A Review Of The Psychological Impact Of Leader-Experienced Frustrations And Inspirations: The Moderating Roles Of Gender, Stage Of Moral Development, And Organizational Centralization

Peter Agyekum Boateng, PhD, Faustina Oduro Twum, PhD

School of Business, Valley View University, Ghana Emai:
paboateng@vvu.edu.gh

Abstract

The paper analyses how leaders are psychologically affected by frustrations and inspirations, moderated by gender, stage of moral development, and organizational centralization. The study aimed at addressing the deficiencies in literature about how leader's mental health and efficiency is being influenced by these elements. A major aim of the research has been to examine how emotional experiences of leaders are shaped by these moderators. To achieve this goal, the study reviews various theoretical and empirical studies on leadership psychology. Major results from the research indicate that leaders' psychological well-being and leadership capacity is significantly influenced by frustrations and inspirations. In addition, gender differences play a significant role on how they perceive and react to such experiences. Moreover, stages of moral development greatly determine the ethical decision-making processes that leaders undergo. Autonomy towards addressing problems is also affected by the extent of organizational centralization. All these factors have been found to concurrently stimulate some leadership emotions thereby affecting their psychological health. These issues thus necessitate that integration of these moderating factors be done in leadership development programs through advocating for gender sensitivity, ethical training for leaders and changing organizational structure to be supportiveness and effective towards the leadership process and mental well-being. In addition, this knowledge provides important

insights in relation to leadership psychology with regard to implications for organizational policies as well as practical applications entailing training courses for new leaders or those who wish to become managers one day.

Keywords: Leader-Experienced Frustrations, Inspirations, Leadership, Emotions, Psychological Health

3299

Introduction

Leadership psychology is an interdisciplinary field that considers the mental, emotional, and behavioral aspects of people in leadership positions. This is where psychology meets organizational studies as it concerns leaders' behaviors across various situations. This entails studying how psychological well-being and resilience contribute to the shaping of organizational culture by leaders and change process for them to achieve meaningful results (Santa et al., 2023). Leadership psychology has changed significantly; it started with stressing on natural traits that were thought to be crucial for successful leadership. It moved away from Trait Theory which emphasized on some born leadership qualities (Marturano, 2007) to adopting more dynamic transformational and transactional theories of leadership (Humphrey, 2013). Over the recent years, leading psychologists have included emotional intelligence as well as social influence and relational dynamics into aspects of effective leadership (D'Souza et al., 2023), shifting focus from outward behavior to inner thought processes of leaders.

Leaders often experience frustrations in challenging situations such as obstacles within the organization, conflicts among group members or personal setbacks. These negative emotions may cause stress disorders, impaired decision-making processes and reduced productivity (Rudolf G de, 1955). On the other hand, inspirations act as positive triggers enabling them to think objectively, innovate or become motivated. Personal achievements and breakthroughs are some of these inspirations that are necessary for resilience building, crisis management as well as team motivation (Sarker et al., 2021). The interplay between gender, moral development and organizational structure is increasingly recognized as crucial for understanding the full scope of leadership psychology. These factors greatly influence how leaders approach problems, process emotions and interact with their teams. Leadership styles and emotional responses differ among men and women resulting in different approaches to managing frustrations and tapping into inspirations (Moore & Diehl, 2018; Mohamad et al., 2023). Moral development in leadership refers to the ethical decisionmaking processes particularly in complex situations which necessitate moral judgment. The differing levels of moral development among leaders can affect their effectiveness and ethical behavior. Additionally, the structure of an organization especially its centralization has a great impact on leaders' experiences. Those under highly centralized structures may face difficulties related to autonomy in decision-making processes as well as maintaining orderliness (Boateng, 2023).

Despite extensive research in leadership psychology; there are still significant gaps especially about how leader-experienced frustrations and inspirations, moderated by gender, moral development and organizational structure affect psychological health of leaders. To date research has often been segregated focusing on either positive or negative aspects of leadership experiences but ignored their interaction with one another as well as the

moderating variables (McColl-Kennedy & Anderson, 2002; Storey & Dambo, 2017). There is also a lack of integrative studies in terms of the interrelationship of these factors as it pertains to leadership experiences thereby leaving a big void in the literature regarding gender, moral development and organizational structures contribution to leadership (Schermuly & Meyer, 2016).

The primary goal for this study is to fill in these gaps by means of comprehensively probing the psychological impacts of leader-experienced frustrations and inspirations, by considering it considers the gender, moral developmental, and organizational structure moderators. The study aims at bringing together previous research that has been done in these areas, spotting out patterns as well as correlations within them and providing up-todate perspectives on the highly complicated relationships between these factors from leadership psychology's point of view. This research is wide-ranging in that it involves a systematic review of contemporary literature, theoretical frameworks, empirical investigations, and case studies. It is aimed at breaking down what makes up leader experienced frustrations and inspirations with respect to their gendered nature, moral development as well as organization's dynamics. The overall goal is to understand better how this affects leaders' mental health and proficiency. In terms of its contribution, this research will see improvement in leadership psychology, given its ability to comprehend the mental experience leaders go through while acknowledging external and internal factors. It seeks to address existing gaps in the literature so as to inform more effective leadership support programs and training strategies that enhance leaders' well-being and effectiveness.

Literature Review
This is a concept that looks at all hindrances that leaders face within an organization. The leader's mental status and operational efficiency could be undermined by personal conflicts or systemic obstacles that bring about these frustrations. Theoretical frameworks like the Stress and Coping Theory as well as Transactional Leadership Theory clarify many of these frustrations. The Stress and Coping Theory examines how leaders identify stress and handle it using individual coping strategies. The Transactional Leadership Theory looks into the dynamics of leader-follower interactions where frustrations disrupt leadership effectiveness. Empirical research has confirmed the tangible effects of these frustrations. Kundi (2021) shows that ongoing frustration at work can lead to tactical rather than strategic decisions being made. Lack of such satisfaction also affects emotionally intelligent leaders' ability to regulate both their own emotions and those of their followers (Istianingsih et al., 2020). Prolonged frustrations are also linked with employee burnout, which results in a low morale among teams (Baheer, 2023). In conclusion, these studies prove how limitations influence leadership performance.

They specify moments of high motivation resulting from problem solving breakthroughs or self-development gains. They encourage leaders to think creatively, become more determined and motivated thereby enhancing their mental health quality as well as their leadership effectiveness. This concept is explained through theoretical frameworks such as Positive Psychology and Transformational Leadership theory. Optimistic resilient experiences enhance quality of life and performance, according to Positive Psychology; on the other hand, Transformational Leadership theory regards inspired leaders as agents for significant change within team dynamics through having vision plus motivation.' Many empirical studies have

supported this finding. Gouasmia (2022) states that inspiring directors are better decisionmakers who possess emotional intelligence skills; conversely, Moon (2021) acknowledges that such directors often endorse transformational leadership behavior which enhances team cohesion and creativity. These findings reveal how inspirational experiences can affect a leader's psychological well-being and the way he/she manages the teams effectively. Gender Role Theory and Emotional Intelligence Theory are crucial theoretical underpinnings for understanding gender's role in leadership emotions. According to Hsu et al. (2022), "leaders who are successful need to be aware of their own feelings and how they deal with them, which is central to Emotional Intelligence Theory." Gender Role Theory, on the contrary, examines how emotional expressions and behaviors are influenced by social norms and thus leadership styles (Gartzia & van Engen, 2012). Different approaches to challenges and opportunities reveal gender differences in leadership that result in different leadership styles and emotional responses (Jubran & Saleh, 2018; Mfikwe et al., 2017). While women leaders may use collaborative techniques when dealing with frustrations, men can go directly to problem-solving skills (Hsu et al., 2022). To this end, it calls for gender-sensitive leadership strategies that recognize the distinctive qualities of masculinity and femininity while leading (Gartzia & van Engen, 2012; Jubran & Saleh, 2018; Mfikwe et al., 2017).

According to Kohlberg's Theory of Moral Development, stages of moral development intersect with leader emotions influencing their ethical choices and emotional responses (Manggai et al., 2019; Lasthuizen & Badar, 2023). Ethical dilemmas as well as emotionally charged situations are handled differently by leaders at various stages of their moral development. Higher-stage moral development executives might emphasize principles and justice whereas those at lower levels might focus on conformity or personal interests (Delos Reyes-Ancheta, 2021). It could be visualized through a comparative analysis that how leaders experience frustrations and inspirations also closely relate with moral reasoning as well as ethical decision-making capabilities. Leaders who have advanced moral development are better placed to handle ethical ambiguities hence making more ethical decisions even through frustrations (Lukenbill & Young, 2017; Mason & Simmons, 2011).

This model of organizational centralization, where decisions are made by top management, sets a hierarchy that restricts the autonomy of subordinates. It ensures that command chains are clear and policies implemented uniformly (Mikucka-Wójtowicz, 2019). In centralized environments, leaders' decision-making abilities are often stifled hence hindering creativity and motivation (Park et al., 2013). Conversely, centralized structures enhance clarity as well as provide direction hence better focused decision-making processes (Swanson, 2013). The literature shows different experiences in centralized versus decentralized organizations. Leaders often feel frustrated and stifled when operating in centralised environments due to perceiving blockage to innovative thinking and personal development of leadership skills (Abdullahi et al., 2020). Conversely, decentralization allows for more independence thus encouraging increased leader's inspiration and innovation response-focused organizational cultures (Da'as et al., 2020; Oreg & Berson, 2019). This research explains how centralization affects leadership psychology through innovation, job satisfaction and decision making.

Methodology
The study employed a comprehensive literature review design that involved systematically examining scholarly articles, empirical studies, and theoretical frameworks. It aimed at finding

out the psychological effects of leader-experienced frustrations and inspirations along with other moderating variables such as gender, moral development stage and organizational centralization. The approach to literature selection and empirical studies was dual. The research focused on peer-reviewed articles from reputable academic journals to ensure credibility of information. The focus was on most recent publications in order to make them have relevance to present-day leadership dynamics. The second inclusion criterion involved picking those studies which had information on the following: emotions experienced by leaders; gender dynamics; leaders' psychological health, stage of moral development, and organizational centralization. Data analysis and synthesis was conducted using thematic analysis of selected literature. Particularly, this research revealed key themes and trends concerning the emotional experiences of leaders and the moderating effects discussed. In integrating different study findings, their comprehensive conclusions were drawn thereby showing how these factors collectively influenced the psychological well-being and the effectiveness of leaders. This systematic approach guaranteed full comprehension over the topic, providing a firm basis for future research as well as practical applications in leadership development and organizational strategy.

Synthesis Of Findings

What do leaders find frustrating and inspiring? This synthesis of findings on leaderexperienced frustrations and inspirations thus gives an in-depth analysis on the impacts of emotional states of leaders on their overall performance and group relations. Siddiqui, Hariprasad, and Tsipursky (2020) have shown that leadership metrics can help reduce burnout among employees. In addition to this, it has been noted by the authors that there is a need for leaders to focus on wellbeing as it directly affects their performance. This observation is in harmony with Montano et al. (2017) who demonstrated that persistent frustrations in leadership roles (including burnout and diminished job satisfaction) are just natural consequences of the same approach as was applied by Siddiqui et al. (2020). Ameen et al. (2020) show that inspirations have a positive effect on leaders improving team dynamics and morale. Also, Rajah et al. (2011) emphasized on the important role played by emotional competencies in stress management as well as the relationship between leader's emotions and burnout or low performance. Their study showed that similar sentiments exist in both this article's components which are "emotional landscapes" and "leadership style/outcomes." Ferramosca et al., (2021) also add to this discussion through demonstrating how inspirational nursing leadership reduces job challenges while increasing teamwork satisfaction rates.

If leaders do not handle their emotions properly they will not be effective leaders and be unable to lead authentically. The study by Michie and Gooty (2005) has found that authentic leadership is significantly related to positive emotional engagement. This has also been confirmed in the studies of Wong and Law (2002) who showed that job performance, job satisfaction, organizational commitment are influenced by a followers' emotional intelligence while for leaders it influences how satisfied they are with their jobs and how well they perform non-routine tasks. In fact, the way that leaders respond to their emotional experiences, whether frustrations or inspirations, determines how effective leadership process is going to be as well as the dynamics within the teams they lead. Warnings have been issued about the adverse effects of being frustrated; however, people need to acknowledge that these negative things may be turned into opportunity creators. Leaders who can

transform frustrations into learning opportunities and inspirations into actionable strategies demonstrate a high level of emotional intelligence, which is critical for effective leadership. That argument reflects a growing emphasis on emotional intelligence in leadership research and practice.

Gender moderates leadership and its impact on emotional experiences in multiple ways. It is evident from different researches that gender has a significant effect on how leaders interpret and react to their emotions. Female leaders are known to possess higher levels of empathy which enable them to maneuver through frustrations better by converting challenges into opportunities for growth and inspiration using their emotional intelligence (Pooja et al., 2022; Andina-Díaz et al., 2023). Their nature of empathy enhances psychological well-being and also cultivates resilient and adaptive leadership style. On the other hand, male leaders are better at converting positive feelings into immediate actions so as to have something tangible at the end (McColl-Kennedy & Anderson, 2005). However, this aggressive approach may sometimes fail to consider empathic aspects of team management leading to more frustration and stress when they face constraints. Also, gender-based emotional experiences in leadership are influenced by societal expectations, organizational culture as well as individual's dispositions (Doyle Fosco et al., 2023). Female leaders, especially, in male dominated environments are often expected to be more assertive than empathetic while male leaders have been expected to be decisive and controlling. This makes it difficult for them to engage in empathetic leadership practices (Cha et al., 2023). Thus, it is important that organizations strive towards creating inclusive cultures that encourage diverse styles of leadership regardless of gender. Such an approach will not only improve overall effectiveness of leadership in organisations but lead to a more balanced and empathetic workplace environment.

Stage of moral development is a critical concept in the moral decision-making and emotional responses of leaders. In Kohlberg's Theory of Moral Development, the leader's moral development stage significantly influences how he/she responds to ethical dilemmas, frustrations, and inspirations. Leaders at higher stages of moral development tend to respond to ethical challenges and frustrations by sticking with universal principles and justice. The result of this kind of superior moral judgment is that it comes up in the process of making choices and impacts on the emotions seen among leaders when they face different situations (Wood 2019). Such leaders can leverage their inspirations towards the well-being for all which not only improves their mental health but also increases their effectiveness as leaders (Schminke et al., 2005; Demirtas et al., 2017). On the other hand, lower level moral reasoning levels are more likely to consider organizational norms, personal interests or immediate physical survival as bases for decisions made by leaders. More so, selfishness, love needs, obedience, reciprocal altruism as well as instrumental purpose influence their ethical decision making (Ma 2013). By so doing these leaders may have difficulty coping with the ethical challenges resulting in more frequent and intense frustrations, thus leading to unethical behaviors. Empirical research indicate that there is a relationship between moral reasoning and inspiration/frustration experienced by leaders (Manggai et al., 2019). This interconnection highlights the importance of leadership's ethical foundation which will modify the various emotional approaches adopted by leaders towards different challenges.

Centralization levels within an organization impact leaders' self-governing powers, independence in decision making, and the way they react to irritations and inspirations. In the

centralized organization, however, leaders' autonomy is often limited through unsatisfactory independent decision-making that accrues frustration. This restriction does not only kill creativity and motivation but also hinders personal growth. On the other hand, a centralized structure can lead to passive leadership associated with burnout, emotional exhaustion, job dissatisfaction among others as it stifles one's ability to make decisions (BaniMelhem et al., 2022; Andrews et al., 2007). In contrast to this perspective, decentralization allows leaders greater autonomy to creatively employ their inspirations, hence cultivating innovative organizational cultures. Subsequently, it promotes high levels of job satisfaction and motivation among leaders who are given more freedom for independent decision making. As a result of this reduced ambiguity through decentralized organizations, leaders find themselves inspired and satisfied with what they do (Andrews et al., 2007). The type of an organizational structure whether centralized or decentralized highly affects the emotional experience of leadership. It determines the way in which leaders respond to challenges and opportunities thus having an impact on their psychological health, job satisfaction and overall effectiveness in their roles.

How Frustrations and Inspirations Affect Leaders

The psychological health and effectiveness of leaders in leadership roles are significantly influenced by the complex interaction of frustration and inspiration experiences. According to Montano et al. (2017), persistent frustrations experienced in leadership can have serious consequences like burnout, emotional exhaustion, reduced job satisfaction and finally low leadership effectiveness. These negative emotional experiences affect the leader's ability to make decisions as well as manage teams effectively. On the other hand, motivations are important for positive influence on a leader that promotes better team dynamics, improves morale and enhances psychological well-being (Ameen et al., 2020). Inspirational leadership fosters trust among team members which then increases their commitment to the team (Joshi et al., 2009).

According to Michie & Gooty (2005), those leaders who experience more positive emotions directed towards others are found to be more motivated by their self-transcendent values, thus increasing their effectiveness as leaders. Therefore, this observation highlights how important it is for leaders to deal with their emotional experiences so as to be effective and authentic in their leadership positions. In addition, inspiring work settings also lead to reduced professional issues related to work while increasing collaboration, satisfaction and enjoyment among staff (Ferramosca et al., 2021). While frustrations can result in negative effects such as burnout and lack of job satisfaction, inspirations can greatly enhance a leader's well-being psychologically thereby improving his or her overall effectiveness. Good leaders must be able to transform their challenges into learning opportunities and their insights into actions.

Interplay of Moderators

Leaders' psychological health is significantly influenced by gender, stage of moral development, and organizational structure, with regards to their frustrations and inspirations. This complex interaction defines the kind of leadership experiences, reactions and effectiveness that are required which emphasizes the importance of adapting leadership models and strategies to meet the specific strengths and needs of leaders. Hence, these

approaches can support resilient attitudes, ethical choices and innovative practices in leadership. Different scenarios may be created by the interdependencies between these factors. As an example, a female leader with high moral development working in a decentralized organization may use her empathetic abilities and autonomy to address difficulties creatively thereby converting her frustrations into sources of inspiration. Conversely, if placed on a male leader with low moral development who works for centralized organizations, he may feel paralyzed since he is not adequately prepared to handle ethical dilemmas hence increasing his frustrations (**Lewis & Fagenson-Eland, 1998**). This understanding is imperative in designing responsive leadership models and strategies that take account of diverse needs and contexts for leading. This leads to a discussion on how these moderators collectively impact leaders' frustrations and inspirations, their psychological health, and effectiveness.

1. *Leaders in Centralized Organizations with High Stage of Moral Development*: Moral development might be high for a male leader in a centralized organization, but ethical principles may conflict with the organizational constraints. The centralization of the organization structure may hinder his decision-making capacity and make him feel frustrated and stressed as he tries to harmonize with what is being dictated by the ethos of the organizations while having well-built morals. However, his ethical principles could help him work around these limitations and create something new within the framework of the organization (Khan et al., 2019; Montgomery & Cowen, 2020). In a similar setting, a female leader can also be frustrated by decision-making restrictions. Although she has strong moral beliefs, this kind of arrangement makes it difficult for her to exercise ethics or creativity as extensively as possible. On the other hand, her empathy and a high level of moral development might facilitate her effectiveness in addressing these dilemmas thus encouraging some ethical changes within subsystems (Hernandez Bark et al., 2016).

2. *Leaders in Centralized Organizations with Low Stage of Moral Development*: This situation can challenging. A male leader within a centralized organization model with lower moral development may find it hard to conform to ethical requirements and might be significantly frustrated and stressed, and likely to result in unethical choices, as his personal or organizational goals may outdo ethical considerations (Landay et al., 2019). Similarly, female leaders in this circumstance may have difficult times when they are confronted by ethical dilemmas due to lack of autonomy. Their choices could however become more self-centered or short-term focused; hence may promote ineffective and less ethical leadership on the other hand (Madden, 2011).

3. *Leaders in Decentralized Organizations with High Stage of Moral Development*: The decentralized structure gives male leaders the freedom to make ethical decisions while working with high morals. Their moral development is very high, this ensures that their choices are based on principles and the environment of decentralization facilitates effective implementation. These skills would make them competent culture builders capable of promoting ethics in addition to innovative behaviors (Zhang et al., 2015). A female leader in this scenario is likely to excel. Her high level of morale will enable her to make decisions that resonate with her heightened sense of ethics within the decentralised structure. Such attributes, accompanied by ethically-based empathy, could result in an effective compassionate leadership that would create a positive and innovative organisational culture (Vincent-Hoper et al., 2012).

4. *Leaders in Decentralized Organizations with Low Moral Development*: In a decentralized organization, a male leader who has low moral development may prioritize personal interests over ethical issues. This trend could be magnified by the absence of central authority, leading to unethical actions and ineffective leadership (Fumagalli et al., 2010). However, a female leader working under the same conditions would face different challenges. Through this arrangement, she has more room to maneuver, encouraging her to think out of the box and give way to innovation. However, at her level of moral reasoning she might not have enough skills to make morally right decisions and manage emotions properly that causing self-centeredness or more unethical type of management which raise concern about ethical breaches or effectiveness (Crocetti et al., 2019).

The relationship between gender, organizational centralization and stage of development creates a very complicated landscape for leadership effectiveness and mental health. Each combination, therefore, presents unique challenges and opportunities emphasizing the importance of innovative leadership development and support strategies that acknowledge such interrelationships.

Implications For Practice

Influential psychological effects on leadership practice through leader-experienced frustrations and inspirations are moderated by such factors as gender, moral development and organizational centralization. Consequently, leaders and organizations need these insights to develop practical strategies of managing frustration and capitalizing on inspiration.

- *Emotional Intelligence (EI) and Supportive Environments*: EI is very essential in helping leaders manage frustrations effectively and improve team dynamics. Maritz (2006) notes that EI can help team coaches deal with frustration and communicate better. Additionally, Mishra (2022) also highlights the role of EI in controlling frustrations for corporate executives while improving their teams' dynamics. According to Goleman et al. (2002), EI encompassing self-awareness along with relationship management will address emotional needs, thus significantly increasing team effectiveness. Organizations should therefore create environments that promote EI to enable leaders handle challenges more efficiently (Hassan et al., 2022; Granirer, 2018).

- *Reframing Challenges and Celebrating Successes*: Leaders who possess growth mindset do not perceive frustrations as failures but rather opportunities for learning. In this sense, they depend on EI to inspire their teams by recognizing and celebrating successes, hence keeping employees motivated (Helmold, 2021).

- *Gender-Specific Leadership Development*: Female leaders must focus on addressing gender bias that promotes assertiveness. Male leaders should pay attention to empathy development and collaboration training programs. This according to Black et al. (2022) and Krompa et al. (2022) may improve leadership capability of both male and female leaders since leadership cultures that embrace different forms of leadership can enhance the abilities of both male executives as well as their female counterparts. This perspective is connected with the idea of emotional intelligence in leadership that fosters empathy and understanding across gender divides.

- *Workshops on Ethical Leadership and Organisational Structure*: This will help leaders to be guided through ethical dilemmas and conflicts, which will foster ethical development and decision-making. Lejeune et al (2020) and Fernández et al (2023) have stressed the

importance of ethical leadership in organizations, suggesting that leadership development programs should integrate ethics into their curriculum.

- *Strategies for Organizational Centralization*: In order to reduce frustration for leaders who face limited autonomy, motivation can be increased by empowering them at various levels (Tran, 2020; Teame et al., 2022). Alternatively, centralized systems that could have negative effects are not as preferable as dynamic organization structures that respond to leaders' needs.

- *A holistic approach to leadership development*: EI training, ethical leadership grooming, gender-specific program design and organizational restructuring are some of the key factors that need to be considered in a comprehensive approach to leadership development. These authors support a holistic approach for developing leaders in any organization and addressing all types of challenges with non-discriminatory practices leading to an entire ethical and inclusive executive culture. By incorporating emotional intelligence into leadership practices, focusing on ethical principles, designing programs for specific gender groups, and re-organizing organizations, leader effectiveness in both centralised and decentralised settings can be improved significantly. This is a holistic approach which highlights the intricate relationship between gender and stage of moral development as well as organizational centralization for effective and ethical leadership.

Conclusion

This profound review has offered insight into the psychological effects experienced by leaders in their frustrations and inspirations, with emphasis on the moderating influences of gender, stage of moral development and centralization in organizations. The roles played by leadership are complex because it involves leaders having to handle diverse problems. Leaders may be impacted negatively by frustrating experiences that can affect their judgment as well as psychological health, while positive experiences motivate them to become more creative, resilient as well as effective overall. This review has also brought up an important point about how different genders view leadership and respond emotionally to it. Moreover, it becomes evident that a leader's level of morality determines how ethical decisions are made which is in turn influenced by the amount of freedom given by his/her firm's organizational structure. There are however limitations to this comprehensive review. The main drawback is that it relies heavily on existing literature which does not cover all emerging trends in leadership psychology; moreover, it tends to concentrate on broader themes thus overlooking individual experiences of individual leaders as depicted above. Future studies will have to incorporate cultural dimensions and socio-economic backgrounds, including factors specific to industries in order to better comprehend the long-term consequences of frustrations on leaders' career progressions as well as the health of organizations. Such study can focus on understanding leadership psychology by looking at personal qualities such as adaptability and resilience visa-vis organizational culture.

References

Abdullahi, A. Z., Anarfo, E. B., & Anyigba, H. (2020). The impact of leadership style on organizational citizenship behavior: does leaders' emotional intelligence play a moderating role? *Journal of Management Development*, 39(9/10), 963–987. https://doi.org/10.1108/jmd-01-2020-0012

Ameen, A. A., Alshamsi, S., Isaac, O., Gazem, N., & Mohammed, F. (2020). Impact of Inspirational Motivation on Organizational Innovation (Administrative Innovation, Process Innovation, and Product Innovation). https://doi.org/10.1007/978-981-15-6048-4_53 Andina-Díaz, E., Ventura-Miranda, M. I., Quiroga-Sánchez, E., Ortega-Galán, Á. M., Fernández-Medina, I. M., & Ruiz-Fernández, M. D. (2023). Nursing students' perception about gender inequalities presented on social networks: A qualitative study. *International Journal of Environmental Research and Public Health, 20*(3). https://doi.org/10.3390/ijerph20031962 Andrews, R., Boyne, G., Law, J., & Walker, R. (2007). Centralization, Organizational
Strategy, and Public Service Performance. *Journal of Public Administration Research and Theory*, 19, 57-80. https://doi.org/10.1093/JOPART/MUM039

Baheer, M. (2023). The effect of ei (Emotional Intelligence) on employee motivation and decision making of leaders in private universities/institutes of higher education in Nangarhar, Afghanistan. *International Journal of Education and Social Science Research*, *06*(02), 22–38. https://doi.org/10.37500/ijessr.2023.6203

Bani-Melhem, S., Abukhait, R., & Bourini, I. (2022). How and when does centralization affect the likelihood of passive leadership? *Leadership & Organization Development Journal*. https://doi.org/10.1108/lodj-10-2021-0492

Black, G. B., Wood, V. J., Ramsay, A. I. G., Vindrola-Padros, C., Perry, C., Clarke, C. S., Levermore, C., Pritchard-Jones, K., Bex, A., Tran, M. G. B., Shackley, D. C., Hines, J., Mughal, M. M., & Fulop, N. J. (2022). Loss associated with subtractive health service change: The case of specialist cancer centralization in England. *Journal of Health Services Research & Policy*, 27(4), 301–312. https://doi.org/10.1177/13558196221082585

Boateng, P. A. (2023). Analyzing the relationship between psychopathy and leadership effectiveness: Moderating role of emotional intelligence. *European Journal of Business and Management*. 1594), 1–12. https://doi.org/10.7176/ejbm/15-14-01

Cha, H., Uchida, Y., & Choi, E. (2023). Gender differences in perceived legitimacy and status perception in leadership role. *Frontiers in Psychology*, 14, 1088190. https://doi.org/10.3389/fpsyg.2023.1088190

Crocetti, E., Moscatelli, S., Kaniušonytė, G., Meeus, W., Žukauskienė, R., & Rubini, M. (2019). Developing Morality, Competence, and Sociability in Adolescence: A Longitudinal Study of Gender Differences. *Journal of Youth and Adolescence*, 48, 1009-1021. https://doi.org/10.1007/s10964-019-00996-2

D'Souza, G. S., Irudayasamy, F. G., & Parayitam, S. (2023). Emotional exhaustion, emotional intelligence and task performance of employees in educational institutions during COVID 19 global pandemic: a moderated-mediation model. *Personnel Review*, *52*(3), 539–572. https://doi.org/10.1108/pr-03-2021-0215

Da'as, R., Schechter, C., & Qadach, M. (2020). School leaders' cognitive complexity: Impact on the Big 5 model and teachers' organizational citizenship behavior. *Journal of School Leadership*, 30(5), 398–423. https://doi.org/10.1177/1052684619896535

Delos Reyes-Ancheta, R. (2021). Benedictine Leadership: Carving caring spaces. *SCIENTIA*, *10*(2). https://doi.org/10.57106/scientia.v10i2.136

Demirtas, O., Hannah, S., Gok, K., Arslan, A., & Çapar, N. (2017). The Moderated Influence of Ethical Leadership, Via Meaningful Work, on Followers' Engagement, Organizational Identification, and Envy. *Journal of Business Ethics, 145*, 183-199. https://doi.org/10.1007/S10551-015-2907-7

Doyle Fosco, S. L., Brown, M. A., & Schussler, D. L. (2023). Factors affecting educational leader wellbeing: Sources of stress and self-care. *Educational Management Administration & Leadership*. https://doi.org/10.1177/17411432231184601

Ellison, C. W., & Mattila, W. S. (1983). The needs of evangelical Christian leaders in the United States. *Journal of Psychology and Theology*, *11*(1), 28–35.
https://doi.org/10.1177/009164718301100105

Fernández, V., Gausereide-Corral, M., Valiente, C., & Sánchez-Iglesias, I. (2023). Effectiveness of trauma-informed care interventions at the organizational level: A systematic review. *Psychological Services*, 20(4), 849–862. https://doi.org/10.1037/ser0000737

Ferramosca, F. M., Filomeno, L., Gualandi, R., Tartaglini, D., & Ivziku, D. (2021). The Role of the Leader on the nurses perception of work well-being. Professioni infermieristiche, 74(4), 266. https://doi.org/10.7429/pi.2021.744266b

Foulk, T. A., Lanaj, K., Tu, M.-H., Erez, A., & Archambeau, L. (2018). Heavy is the head that wears the crown: An actor-centric approach to daily psychological power, abusive leader behavior, and perceived incivility. *Academy of Management Journal*, *61*(2), 661–684. https://doi.org/10.5465/amj.2015.1061

Fumagalli, M., Ferrucci, R., Mameli, F., Marceglia, S., Mrakic-Sposta, S., Zago, S., Lucchiari, C., Consonni, D., Nordio, F., Pravettoni, G., Cappa, S., & Priori, A. (2010). Gender-related differences in moral judgments. *Cognitive Processing*, 11, 219-226. https://doi.org/10.1007/s10339-009-0335-2

Gartzia, L., & van Engen, M. (2012). Are (male) leaders "feminine" enough? *Gender in Management An International Journal*, *27*(5), 296–314. https://doi.org/10.1108/17542411211252624

Goleman, D., Boyatzis, R., & Mckee, A. (2002). The emotional reality of teams. *Journal of Organizational Excellence*, 21, 55-65. DOI: 10.1002/NPR.10020

Gouasmia, S. (2022). Role of effective emotional intelligence in improving the functionality of administrative institutions. *Akkad Journal Of Law And Public Policy*, *1*(3), 135–147. https://doi.org/10.55202/ajlpp.v1i3.72

Granirer, D. (2018). Emotional intelligence: Get with it! *International Journal of Mental Health*, 47, 90-91. DOI: 10.1080/00207411.2018.1425050

Hassan, F., Sharip, S. M., Ibrahim, S. S., Awang, M., & Fadzil, M. A. M. (2022). Leaders' Emotional Intelligence Influencing Employees' Emotions: An Empirical Investigation in the Public Sector. *13th GLOBAL CONFERENCE ON BUSINESS AND SOCIAL SCIENCES*.

Helmold, M. (2021). Managing New Work Through Emotional Intelligence (EI). *New Work, Transformational and Virtual Leadership*.

Hernandez Bark, A. S., Escartín, J., Schuh, S. C., & Dick, R. (2016). Who Leads More and Why? A Mediation Model from Gender to Leadership Role Occupancy. *Journal of Business Ethics*, 139, 473-483. https://doi.org/10.1007/S10551-015-2642-0

Hsu, N., Newman, D. A., & Badura, K. L. (2022). Emotional intelligence and transformational leadership: Meta-analysis and explanatory model of female leadership advantage. *Journal of Intelligence*, *10*(4), 104. https://doi.org/10.3390/jintelligence10040104 Humphrey, R. H. (2013). *Effective Leadership*. SAGE Publications. https://doi.org/10.4135/9781544308524

Istianingsih, N., Masnun, A., & Pratiwi, W. (2020). Managerial performance models through decision making and emotional intelligence in public sector. *ADMINISTRATIE SI MANAGEMENT PUBLIC*, *1*(35), 153–166. https://doi.org/10.24818/amp/2020.35-10 Joshi, A., Lazarova, M., & Liao, H. (2009). Getting Everyone on Board: The Role of Inspirational Leadership in Geographically Dispersed Teams. Organ. Sci., 20, 240-252. https://doi.org/10.1287/Orsc.1080.0383

Jubran, A. M., & Saleh, N. A. (2018). The extent of practicing emotional intelligence among principals and its relationship to leadership styles in Jordan. *IUG Journal of Educational and Psychological Studies*, *26*(2), 1–13. https://doi.org/10.12816/0049244

Khan, M. A. S., Jianguo, D., Ali, M., Saleem, S., & Usman, M. (2019). Interrelations Between Ethical Leadership, Green Psychological Climate, and Organizational Environmental Citizenship Behavior: A Moderated Mediation Model. *Frontiers in Psychology*, 10. https://doi.org/10.3389/fpsyg.2019.01977

Krompa, G. M., O'Mahony, E., Tan, J., Mulligan, O., & Adamis, D. (2022). The effectiveness of community Mental Health Teams in relation to team cohesion, authentic leadership and size of the team: A study in the north west of Ireland. *Community Mental Health Journal*, 58(7), 1393–1402. https://doi.org/10.1007/s10597-022-00951-9

Kundi, G. M. (2021). Relationship between emotional intelligence and managerial decision-making styles: Multi-mediation analysis. *Revista Amazonia Investiga*, *10*(46), 244–258. https://doi.org/10.34069/ai/2021.46.10.25

Landay, K., Harms, P., & Credé, M. (2019). Shall We Serve the Dark Lords? A Meta-Analytic Review of Psychopathy and Leadership. *Journal of Applied Psychology*, 104, 183–196. https://doi.org/10.1037/apl0000357

Lasthuizen, K., & Badar, K. (2023). Ethical reasoning at Work: A cross-country comparison of gender and age differences. *Administrative Sciences*, *13*(5), 136. https://doi.org/10.3390/admsci13050136

Lejeune, J., Chevalier, S., Fouquereau, E., Chenevert, D., Coillot, H., Binet, A., Gillet, N., Mokounkolo, R., Michon, J., Dupont, S., Rachieru, P., Gandemer, V., & Colombat, P. (2020). Relationships between managerial and organizational practices, psychological health at work, and quality of care in pediatric oncology. *JCO Oncology Practice*, 16(10), e1112–e1119. https://doi.org/10.1200/JOP.19.00583

Lewis, A., & Fagenson-Eland, E. (1998). The Influence of Gender and Organization Level on Perceptions of Leadership Behaviors: A Self and Supervisor Comparison. Sex Roles, 39, 479-502. DOI: 10.1023/A:1018831328037

Lukenbill, W. B., & Young, W. D. (2017). Broadway musicals and the Christian sermon: Communicating moral reasoning, church values, and prosocial behaviors. *Journal of Religious & Theological Information*, *16*(2), 52–67. https://doi.org/10.1080/10477845.2017.1281068 Ma, H. K. (2013). The moral development of the child: An integrated model. *Frontiers in Public Health*, 1, 57. https://doi.org/10.3389/fpubh.2013.00057

Madden, M. (2011). GENDER STEREOTYPES OF LEADERS: DO THEY INFLUENCE

LEADERSHIP IN HIGHER EDUCATION? *Wagadu: a Journal of Transnational Women's and Gender Studies*, 9, 55.

Manggai, B. A., Thukiman, K. B., Othman, M. F. B., & Simon, E. J. (2019). Transformational leadership and ethical decision making. *The European Proceedings of Social and Behavioural Sciences*. AIMC 2018 - Asia International Multidisciplinary Conference. https://doi.org/10.15405/epsbs.2019.05.02.46

Maritz, J. E. (2006). Emotional intelligence: prerequisite for effective team coaching. *Management Today*, 22, 58-60.

Marturano, A. (2007). *Leadership: The Key Concepts* (A. Marturano & J. Gosling, Eds.). Routledge. https://doi.org/10.4324/9780203099643

Mason, C., & Simmons, J. (2011). Forward looking or looking unaffordable? Utilising academic perspectives on corporate social responsibility to assess the factors influencing its adoption by business. *Business Ethics (Oxford, England)*, *20*(2), 159–176. https://doi.org/10.1111/j.1467-8608.2011.01614.x

McColl-Kennedy, J. R., & Anderson, R. D. (2002). Impact of leadership style and emotions on subordinate performance. *The Leadership Quarterly*, *13*(5), 545–559. https://doi.org/10.1016/s1048-9843(02)00143-1

McColl-Kennedy, J. R., & Anderson, R. D. (2005). Subordinate–manager gender combination and perceived leadership style influence on emotions, self-esteem and organizational commitment. Journal of Business Research, 58, 115-125. DOI: 10.1016/S0148-2963(03)00112-7

Mfikwe, N. M. G., North-West University, Graduate School of Business & Government Leadership, Mmabatho, Pelser, T. G., & University of KwaZulu-Natal, Graduate School of Business and Leadership, Durban. (2017). The significance of emotional intelligence and leadership styles of senior leaders in the South African government. *Management Journal of Contemporary Management Issues*, *22*(2), 115–126. https://doi.org/10.30924/mjcmi/2017.22.2.115

Michie, S., & Gooty, J. (2005). Values, emotions, and authenticity: Will the real leader please stand up? *The Leadership Quarterly*, *16*(3), 441–457. https://doi.org/10.1016/j.leaqua.2005.03.006

Mikucka-Wójtowicz, D. (2019). The impact of europeanization on internal party organizational dynamics in selected post-Yugoslav countries. *Journal of Balkan and Near Eastern Studies*, 21(2), 121–145. https://doi.org/10.1080/19448953.2017.1367588

Mishra, D. (2022). An Analysis of the Role of Emotional Intelligence in Corporate Leadership. *ECS Transactions*.

Mohamad Saferdin, W. A. A. W., Md Jani, S. H., Jislan, F., & Rosidi, R. M. (2023). The relationships between emotional intelligence and leadership effectiveness in selected Malaysian public sectors. *Information Management and Business Review*, *15*(3(I)), 466–476. https://doi.org/10.22610/imbr.v15i3(i).3556

Montano, D., Reeske, A., Franke, F., & Hüffmeier, J. (2017). Leadership, followers' mental health and job performance in organizations: A comprehensive meta-analysis from an occupational health perspective. Journal of Organizational Behavior, 38, 327-350. https://doi.org/10.1002/JOB.2124

Montgomery, N., & Cowen, A. P. (2020). How leader gender influences external audience response to organizational failures. Journal of Personality and Social Psychology. https://doi.org/10.1037/pspa0000176

Moon, J. (2021). Effect of emotional intelligence and leadership styles on risk intelligent decision making and risk management. *Journal of Engineering, Project, and Production Management*, *11*(1), 71–81. https://doi.org/10.2478/jeppm-2021-0008 Moore, M. G., & Diehl, W. C. (Eds.). (2018). *Handbook of distance education*.
Routledge. https://doi.org/10.4324/9781315296135

Oreg, S., & Berson, Y. (2019). Leaders' impact on organizational change: Bridging theoretical and methodological chasms. *Academy of Management Annals*, 13(1), 272–307. https://doi.org/10.5465/annals.2016.0138

Park, C. S., Byon, H., Keeling, J. W., Beitsch, L. M., & Merrill, J. A. (2013). *Preliminary findings from an interventional study using network analysis to support management in local health departments in Florida*. https://doi.org/10.13023/FPHSSR.0206.06

Pooja, Bhatia, N., & Kumar, P. (2022). Emotional intelligence amongst millennials. *International Journal of Human Capital and Information Technology Professionals, 13*(1), 1–18. https://doi.org/10.4018/ijhcitp.300316

Rajah, R., Song, Z., & Arvey, R. (2011). Emotionality and leadership: Taking stock of the past decade of research. Leadership Quarterly, 22, 1107-1119. https://doi.org/10.1016/J.LEAQUA.2011.09.006

Rudolf G de, M. (1955). The jury-group. *The Medico-Legal Journal*, *23*(1), 12–15. https://doi.org/10.1177/002581725502300102

Santa, R., Moros, A., Morante, D., Rodríguez, D., & Scavarda, A. (2023). The impact of emotional intelligence on operational effectiveness: The mediating role of organizational citizenship behavior and leadership. *PloS One*, *18*(8), e0284752. https://doi.org/10.1371/journal.pone.0284752

Sarker, M. A., Hossain, M. S., Islam, M. A., Chowdhury, N. A., & Haque, A. K. M. A. (2021). Tracing the route to organizational performance through expatriate leadership effectiveness: The role of emotional, cultural and spiritual intelligence. *International Journal of Business Excellence*, *1*(1), 1. https://doi.org/10.1504/ijbex.2021.10041128

Schermuly, C. C., & Meyer, B. (2016). Good relationships at work: The effects of Leader–Member Exchange and Team–Member Exchange on psychological empowerment, emotional exhaustion, and depression. *Journal of Organizational Behavior*, *37*(5), 673–691. https://doi.org/10.1002/job.2060

Schminke, M., Ambrose, M., & Neubaum, D. O. (2005). The effect of leader moral development on ethical climate and employee attitudes. *Organizational Behavior and Human Decision Processes, 97*, 135-151. https://doi.org/10.1016/J.OBHDP.2005.03.006

Siddiqui, N., Hariprasad, S., & Tsipursky, M. (2020). Burnout in Ophthalmology. Ophthalmic surgery, lasers & imaging retina, 51(9), 480-484. https://doi.org/10.3928/23258160-20200831-01

Storey, V. A., & Dambo, N. J. C. (2017). Educational leadership sustainability. In *Encyclopedia of Strategic Leadership and Management* (pp. 182–193). IGI Global. https://doi.org/10.4018/978-1-5225-1049-9.ch014

Swanson, P. L. (2013). *Talent management -- sharpening the focus*. Defense Technical Information Center. https://doi.org/10.21236/ada592554

Teame, K., Debie, A., & Tullu, M. (2022). Healthcare leadership effectiveness among managers in Public Health institutions of Addis Ababa, Central Ethiopia: a mixed methods study. *BMC Health Services Research*, 22(1), 540. https://doi.org/10.1186/s12913-022-078796

Tran, L. (2020). International NGO centralization and leader-perceived effectiveness. *Nonprofit and Voluntary Sector Quarterly*, 49(1), 134–159. https://doi.org/10.1177/0899764019861741

Vincent-Höper, S., Muser, C., & Janneck, M. (2012). Transformational leadership, work engagement, and occupational success. *Career Development International*, 17, 663-682. https://doi.org/10.1108/13620431211283805

Wood, R. (2019). The impact of moral reasoning on ethical decision-making in leadership. *Journal of Leadership Studies*, 13(2), 45-57. https://doi.org/10.1002/jls.21625

Zhang, X.-an, Li, N., Ullrich, J., & van Dick, R. (2015). Getting Everyone on Board. *Journal of Management*, 41, 1898 - 1933. https://doi.org/10.1177/0149206312471387