate the potential relationships among abusive supervision, employee creativity, job frustration, and emotional intelligence.

Chapter 5 - Discussion

5.1 Discussion of Key Findings

The primary objective of this thesis is to examine, how employees respond to abusive supervision through psychological detachment, workplace procrastination, and employee creativity. The study identifies essential mediators, including defensive silence, workplace ostracism, psychological distrust, and job frustration, which elucidate the mechanisms underlying the detrimental effects of abusive supervision. Furthermore, the moderating roles of proactive personality, team forgiveness climate, and emotional intelligence provide deeper insights into the conditions under which these negative consequences may be mitigated. By addressing these aspects, this thesis extends existing theoretical frameworks and provides a clearer understanding of how abusive supervision affects employee attitudes and behaviors.

To achieve the objective of this study, quantitative data was collected through structured questionnaire-based surveys conducted among employees from diverse organizations. Structural Equation Modeling (SEM) was utilized for empirical validation of the proposed relationships. Specifically, SmartPLS SEM 4.0 is employed to investigate the relationships among abusive supervision, psychological detachment, defensive silence, workplace ostracism, and proactive personality using data from 364 textile industry employees. A further study used AMOS and PROCESS macro to evaluate the links between workplace procrastination, distrust, and the moderating effect of team forgiveness climate among 395 healthcare nurses. In the final analysis, using data from 492 respondents, AMOS and the PROCESS macro were utilized to validate the mediation of job frustration between abusive supervision and employee creativity, with emotional intelligence serving as a moderating factor.

The findings reveal that abusive supervision significantly impacts psychological detachment, workplace procrastination, and employee creativity. Employees who experience abusive supervision are likely to psychologically detach from their work environment, leading to delays in task completion and a decline in employee creativity. Further analysis confirms the mediating effect of defensive silence, workplace ostracism, psychological distrust, and job frustration in the relationship between abusive supervision and key employee outcomes. The mediating effects highlight how negative emotional responses deplete psychological resources, reducing cognitive flexibility and innovative potential. However, proactive

personality, team forgiveness climate, and emotional intelligence are identified as important moderating factors that allow employees to manage their emotions and weaken the negative consequences of abusive supervision.

Although abusive supervision is associated with detrimental effects on employees, on the contrary, prior research has also examined its paradoxical or conditional positive outcomes. For example, some studies suggest that abusive supervision may motivate certain employees to improve performance, especially those with high levels of resilience or self-efficacy. Tröster & Van Quaquebeke (2021) argue that in competitive environments, employees may perceive abusive behavior as a challenge or pressure to prove themselves, thereby increasing task focus and short-term performance. Similarly, Lin et al. (2013) found that under high levels of traditional Chinese values, such as respect for authority and endurance, employees may accept abusive supervision as part of hierarchical dynamics and respond with greater conformity and compliance, which can momentarily enhance job performance. Furthermore, Y. Zhang & Bednall (2016) reported that employees with high core self-evaluations may reframe abusive experiences as opportunities for growth, leading to increased self-improvement motivation.

These findings align with Cognitive Appraisal Theory (CAT), Stimulus-Organism-Response (SOR) framework, and Affective Events Theory (AET), collectively highlighting the impact of abusive supervision and negative workplace stimuli on employee behavior. CAT explains how employees perceive such supervision as a threat, leading to social withdrawal and emotional disengagement. The SOR framework illustrates how adverse workplace conditions trigger internal psychological processes, resulting in counterproductive behaviors. Meanwhile, AET underscores the role of emotional responses to workplace events in shaping employee attitudes and performance.

5.2 Theoretical and Practical Implications

Theoretical implications

This thesis makes significant theoretical and practical contributions for the existing body of literature. First, This study contributes to the existing literature by integrating multiple theoretical perspectives on the impact of abusive supervision. Prior research has established a social exchange model of creativity (Shen et al., 2020), Conservation of Resources (COR), and a theory model (Akram et al., 2021) to elucidate how abusive behavior by supervisors effects on employees outcomes. Additionally, the present study is novel in the field of abusive

supervision, as it seeks to integrate CAT, SOR and AET with an empirical model that explain the relationships between abusive supervision and employees outcomes at workplace. Second, for the first time, this study comprehensively examine the impact of abusive supervision on multiple employee outcomes, including psychological detachment, workplace procrastination, and employee creativity. By exploring these dimensions, this research contributes to a deeper understanding of the broader implications of abusive leadership in organizational settings. Third, this research extends the application of CAT by showing how individuals' emotional responses to abusive supervision lead to cognitive appraisals that ultimately affect their ability to detach from work. Fourth, It extends the SOR framework by integrating abusive supervision as a stimulus, psychological distrust as an organismic response, and workplace procrastination as a behavioral outcome. Fifth, the moderating role of team forgiveness climate further contributes to understanding how organizational factors (context) influence individual responses in SOR theory. Sixth, this study broadens the application of AET by demonstrating how abusive supervision triggers job frustration as a negative emotional response. This frustration depletes psychological resources and reduces the cognitive flexibility needed for employee creativity.

Practical implications

The aforementioned theoretical implications of the thesis lead to significant recommendations for organisations. First, Organizations can mitigate the impact of abusive supervision by implementing leadership training programs that emphasize emotional intelligence, conflict management, and fostering a supportive work environment. Second, Supervisors should be made aware of the long-term detrimental effects of abusive behavior on employees psychological and emotional well-being. Third, administration can foster a culture of open communication, where defensive silence and workplace ostracism are reduced. Fourth, Managers should work toward creating supportive team cultures where employees are encouraged to resolve conflicts constructively and forgive past misunderstandings. Fifth, To foster employee creativity, companies should invest in programs that enhance emotional intelligence. This could include stress management workshops and emotional regulation training, helping employees cope with workplace frustrations and maintain their creativity despite negative behaviors. Sixth, according to our study's principal finding, management may avoid hiring introverted and emotionally unstable applicants because they are more likely to experience abusive supervision.

In conclusion, this study underscores the critical importance of implementing effective organizational strategies to mitigate the adverse effects of abusive supervision in the workplace.

5.3 Limitations and Future Directions

In spite of the aforementioned contributions, the study is hindered by some limitations. A limitation of this study is that it only focuses on the negative outcomes of abusive supervision, such as psychological detachment, procrastination, and frustration. Future research could explore potential positive outcomes, particularly how employees may develop resilience when confronted with negative workplace behavior. In this study we have followed only negative leadership styles, Future researchers could explore the impact of different leadership styles (e.g., transformational, servant leadership). The findings of this study may be limited to certain industries or cultural contexts, and the applicability of the results to other work environments or regions may be constrained. Future research should explore cross-cultural differences and industry-specific variations to enhance the generalizability of the findings. Since this study relies on self-reported data, there is a chance of bias because participants may answer in a way that looks good socially or exaggerate the negative effects of abusive supervision. To address this, future research should use multiple sources of data, (e.g., supervisor reports, peer assessments) to reduce this limitation. Apart of the variables that served as controls in this research, additional factors that might impact abusive supervision, and employee outcomes, should also be controlled, including working hours, organizational structure, and departmental affiliation. Additionally, the present study acknowledges that while Cognitive Appraisal Theory (CAT), Stimulus-Organism-Response (SOR), and Affective Events Theory (AET) were conceptually appropriate to guide the research, their integration into the empirical analysis remained primarily descriptive. The theories were used to support the development of hypotheses and provide a conceptual foundation for understanding the dynamics of abusive supervision and its outcomes. However, their function as explanatory lenses for interpreting empirical findings could be further strengthened. Future research should place greater emphasis on aligning the theoretical constructs more explicitly with the analytical interpretations, thereby enhancing the explanatory power of the theoretical models. Nonetheless, the use of CAT, SOR, and AET in this study offered meaningful insights into the psychological and emotional mechanisms through which abusive supervision affects employee behavior, serving as a critical scaffold for the study's conceptual framework.

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