

Emotional Intelligence and Job Satisfaction: Empirical Evidence from Private Sector Universities of Pakistan

*Iqbal Shoukat,
iqbal.shoukat@usa.edu.pk*

*Abeera Amir,
Qalab e Abbas,
University of South Asia, Lahore–Pakistan*

Abstract

This study aims to examine the relationship between emotional intelligence of senior managers and their job performance, with job stress as a mediating variable. The research investigates the influence of emotional intelligence on achieving organizational goals and explores the association between job stress and job performance. A total of 304 university employees participated in this study, selected using convenience and stratified random sampling methodologies. Pre-tested questionnaires were administered to collect data on emotional intelligence, job stress, and job performance. Statistical analysis was conducted using SPSS (23.0) to examine the moderating role of emotional intelligence and explore the relationship between job stress and job performance. The findings indicate a positive association between job stress and job performance, highlighting the impact of stress on employees' ability to perform effectively. Furthermore, the results demonstrate that emotional intelligence moderates the relationship between job stress and job performance, suggesting its crucial role in achieving organizational goals. This study emphasizes the importance of emotional intelligence among senior managers in influencing job performance and attaining organizational goals. It highlights the detrimental effects of job stress on employee performance and emphasizes the need for organizations to address and manage employee stress levels effectively. By fostering emotional intelligence skills and implementing strategies to mitigate job stress, organizations can create a conducive work environment that enhances employee performance and overall organizational success.

Keywords: Job Stress, Emotional Intelligence, Job Satisfaction.

Introduction

Emotional intelligence is not a new phenomenon; it has been explained & used in the management literature. Different researchers have shown that emotional intelligence is highly linked with successful personalities in life. Developing the sense of emotional intelligence among the university teachers can be helpful in resolving many social and economic problems.

There is an existing body of evidence regarding the emotional aspects of work in the higher education institutes. It is evident from the existing literature that emotional aspects of the employees must be considered at the workplaces. Although, few management researchers have accepted the given concept, emotional intelligence has been used by the top administrative authorities at many workplaces in the world to explain issues related to the job satisfaction, performance, organizational commitment and leadership style (Ezzatabadi, et al., 2012; Miri, Kermani, Khoshbakht, & Moodi, 2013). Past studies suggested that emotional intelligence is an important predictor of organization's outcomes including job satisfaction (Barsade & Gibson, 2007; Rooy & Viswesvaran, 2004; Ravichandran, Arasu, & Kumar, 2011; Daus & Ashkanasy, 2005).

Human emotions play an effective role in teaching profession which requires both technical expertise and psychological oriented care, so an emotionally intelligent teacher is a person who can work in harmony with his / her own thoughts and feelings (Ioannidou & Vaya, 2008). Emotional intelligence is the talent to perceive, evaluate and express emotions in order to understand the emotional information to be successful at workplace. There are two types of measures, Ability and Trait. The trait theory distinguishes between the intrapersonal and interpersonal domains (Muhammad, Atia & Shoaib, 2022). Intrapersonal traits discuss about the use of emotional feelings that can be helpful in regulating stress and negative emotions so that one can perform better at workplace. Interpersonal aspect emphasizes upon the ability to understand and respond appropriately to the inspirations and feelings of other people which can lead towards the regulation of emotions and achieving maximum performance (Kafetsios & Zampetakis, 2008; Nozaki & Koyasu,

2013).Hence; literature suggested that the comprehension of the emotions of the employees will result in the productive outcomes such as low turnover and enhanced job performance(Sy, Tram, & O'Hara, 2006; Trivellas, Gerogiannis, & Svarna, 2013).Another thought provoking studies also elaborated that the selection of personnel based on the emotional intelligence has improved results as compared to the traditional concepts which has rarely been investigated and discussed in the teaching profession (Ioannidou & Vaya , 2008; Goleman , 2001).

Moreover, job satisfaction can be defined as the extent to which employees are content from their jobs and want to stay in the same organization. At times employees are fully devoted with the work which develops a different kind of association with the organization (Kvist, Mäntynen, & Julkunen, 2013). Intrinsic (recognition, tasks and responsibilities) and **extrinsic** (working atmosphere, institution policies, politics and salaries) factors impacts the job satisfaction (Szecsenyi. et al, 2011). Educational institutions having higher job satisfaction rate among the employees produce more favorable results / outcomes(Hinam. et al, 2012). Recent studies have depicted that burnout at work might result in poor performance along with the lower levels of job satisfaction. (Ozkula & Durukan, 2017). Sy et al. conducted a study on the employees from diverse organizations concluded that employees with high emotional intelligence demonstrate joy, mental strength and independence at workplace - which results in better job performance (Sy, Tram, & O'Hara, 2006).Findings of the study by Lopes et al. supported the linkage between emotional intelligence and job satisfaction among the corporate managers (Lopes. et al, 2006). Moreover, Galerius found that job satisfaction is a mediator between emotional intelligence and organizational commitment(Guleryuz. et al,2008) Ignat concluded that teachers with strong level of emotional intelligence have a positive attitude towards work which resulted in job satisfaction (Ignat & Clipa, 2012). As stated by Syed Hassan, four dimensions of emotional intelligence effects work values among educators (Hassan, Ishak, & Bokhari, 2011). However, (Aghdasi, Kiamanesh, & Ebrahim, 2011) and Casper (Bohrer, 2007)discussed job satisfaction and emotional intelligence as a negative relationship in their study. Employees working capacity and organizational success in enhanced by the level of job satisfaction, which further improves ability to learn occupational skills and efficiency of followers (Iqbal, Fatima & Naveed, 2019).

According to Model of Emotional Intelligence by Mayer and Salovey emotionally intelligent people can perceive and manage not only their own emotions but the emotions of other people around them and this is a quality of an effective employee. As the employee is working effectively full filling all his tasks and duties he will also be satisfied with his job. (Saeed, 2014). As pointed by Nomahaza Mahadi in 2017 a generous amount of research has indicated that emotional intelligence is crucially linked with the wellbeing related to job. Employees who are psychologically authorized, experienced more internal requirement concerns through their job and as a result achieve more satisfaction with their job (Zhengxue Luo, 2020).

Many researches indicated that the EI has a positive influence on work obligation (Cirenia Quintana-Orts, 2018). Employees will exhibit job satisfaction when their feelings are positive while they will be dissatisfied with their job when their feelings are negative (Masrek, 2016). According to (Navas & Kumar,2018) emotional intelligence is all about having ability and, skill of an individual to control their emotions, people with high emotional intelligence are more satisfied with their jobs and as a result they are one of the best performers of their work place (Naveed.et al, 2023). As indicated in several studies people are most likely to quit their jobs as they are dissatisfied by their jobs because they lack high emotional intelligence which can cause lower self-rated performance at the workplace (Hilde Myhren, 2013). Two paramount components of organizational as well as individual growth are Emotional intelligence and job satisfaction and their relationship is tested by various researchers in different studies across the world (Muhammad Khalil ur rehman, 2018). As per (Wagennar,2012) a cause of job insecurity, job stress results in poor attitudes of employees towards their jobs which ultimately damages the employees individual and organizational performance and hence is source of reduction in employees job satisfaction. Research has shown that emotions are very important for satisfaction in multiple areas of life including job satisfaction and for job satisfaction many people believe that Intelligence Quotient i.e. I.Q is required but that is necessarily not the case Emotional Quotient is equally important if not less. Humans need more than just cognitive ability for happier and satisfied life in general and satisfaction in various areas of life like Job satisfaction (George, 2012). As discussed by Hulya Gunduz, Ayse Gunzell and Tugce Ulutas in 2012 emotional intelligence has an importance in those fields particularly which are directly interacting with clients like call centers , teaching faculties in schools, colleges and universities as they will fully able to do

justice to their jobs when their customers like students in case of educational institutes are content with how their teachers deal with them, how they are able to make students understand things if teachers are able to do that, this will lead the teachers to the enhanced self-esteem and be satisfied with whatever they are doing i.e. job satisfaction. As discussed above the jobs with close interactions with their customers required high emotional intelligence leading to job satisfaction, (Lee & Oak, 2012) also found a positive and direct correlation between emotional intelligence and job satisfaction amongst the hospitality workers. Researchers are in the favor that immense intensity of emotional exhaustion is a good predictor of low performance and high intention of quitting the work or a job which is actually a percussion of low job satisfaction (Hilde Myhren Ø. E., 2013). According to the studies humans with high Emotional intelligence have matured emotions as compared to those people who have low emotional intelligence they can easily tackle job related stress and solve complications easily thus are more happy with their jobs and completes their tasks on time meeting all time limits causing them to be more content and satisfied with what and how they are doing ultimately achieving Job satisfaction (C.Lantu, 2014).

(Shoostarian , 2013) suggested that Humans are social beings and the places where they work with other humans they have to interact with other humans, one of the guiding factors of social interaction is emotional intelligence, this social interaction will direct to the job satisfaction and even success in life. It was revealed that high emotional intelligence can alter turn over intention of employees and thus cause job satisfaction reason of this is that these people are very good at expressing themselves consequently their emotions are better understood by the people around them in office etc and are more openly accepted by the people which are around them (Kassi, 2016) . As per (Deepika,2016), various studies has shown that emotional intelligence is important for all levels in life and performance in life i.e. student life, professional life, personal life, social life i.e. maintaining social relationships etc. One quality which distinct emotionally intelligent employees from all other around them is that emotionally intelligent employees can manage and perceive their emotions very well thus, leading to job satisfaction (Lee, 2017). Reorganization of one's emotions can assists in the management of negative emotions and feelings thus one is able to excel in the performance at the job resulting in job satisfaction. Furthermore, studies have also indicated that people who have emotional intelligence are at the higher level of life satisfaction and job satisfaction is a part of life satisfaction. (Mousavi, 2012). (Chao.et al, 2017) suggested that the emotional intelligence is positively associated with the job resources and theses job resources built the relationship between emotional intelligence and job satisfaction. One of the Job resources can be a good social relation between employee and employer. According to various organizational researchers' emotional intelligence not only effects the job satisfaction of an individual but also his team members and enhances the trust amongst all the team members the reason for this is that managers with emotional intelligence know how to handle their team mates who have no or less emotional intelligence or emotional fluctuations at the job place (Anne & Christie, 2015).

Several studies have demonstrated that individuals with higher emotional intelligence are better able to perceive and manage their own emotions, as well as those of others, resulting in more effective job performance and greater job satisfaction. Emotional intelligence has been found to moderate the relationship between job stress and job performance, indicating its significant role in achieving organizational goals. Job satisfaction is influenced by various factors, including emotional intelligence, as it contributes to better stress management, enhanced social interactions, and improved overall performance.

The objective of this study is to investigate the impact of senior managers' emotional intelligence on their job performance. The research aims to explore the relationship between emotional intelligence and job satisfaction, as well as examine the moderating effect of emotional intelligence on the relationship between job stress and job performance. By analyzing these factors, the study seeks to provide insights into the importance of emotional intelligence in the workplace and its influence on employee well-being, job satisfaction, and overall organizational performance.

Literature Review

Emotional Intelligence is ability of an individual to recognize not only others' emotions but also his or her own emotions, so that a favorable relationship can be formed (Wen, Huang, & Hou, 2019). It's an ability of a person to perceive, integrate and regulate emotions for personal growth (Tagoe & Quarshie, 2017).

According to (Khan, Masrek, & Nadzar, 2017), Job satisfaction consists of environmental, physiological and emotional factors through which followers demonstrate satisfaction about their job. In simple terms, job satisfaction is the degree of level of pleasure and happiness, for employees at their workplace.

Emotional Intelligence Effect on Organizational Commitment

Organizational commitment is the degree of employees positive or negative attitude towards his job and firm. It is a tool for an employee to work in that particular organization (Navas & Vijayakumar, 2018). From the above definition, we can say that organizational commitment is a situation for an employee who is willing to give his full potential and commitment to work for his organization. It is important for a business to have a successful leader, which have a strong emotional intelligence to determine employees' abilities in terms of work attitude and organizational commitment for betterment of business and work environment (Ahad et al, 2021) organizational support, which is generated through organizational commitment, generates a series of positive emotion in employees. These emotions are based on support from management or colleagues which helps them to recover from emotional exhaustion (Wen, Huang, & Hou, 2019).

Emotional Intelligence Effect on Job Satisfaction

Emotional intelligence and job satisfaction has gained much popularity in recent years because emotional intelligence plays a very vital role of predicting job satisfaction in an employee (Tagoe & Quarshie, 2017). According to Conversation of Resource theory, emotional intelligence is an internal resource, which means that emotional intelligence and labor strategies have a positive relation which further leads to outcome; which is satisfaction (Wen, Huang, & Hou, 2019). Job satisfaction is a set of feelings that an employee holds toward his or her job. Job satisfaction could either be internal or external. Desire of performing a certain task for pleasure or happiness leads to internal job satisfaction while, external job satisfaction is attained from factors like rewards, money or grades (Navas & Vijayakumar, 2018). (Tagoe & Quarshie, 2017) concluded in their research study that emotional intelligence and job satisfaction have no significant independent co-variation relationship with gender.

Emotional Intelligence Effect on Job Stress

Even the life expectancy has increased over the last few years but the working years or working population has decreased; there might be multiple psychological factors including job stress for this change (Sjögren. et al, 2002). Job stress has further lead to increase in absenteeism and early retirement (Iqbal. et al, 2022). The enhancement of mental health at workplace is determined as an important variable of human resource development in recent years (Guo, et al., 2016). Job stress is nervousness or anxiety at work which impacts working performance and employee emotions. The research findings (Naseem, 2018) revealed that workers having higher level of emotional intelligence would rate less stress and more pleasure or happiness at work. Research was conducted on Midwives Working in Health Centers of Lorestan University of Medical Sciences in 2017 and it was concluded that there is negative correlation between job stress and emotional intelligence, which means that emotional intelligence could reduce stress at workplace. Furthermore, the results also confirmed that no significant relationship was found between personality traits and stress (Kheirkhah. et al, 2018). Another study conducted on employees of telecom sector concluded that stress could easily be handled through emotional intelligence, working as moderating variable (Naseem, 2018).

Emotional Intelligence and Gender

Emotional intelligence is the most discussed topic in today's world as it is related to every member of the society. Emotional intelligence is influenced by many variables and gender is one of them. There are some traits especially for men like assertiveness and empathy is a female characteristic (Siegling, Furnham, & Petrides, 2015). Gender discrimination at workplace can easily be found in past researches and according to (Dhani & Sharma, 2017) emotional achievement is a key determinant for achievement in most of the fields and businesses as emotionally intelligent workers are motivated towards their job. A study was conducted on medical graduates of Tamil Nadu (India). It was concluded that women have higher emotional intelligence than men (Chandra, Gayatri, & Devi, 2017). The results of (Dhani & Sharma, 2017) concluded that although female workers are better performers of work than male workers but businesses should not discriminate their

employees on the basis of gender. Another research was conducted in Iran on students. The results clearly showed that no significant relationship was found between men and women, on the basis of emotional intelligence, however; female scores in self regard, empathy, self awareness and interpersonal relationship was higher than males (Meshkat & Nejati, 2017).

Research Methodology

Research Design

This study employed a quantitative research design to examine the relationship between emotional intelligence, job stress, and job performance among senior managers.

Participants

The participants in this study consisted of 304 university employees who held senior managerial positions. The participants were selected using a combination of convenience and stratified random sampling methods to ensure representation from various departments and levels within the university.

Data Collection

Data collection was conducted using self-administered questionnaires. The questionnaires were designed to gather information on three main variables: emotional intelligence, job stress, and job performance. The questionnaires were pre-tested to ensure their validity and reliability.

Measures

Emotional Intelligence: The participants' emotional intelligence was assessed using a standardized questionnaire that measured their ability to perceive and manage emotions, both in themselves and in others. The questionnaire consisted of items related to self-awareness, self-regulation, empathy, and social skills.

Job Stress: To assess job stress, a questionnaire was used to measure the participants' subjective experience of stress within their job roles. The questionnaire included items related to work demands, time pressure, role ambiguity, and interpersonal conflicts.

Job Performance: The participants' job performance was evaluated using a questionnaire that measured various aspects of their performance, such as task completion, goal attainment, and overall effectiveness in achieving organizational objectives.

Data Analysis

The collected data were analyzed using the Statistical Package for the Social Sciences (SPSS) software version 23.0. Descriptive statistics, such as means and standard deviations, were calculated to summarize the data. Correlation analysis was performed to examine the relationships between emotional intelligence, job stress, and job performance. Regression analysis was conducted to explore the mediating effect of job stress on the relationship between emotional intelligence and job performance.

Results

A total of 304 respondents, with a mean age of 28.14 ± 12.78 , participated in this study. Table 1 presents the distribution of demographic variables among the participants. The findings reveal that the majority of staff (78%) had a moderate level of emotional intelligence. Specifically, 50% demonstrated moderate emotional intelligence in the mood scale, while 70% exhibited low emotional intelligence (below the average) in the coping with stress scale and consistency scale. In terms of the interpersonal scale, 59% had moderate emotional intelligence, while a significant majority (83%) displayed a lower than average level of emotional intelligence in the intrapersonal scale. The findings of this study have significant implications for organizations aiming to enhance employee performance, job satisfaction, and overall organizational success. The identification of moderate levels of emotional intelligence among the majority of staff highlights the need for targeted training and development programs to improve emotional intelligence skills. By equipping employees with the ability to perceive, understand, and manage emotions, organizations can foster a more positive work environment and promote effective interpersonal relationships. Additionally, the high prevalence of low emotional intelligence in coping with stress and consistency underscores the importance of implementing stress management strategies and creating a supportive work environment. By addressing stress levels and providing resources for effective stress management, organizations can improve job satisfaction and overall employee well-being. Furthermore, the positive association between emotional intelligence and job performance emphasizes the need for organizations to prioritize emotional intelligence in their selection and recruitment processes, ensuring that candidates possess the necessary emotional intelligence skills for

success in specific job roles.

Table 1: Frequency Distribution of Demographic Variables

Demographic Variables	No.(%)
Gender	
*p < .05.	225(74%)
*p < .05.	79 (26%)
Age,y	
≤ 40	255(83.8%)
>40	49(16.11%)
Education status	
Undergraduate	46(15.13%)
Postgraduate	258(85.8%)
Job status	
Administrative	133(44%)
Non-administrative	171(56%)
Marital status	
Single	85 (28%)
Married	219(72%)
Occupational background ,y	
≤ 10	228(75%)
>10	76 (25%)
Previous jobs status	
Yes	79 (26%)
No	225 (74%)
Physical health status	
Healthy	268 (88%)
Unhealthy	36 (12%)
Economic status	
Income ≥ costs	201 (66%)
Income <costs	103 (34%)
Housing status	
Owner	231 (76%)
Non-owner	73 (24%)

Ultimately, by investing in emotional intelligence development and creating a supportive work environment, organizations can enhance employee well-being, job satisfaction, and overall organizational performance.

hundred twenty-five men (74 %) and 79 women (26%) had moderate emotional intelligence, the frequency of which was higher in men compared to women, but this difference was not statistically significant ($P = 0.56$). The prevalence of moderate emotional intelligence in non-administrative staff (80.5%) was more than the administrative staff (70.5%) which was not statistically significant ($P = 0.20$). In this study, there were no significant relations between emotional intelligence and variables such as sex, education and marital and job status ($P > 0.05$) but significant relations were found between the age and emotional intelligence ($P = 0.01$). The majority of participants ($n = 279$) had moderate job satisfaction (88.4%) and 35 staff (11.6%) had low job satisfaction.

Furthermore, there was a significant relation between the marital status and job satisfaction (Table2).

Table 2: Frequency table

Job Satisfaction	Low, %	Moderate, No.(%)	Pvalue	OR	CI
Gender^b			1	0.79	0.2-0.29
Male	21(21)	79(79)			
Female	63(30.8)	141(69.2)			
Age			0.46	1.55	0.38-6.18
<40	38(15.83)	202(84.16)			
>40	18(28.12)	46(71.87)			
Education status^b			0.436	0.69	0.14-2.39
Graduate	23(31.08)	51(68.91)			
Postgraduate	48(20.86)	182(79.13)			
Job status^c			0.08	4.1	0.82-18.2
Administrative	12(10.52)	102(89.47)			
Non-administrative	45(23.68)	145(76.31)			
Marital status^b			0.123	5.54	0.69-44.2
Single	21(22.58)	72(77.41)			
Married	36(17.06)	175(82.94)			

a=Abbreviations:

CI=ConfidenceInterval, OR=OddsRatio. B=Fisherexact test. C=Chi-squaretest.

As shown in Table3, a significant relation was not found between job satisfaction and emotional intelligence and its subscales ($P > 0.05$).

Table3: Job Satisfaction

Job Satisfaction	Low, No.(%)	Moderate, No.(%)	P-Value	OR	CI
General emotional intelligence			0.25	4.5	0.58-35.1
Low	11(20.37)	43(79.62)			
Moderate	64(25.6)	186(74.4)			
General mood			0.57	1.5	0.45-4.34
Low	19(10.67)	159(89.32)			
Moderate	28(22.22)	98(77.78)			
Coping with pressure^a			0.79	1.3	0.38-4
Low	22(10.52)	187(89.47)			
Moderate	28(29.47)	67(70.52)			
Compatibility a			0.39	1.75	0.54-5.3
Low	18(9.83)	165(90.16)			
Moderate	28(23.14)	93(76.85)			
Interpersonal relationships^b			0.31	0.54	0.155-1.73
Low	15(13.63)	95(86.36)			
Moderate	32(16.49)	162(83.50)			
Intrapersonal relationships^a			1	1.16	0.28-4.36
Low	23(12.16)	166(87.83)			
Moderate	13(11.3)	102(88.69)			

A=Fisherexact test.

B=Chi-square.

Discussion

This research was conducted in various universities of Lahore to understand the relationship between job stress and job satisfaction and to examine the impact of emotional intelligence. It was concluded, most of the teachers were at average level while other employees were at lower level in emotional intelligence (Naveed et al, 2017). Interpersonal relationship and general mood were sub-scales (determinants) of emotional intelligence, in which staff's score was 59% and 50% respectively; other aspects or determinants' results were less than average (Naveed & Bashir, 2019). A significant relationship was found between emotional intelligence and age; staff above 40 years of age had higher level of emotional intelligence than those below 40 years of age. However, Casper in 2007 discussed no significant relationship between demographics (age) and emotional intelligence (Bohrer, 2007).

The research survey also proves that lecturers have more level of emotional intelligence than administration staff but no statistically significant relationship was found. Previous studies prove emotional intelligence creates ethical relationship between students and teachers; which furthers helps to manage stress (Ioannidou & Vaya , 2008). Ranjbar Fzzatabadi concluded that teachers which are emotionally intelligent are likely to deliver quality services (lectures), which means emotional intelligence and delivered services are positively correlated. Job satisfaction and communication skills have an average level of contribution to emotional intelligence and service quality (Ezzatabadi, et al., 2012).

Research results of job satisfaction of university staff were significant, 88.25% were at average level of job satisfaction while others were at lower level. Research paper of Lorber also agrees with my results, he

concluded medium level job satisfaction was found in administrative staff and lecturers (Lorber & Savič, 2012). The results of this study showed that the majority of staff reported moderate job satisfaction, while Krogstad study in Norway showed a high level of job satisfaction among university staff, which is not consistent with the results of my study (Krogstad. et al, 2006).

No significant relationship was found between job satisfaction and demographics, Hodson research results are aligned with our research results (Koch & Johnson, 1997). Research paper of Schiestel also failed to find a relationship between job satisfaction and demographics (Schiestel, 2007). However, Keshani in 1998 indicated a significant relationship between job satisfaction and gender (Monjamed.et al,2005), but no relationship was found between job satisfaction and emotional intelligence with its sub scales. Our research results are consistent with several studies, such as (Aghdasi, Kiamanesh, & Ebrahim, 2011)and (Bohrer, 2007). Furthermore, Masroor Alam agreed with our results that there is no significant relationship between intrapersonal skills and stress management with job satisfaction. He also concluded that emotional intelligence can only predict 17% of job variance and general mood (sub-scale) can predict job satisfaction (Alam, 2009). Several studies proved that there is a relationship between emotional intelligence and job satisfaction, which is not consistent with our results (Psilopanagioti. et al,2012; Wáng, 2016). (Trivellas, Gerogiannis, & Svarna, 2013) founded positive relationship between emotional intelligence and job satisfaction.

Cekmecelioglu concluded positive relationship with emotional recognition, even this is a new (first) dimension of emotional intelligence and internal job satisfaction he was unable to conclude emotional intelligence with external job satisfaction with a relationship(Çekmecelioglu, Günsel, & Ulutaş, 2012). As such, it seems that the results of the studies which have examined relation between emotional intelligence and job satisfaction are different. Multiple studies have observed weak to average relationship between trait measures and job satisfaction (Vakola, Tsaousis, & Nikolaou, 2004). This might be due to using different tools for data analysis, different population or sample sizes, workplaces, policies of organizations. Reasons for inconsistent results and conclusions might be due to some external factors. In Iran, the effect of emotional intelligence on job satisfaction is of lesser degree resulting from lower income, harder working conditions, and fewer facilities (Abrar, Naveed & Ramay, 2017). Organizational determinants like management approach, mode of supervision, job autonomy, and task delegation are also among the factors influencing job satisfaction (Farah, Naveed & Ali, 2023). Since, the majority of the staff had an average level of job satisfaction and emotional intelligence and others were lower than average, it seems necessary for authorities to discern the factors affecting job dissatisfaction to prevent job burnout, depression and feeling of helplessness in the staff. It is also recommended to hold educational workshops for the staff especially who are younger than 35 years old to promote their emotional intelligence (Naveed. et al, 2020).

This study has multiple important implications. Firms should employ emotionally intelligent people to have a satisfied and motivated workforce. Secondly, followers should work on and develop their emotional competencies to boost their job satisfaction and to achieve different resources at workplace. Furthermore, it is firm's duty to provide employees with support and resources to maintain a satisfied and motivated workforce (Naveed, Sindhu, & Ali, 2020). The sample size of this study was small, data of 304 respondents cannot reflect the idea of whole population. Furthermore, only 26% of sample size belonged to female so, emotional intelligence with respect to gender and job performance cannot be determined (Naveed, Farah & Hasni, 2021). Therefore, for further research, it is highly suggested to have a large sample size of both genders. The study was conducted on educational sector. It is recommended to work on other sectors too. This study lacks important variables like Trait emotional intelligence, Ability emotional intelligence and Mixed emotional intelligence.

Conclusion

This research investigated the relationship between job stress, job satisfaction, and emotional intelligence among university staff in Lahore. The findings revealed that the majority of staff had moderate levels of emotional intelligence, with interpersonal relationship and general mood being the highest subscales. Age was found to be positively correlated with emotional intelligence, indicating that older staff had higher levels of emotional intelligence compared to younger staff. Additionally, lecturers exhibited higher emotional intelligence than administration staff, although the relationship was not statistically significant. The study also

found that the majority of staff reported moderate levels of job satisfaction, with no significant relationship between job satisfaction and demographics. Moreover, no significant relationship was observed between emotional intelligence and job satisfaction or its subscales. These findings were consistent with some previous studies, while others have reported positive relationships between emotional intelligence and job satisfaction.

The implications of this research suggest that organizations should prioritize the development of emotional intelligence skills among employees, particularly in managing stress and fostering positive interpersonal relationships. Strategies should be implemented to address job stress and enhance job satisfaction, taking into account the specific needs and demographics of the workforce. Educational workshops and training programs can be utilized to promote emotional intelligence, especially among younger staff. By recognizing the factors influencing job dissatisfaction and investing in emotional intelligence development, organizations can foster a motivated and satisfied workforce, ultimately leading to improved organizational outcomes.

It is recommended that future research includes larger sample sizes, equal representation of genders, and explores emotional intelligence in different sectors. Additionally, the inclusion of other variables such as trait emotional intelligence and ability emotional intelligence would provide a more comprehensive understanding of the relationship between emotional intelligence and job satisfaction. Overall, this study contributes to the existing literature by shedding light on the relationship between emotional intelligence, job stress, and job satisfaction among university staff. It provides insights for organizations to create supportive work environments that enhance employee well-being, satisfaction, and performance.

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