

Future of Work and Society 2025

Shaping Tomorrow's World: Human-Centric Approaches to the Evolving Landscape of Work
and Society

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About the Conference

The Future of Work and Society 2025 bring together academics, researchers, policymakers, and industry leaders to shape human-centric solutions in a rapidly changing world.

Main Theme: Shaping Tomorrow's World: Human-Centric Approaches to the Evolving Landscape of Work and Society

Sub-Themes:

The Algorithmic Workplace

Rethinking the Organization

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Education for Tomorrow

Global Work, Local Lives

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Punishment, Emotional Intelligence, and Leadership Skills Development: Constructive Discipline or Counterproductive Stress

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Author's Biography



Sohail Abdul Rehman holds a Master of Science (MS) degree in Management Sciences (Human Resource Management) from Abbottabad University of Science and Technology (AUST), Pakistan, and is currently working as a professional. Author has a vast practical experience of dealing Human Resource. His academic and professional interests focus on understanding human behavior and its implications for organizational effectiveness. Their research interests include organizational psychology, emotional intelligence, workplace emotions, employee well-being, leadership, behavioral dynamics and improving organizational output. He is particularly interested in understanding how individuals perceive, regulate, and respond to emotions in workplace settings and in contributing to evidence-based human resource management practices and organizational development.



Chaudhry Hamza Rashid received a B.E. degree in mechatronics engineering from the College of Electrical and Mechanical Engineering, NUST, Islamabad, Pakistan, M.Sc. degree in management sciences from the University of Sargodha, M.S. degree in computer science from Abasyn University Islamabad Campus and is currently pursuing a PhD in Computer Science. His research interests include software project management, software cost estimation, and their application.

Abstract

The majority of leadership development in military-style educational institutions is a result of stringent methods of discipline and punishment. While punishment seeks to correct behavior and promote discipline, the effect of punishment on the development of leadership traits and emotional growth are debated. The aim of this study is to determine whether punishment has direct effect on the development of leadership traits or whether punishment acts through emotional intelligence, and whether emotional intelligence functions as a mediating variable with respect to punishment and leadership traits development.

The study when carried out entailed the survey of a total of 270 cadets from Pakistan's Cadet Colleges in a cross-sectional survey form, and used validated scales measuring punishment, emotional intelligence and leadership traits. The data collected were analyzed through Partial Least Squares Structural Equation Modelling (PLS-SEM), regarding direct, indirect and mediating effects.

Results indicate that punishment does not directly develop leadership traits, but that it does modify emotional intelligence in a positive direction through supervision, and development of emotional intelligence does subsequently develop leadership traits. Cadets with a higher emotional intelligence were able to translate punishment into reflective learning, resiliency and interpersonal skills, hence in this indirect way enabling them to have increased leadership traits. Thus, the importance of emotional intelligence in the function of punishment being either a constructive discipline medium or a means of stress is indicated. These results point to the importance of integrating emotionally intelligent concepts into discipline with regard to the literature on leadership skills development.

Keywords:

Punishment, Emotional Intelligence, Leadership Skills Development, Mediation, Cadet, Training.