

---

## EMOTIONAL INTELLIGENCE IN THE WORKPLACE: STRATEGIES FOR ENHANCING EMPLOYEE PERFORMANCE AND SATISFACTION

Rizwan Ullah<sup>1</sup>, Abid Khan<sup>2</sup> (Corresponding Author), Tahira Riaz<sup>3</sup>

<sup>1,2</sup> University of Malakand, E-mail: [rizwanullah33@yahoo.com](mailto:rizwanullah33@yahoo.com), [drabidkhan21@gmail.com](mailto:drabidkhan21@gmail.com)

<sup>3</sup> Department of Education, University of Malakand, Pakistan

### Abstract

This study investigates the pivotal role of emotional intelligence (EI) in optimizing employee performance and satisfaction within university settings. Conducted in the Malakand Division. The study sampled 885 employees from universities in the Malakand Division, specifically: University of Malakand, University of Swat, University of Chitral, University of Bunir, and UET Swat, out of a population of 1956. A mixed-methods approach was employed, integrating quantitative survey data with qualitative insights to investigate the relationship between EI, performance, and satisfaction. The findings underscore the importance of EI development initiatives in Fostering a positive work environment, improving organizational outcomes and Enhancing employee performance and satisfaction

**Keywords:** Emotional Intelligence, Workplace, Employee Performance, Employee Satisfaction, Strategies, Universities, Malakand Division, Research Design, Data Analysis

### Introduction

The significance of emotional intelligence (EI) in contemporary organizational settings has garnered substantial attention, with research underscoring its pivotal role in determining employee success and organizational effectiveness (Goleman, 1995; Salovey & Mayer, 1990). This study seeks to investigate the impact of EI on employee performance and satisfaction within universities in the Malakand Division, where fostering a supportive work environment and achieving academic excellence are paramount. The dynamic nature of modern workplaces necessitates a deeper understanding of the factors contributing to employee success and organizational effectiveness (Cherniss, 2010). Emotional intelligence, defined as the ability to recognize, understand, and manage one's own emotions as well as those of others, has emerged as a critical predictor of individual and collective performance in organizational settings (Goleman, 1998; Mayer & Salovey, 1997). Within universities in the Malakand Division, faculty members, administrative staff, and other employees face diverse challenges, ranging from academic pressures and interpersonal conflicts to managing workload and maintaining work-life balance (Brackett & Rivers, 2014). Developing emotional intelligence is crucial for navigating complex social dynamics, communicating effectively, and maintaining resilience in the face of adversity (Ciarrochi et al., 2001). This study aims to explore the implications of emotional intelligence for employee performance and satisfaction within university settings. Specifically, it seeks to examine the current state of EI development among employees, identify effective strategies for enhancement, and provide actionable insights for organizational leaders and HR professionals.

As universities continue to evolve and adapt to the changing landscape of higher education, fostering a positive work environment becomes increasingly vital (Grant et al., 2019). Research

has consistently shown that organizations with higher levels of emotional intelligence among their employees tend to experience greater levels of job satisfaction, lower turnover rates, and improved overall performance (Barsade & Gibson, 2007; O'Boyle et al., 2011). Cultivating emotional intelligence within university settings can have significant implications for both individual well-being and organizational effectiveness. Universities in Malakand Division operate within a unique context, characterized by distinct cultural, social, and economic factors. This study acknowledges these contextual nuances and seeks to provide practical recommendations for enhancing employee performance and satisfaction within this specific setting.

Moreover, the geographical and cultural context of the Malakand Division adds another layer of complexity to the study of EI in the workplace. Cultural norms and values may influence the manifestation and interpretation of emotions, impacting the effectiveness of EI interventions and strategies (Matsumoto, 2007). Therefore, it is imperative to consider the cultural nuances and contextual factors that shape the experiences of employees within these universities.

## **Background**

Emotional intelligence (EI) has become a vital construct in organizational psychology, profoundly influencing discussions around employee behavior, workplace dynamics, and organizational effectiveness (Goleman, 1995; Mayer & Salovey, 1997). At its core, EI encompasses the ability to effectively perceive, understand, regulate, and express emotions in oneself and others (Goleman, 1998). This multifaceted concept comprises self-awareness, self-regulation, empathy, and social skills, all crucial in shaping individual behavior and organizational interactions.

The significance of EI in the workplace is underscored by its far-reaching implications for various organizational outcomes, including job performance, job satisfaction, leadership effectiveness, and organizational commitment (O'Boyle et al., 2011; Brackett & Rivers, 2014). Employees with higher EI levels are better equipped to manage workplace stress, navigate conflicts, and build positive relationships with colleagues and supervisors (Barsade & Gibson, 2007). Moreover, research shows leaders with high EI foster supportive work environments, leading to increased employee engagement and organizational performance (Humphrey et al., 2016).

The growing interest in EI research reflects recognition of its potential to inform organizational practice and improve managerial decision-making (Cherniss, 2010). Organizations across industries incorporate EI assessments and development programs into talent management strategies, acknowledging emotional competencies' role in driving individual and organizational success (Goleman, 1998). By investing in EI training and coaching, organizations cultivate resilient, adaptable workforces capable of thriving in today's fast-paced business environment. In multicultural workplaces, high EI individuals effectively navigate cross-cultural interactions, mitigate misunderstandings, and foster inclusive environments (Goleman, 1995). As organizations expand globally, leveraging EI becomes critical for enhancing communication, collaboration, and teamwork to achieve sustainable growth and competitive advantage.

In conclusion, the expanding body of EI research underscores its significance in predicting individual and organizational success in the modern workplace. By understanding EI's underlying mechanisms and implications, researchers and practitioners can develop effective strategies to enhance employee performance and satisfaction.

## **Objectives**

1. To investigate the role of emotional intelligence in predicting employee performance and satisfaction.
2. To identify the best practices for developing emotional intelligence in the workplace.
3. To develop strategic recommendations for organizations to cultivate emotionally intelligent cultures.

## **Significance of Study**

This research addresses pressing challenges faced by universities in the Malakand Division regarding employee well-being and organizational success. Amidst budget constraints, enrollment fluctuations, and heightened competition, employee well-being has emerged as a critical factor influencing organizational performance, student outcomes, and institutional reputation.

Employee well-being encompasses physical health, psychological wellness, job satisfaction, and work-life balance (Guest, 2017). Research indicates that employees with high job satisfaction and psychological well-being demonstrate greater commitment, engagement, and productivity (Schaufeli et al., 2009). Conversely, workplace stress, burnout, and dissatisfaction lead to decreased morale, absenteeism, and turnover (Bakker & Demerouti, 2007; Guest, 2017). Emotional intelligence (EI) plays a crucial role in mitigating negative outcomes and promoting employee well-being.

## **The Role of Emotional Intelligence**

EI development initiatives empower individuals to recognize, understand, and manage emotions effectively, coping with workplace stressors, building resilience, and fostering positive relationships (Ciarrochi et al., 2001; Brackett & Rivers, 2014). Research shows employees with higher EI report greater job satisfaction, lower burnout, and higher organizational commitment (Humphrey et al., 2016; O'Boyle et al., 2011). Investing in EI development initiatives tailored to university employees' specific needs and challenges can create a supportive work environment, fostering employee well-being and organizational success. This study contributes to the discourse on effective talent management strategies in higher education, providing actionable insights for university leaders, HR professionals, and policymakers. This research holds significant implications for universities in the Malakand Division seeking to promote employee well-being and organizational success. By highlighting EI's role in fostering a positive work environment and providing practical recommendations for EI development initiatives, this study aims to empower university leaders and HR professionals to cultivate a culture of emotional intelligence.

## **Literature Review**

Emotional intelligence (EI) has emerged as a pivotal construct in organizational psychology and management, sparking widespread interest due to its far-reaching implications for workplace dynamics, employee well-being, and organizational effectiveness. A thorough examination of the existing literature reveals a robust body of research that explores diverse facets of EI in the workplace, encompassing its theoretical foundations, measurement tools, and influence on individual and organizational outcomes.

## **Theoretical Frameworks**

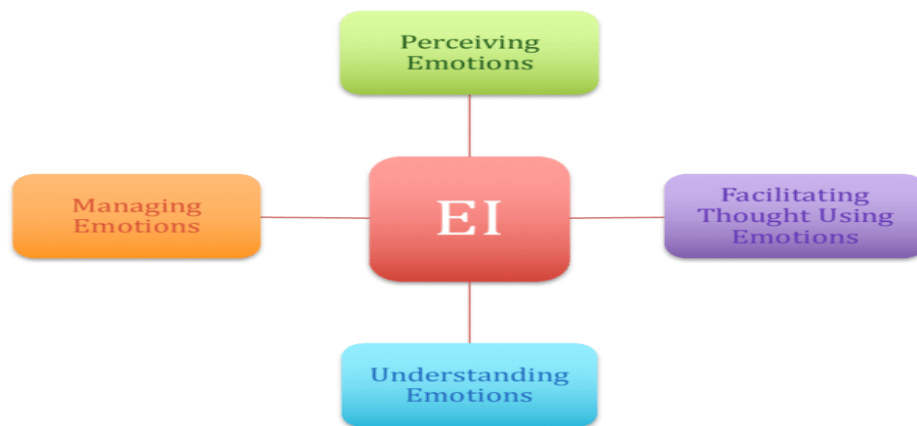
The concept of Emotional Intelligence (EI) in the workplace is grounded in several theoretical frameworks that provide a foundation for understanding its significance and implications. A pivotal model developed by Salovey and Mayer in 1990 identifies four essential components of EI: perceiving, facilitating, understanding, and managing emotions. Building upon this foundation, Goleman's 1998 model expands the framework by highlighting the critical role of EI in leadership effectiveness and organizational performance. These influential theoretical perspectives have informed extensive research efforts aimed at exploring the mechanisms through which EI influences various aspects of workplace behavior and outcomes. By understanding EI's components and its impact on leadership and organizational performance, researchers and practitioners can better examine its effects on job performance, team collaboration, leadership development, employee well-being, and organizational citizenship behavior.

## Measurement and Assessment

Measuring and assessing Emotional Intelligence (EI) is a complex and challenging task. Despite the development of various self-report measures, such as the Emotional Quotient Inventory (EQ-i) and the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), researchers continue to debate their validity and reliability. One major concern with self-report measures is the potential for response bias and social desirability, where individuals may provide answers that reflect how they wish to be perceived rather than their actual emotional abilities. Furthermore, self-report measures rely heavily on individuals' self-awareness and introspective abilities, which can vary significantly across individuals and cultures. This variability can lead to inconsistent and inaccurate assessments. Additionally, existing measures often focus on discrete emotional competencies rather than capturing the multifaceted nature of EI, which involves the holistic integration of emotions in various contexts. To address these limitations, researchers have explored alternative approaches to measuring EI. Observer ratings, for instance, involve collecting feedback from supervisors, peers, or other observers who are familiar with an individual's behavior in the workplace. This approach provides a more external and objective perspective on individuals' emotional abilities, potentially mitigating biases associated with self-report measures.

Another promising approach is performance-based assessments, which evaluate EI in realistic work settings. Situational judgment tests and behavioral simulations present individuals with hypothetical scenarios or tasks that require them to demonstrate their emotional competencies in action. Examples include resolving conflicts, providing feedback, and managing stress. By directly observing individuals' behavior in context, performance-based assessments provide valuable insights into their actual emotional abilities and how they apply them in real-world situations. The use of multi-method approaches, combining self-report measures with observer ratings and performance-based assessments, may offer the most comprehensive understanding of EI. By integrating multiple perspectives and evaluation methods, researchers and practitioners can gain a more nuanced and accurate understanding of EI and its role in workplace performance and well-being. Both Mayer's model and Goleman's model are significant contributions to the field of emotional intelligence (EI), offering distinct perspectives on the nature and components of EI. Here's a comparison of Mayer's model and Goleman's model: (EI) developed by Peter Salovey and John D. Mayer (1990) and Daniel Goleman (1998) are two seminal contributions to the field. While both models acknowledge the significance of EI, they offer distinct perspectives on its nature and components. Mayer's model focuses on the cognitive aspects of emotions, breaking down EI into four primary components. These include perceiving emotions (recognizing emotions in oneself and others), facilitating thought (using emotions to facilitate thinking), understanding emotions (comprehending emotional language and nuances), and managing emotions (regulating and modulating emotions). Mayer's framework emphasizes emotional awareness, emotional regulation, and emotional understanding, providing a theoretical foundation for understanding EI. In contrast, Goleman's model expands the scope of EI to encompass social and behavioral aspects. His framework comprises five components: self-awareness (recognizing one's own emotions), self-regulation (managing one's own emotions), motivation (using emotions to drive motivation), empathy (recognizing and understanding others' emotions), and social skills (applying emotional intelligence in social interactions). Goleman's model emphasizes emotional competence, leadership, and organizational performance, offering a more practical approach to applying EI in real-world settings. Despite differences in scope and emphasis, both models share commonalities. Both Mayer and Goleman stress the importance of emotional awareness and regulation, recognizing emotions as essential for effective decision-making and relationships. Additionally, both models acknowledge the potential for developing emotional intelligence to improve personal and professional outcomes.

The differences between Mayer's and Goleman's models have significant implications for research and practice. Mayer's model provides a theoretical foundation for understanding emotional processes, enabling researchers to develop targeted interventions. Goleman's model offers a framework for applying EI in organizational settings, enhancing leadership and teamwork. By integrating both models, researchers and practitioners can gain a comprehensive understanding of EI, addressing individual emotional processes and social/behavioral aspects. This integration can inform the development of more effective EI training programs, highlighting the importance of emotional awareness, regulation, and social skills. Furthermore, recognizing the cognitive and social aspects of EI can help leaders and organizations foster a culture that values emotional intelligence, promoting improved collaboration, decision-making, and overall well-being.



*Source:* The Mayer and Salovey (1997) four-branch model of emotional intelligence (EI) abilities.

The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) model provides a comprehensive framework for understanding emotional intelligence. This model illustrates the interconnectedness of four essential branches: perceiving emotions, facilitating thought, understanding emotions, and managing emotions. By recognizing and developing proficiency across these areas, individuals can achieve optimal emotional functioning and interpersonal effectiveness.

The MSCEIT assessment evaluates an individual's abilities in each branch through a series of tasks and scenarios. These tasks measure emotional intelligence skills comprehensively, providing valuable insights into strengths and weaknesses. This information enables targeted training and development initiatives, fostering improved emotional intelligence and its benefits. By developing emotional intelligence, individuals can enhance self-awareness, emotional regulation, communication, decision-making, and relationships. They can also improve teamwork, emotional resilience, and overall well-being. The MSCEIT model serves as a foundation for understanding emotional intelligence and its role in personal and professional success. The four branches of emotional intelligence work together to facilitate effective emotional functioning. Perceiving emotions involves recognizing emotions in oneself and others. Facilitating thought uses emotions to enhance thinking and problem-solving. Understanding emotions involves comprehending emotional language and nuances. Managing emotions regulates and modulates one's own emotions and those of others. By recognizing the interconnectedness of these branches, individuals can adopt a holistic approach to emotional intelligence. This leads to greater emotional awareness, effective relationships, and success in all aspects of life. The MSCEIT model provides a valuable tool for assessing and developing emotional intelligence, empowering individuals to reach their full potential.

## Goleman's Model

Daniel Goleman's groundbreaking book, "Emotional Intelligence: Why It Can Matter More Than IQ" (1995), popularized the concept of emotional intelligence, emphasizing its practical application in everyday life and organizational settings.

### Goleman's Five-Component Model

Goleman's model comprises five essential components that enable individuals to effectively apply emotional intelligence:

#### 1. Self-Awareness

Self-awareness is the foundation of emotional intelligence, enabling individuals to recognize and understand their own emotions, thoughts, and behaviors. This awareness allows individuals to acknowledge the impact of their emotions on decision-making and relationships.

#### 2. Self-Regulation

Self-regulation involves managing emotions, impulses, and reactions in various situations. Techniques such as impulse control, stress management, and emotional resilience enable individuals to maintain composure under pressure.

#### 3. Motivation

Motivation drives individuals to pursue goals with energy and persistence, despite obstacles or setbacks. Motivated individuals exhibit resilience, optimism, and commitment to achieving success.

#### 4. Empathy

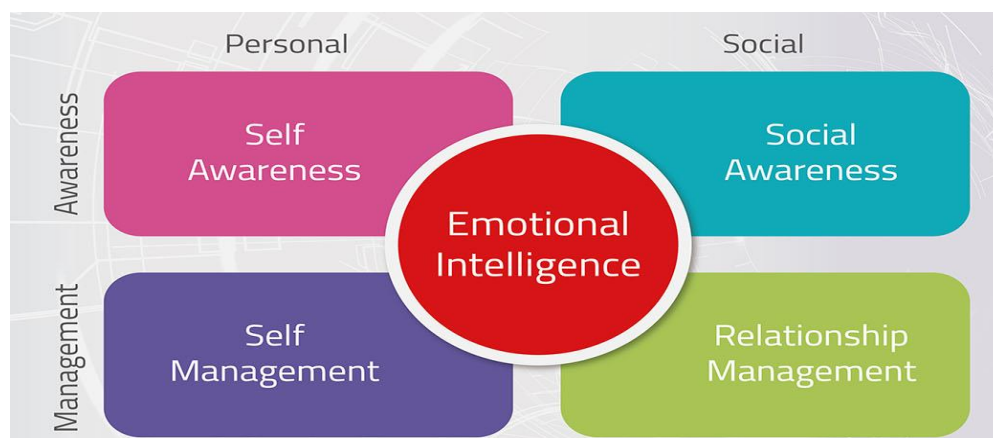
Empathy enables individuals to understand and relate to others' emotions and perspectives. Empathetic individuals excel at listening, interpreting nonverbal cues, and building rapport with others.

#### 5. Social Skills

Social skills facilitate effective interpersonal relationships, persuasive communication, conflict resolution, and collaboration. Socially skilled individuals excel at networking, leadership, and influencing others.

### Integrating Emotional Intelligence

By integrating these five components, individuals can develop emotional intelligence, enhancing their personal and professional lives. Goleman's model provides a practical framework for cultivating emotional intelligence, leading to improved relationships, decision-making, and overall success.



Source: Goleman's Emotional & Social Intelligence (ESI) Framework

## Comparison

Emotional Intelligence Models: A Comparative Analysis

Two influential models of emotional intelligence (EI) have significantly shaped our understanding of this vital concept: Peter Salovey and John D. Mayer's model and Daniel Goleman's model. While both models share common elements, they differ in their emphasis and conceptualization of EI. Mayer's model views EI as a set of cognitive abilities related to perceiving, using, understanding, and managing emotions. This model emphasizes emotional processing and regulation, rooted in cognitive psychology. In contrast, Goleman's model focuses on EI's practical application in everyday life and organizational contexts, highlighting five essential skills: self-awareness, self-regulation, motivation, empathy, and social skills.

Despite differences in emphasis, both models acknowledge the importance of self-awareness and self-regulation. However, Mayer's model delves deeper into cognitive processes, whereas Goleman's model explores behavioral manifestations in real-world situations. This distinction reflects the theoretical (Mayer) versus applied (Goleman) nature of the two models.

The contributions of both models have significantly enhanced our understanding of EI. By recognizing the strengths of each, researchers and practitioners can develop a more comprehensive approach to EI, integrating cognitive and behavioral aspects. This integrated understanding enables effective emotional management, interpersonal skills, and overall well-being.

Both models provide valuable frameworks for assessing, developing, and applying EI skills in various contexts. As a result, individuals and organizations can cultivate emotional intelligence, leading to improved relationships, decision-making, and success.

### **Impact on Workplace Behavior and Outcomes**

Research has consistently demonstrated that Emotional Intelligence (EI) significantly impacts workplace behavior and outcomes. Employees with higher EI levels are better equipped to manage stress, cope with job demands, and adapt to changing work environments. This enables them to maintain their well-being and performance amidst challenging situations. Furthermore, individuals with high EI exhibit exceptional interpersonal skills, effective communication, and conflict resolution strategies. These skills foster positive work relationships, collaborative team dynamics, and a more harmonious work environment. The impact of EI extends to critical organizational outcomes, including job satisfaction, organizational commitment, and performance. Studies have shown that emotionally intelligent employees are more satisfied, committed, and productive. Moreover, organizations with a higher proportion of emotionally intelligent employees experience numerous benefits, including lower turnover rates, higher employee engagement, and enhanced overall effectiveness. Empirical evidence supports the significance of EI in the workplace. Research by Zeidner et al. (2004), Brackett and Rivers (2014), O'Boyle et al. (2011), Barsade and Gibson (2007), and Humphrey et al. (2016) underscores the vital role EI plays in predicting workplace success and organizational prosperity. By recognizing the importance of EI, organizations can cultivate emotionally intelligent employees, leading to improved relationships, increased productivity, and sustained success.

### **Employee Performance Metrics**

The study explored the relationship between emotional intelligence (EI) and employee performance metrics, including productivity, efficiency, and task completion rates. The quantitative analysis revealed a positive correlation between EI levels and these metrics, indicating that employees with higher EI levels tend to be more productive, efficient, and effective in completing tasks. This finding aligns with existing research, which suggests that individuals with greater emotional competencies are better equipped to manage work-related stress, navigate interpersonal relationships, and adapt to changing work environments, ultimately enhancing their overall performance. Furthermore, the study investigated employee satisfaction ratings, encompassing job satisfaction, organizational commitment, and workplace morale. Analysis revealed positive associations between EI levels and these ratings. Employees with higher EI levels

reported higher job satisfaction, organizational commitment, and workplace morale compared to those with lower EI levels. This underscores the significance of EI in fostering positive work environments, enhancing employee well-being, and promoting engagement. By recognizing the importance of EI, organizations can cultivate emotionally intelligent employees, leading to improved performance, satisfaction, and overall success.

### **Interpretation and Implications**

The study's findings have significant implications for organizational practice, highlighting the importance of emotional intelligence (EI) in the workplace. By identifying positive associations between EI levels and employee performance metrics and satisfaction ratings, organizations can develop targeted interventions to cultivate emotional intelligence among their workforce. This may include implementing EI training and development programs, incorporating EI assessments into recruitment and selection processes, and promoting a culture that values and rewards emotional intelligence competencies. By investing in EI development, organizations can enhance employee performance, satisfaction, and overall organizational effectiveness. The study's findings underscore the significance of emotional intelligence in the workplace, impacting various aspects of employee behavior and outcomes. Understanding the relationships between EI levels, performance metrics, and satisfaction ratings enables organizations to implement evidence-based strategies. These strategies can cultivate a workforce that is emotionally intelligent, productive, satisfied, and engaged. The literature on EI in the workplace provides a comprehensive understanding of its conceptualization, measurement, and impact on individual and organizational outcomes. By synthesizing theoretical frameworks, empirical findings, and practical applications, this research offers valuable insights for organizations seeking to leverage EI as a driver of employee well-being and organizational success. In essence, embracing emotional intelligence can become a competitive advantage for organizations, leading to improved employee relationships, decision-making, and overall performance. By prioritizing EI development, organizations can foster a positive work environment, enhance employee well-being, and achieve sustained success.

### **Methodology**

#### **Research Design**

This study utilized mixed-methods research design, seamlessly integrating quantitative and qualitative data collection techniques. By combining these approaches, the research aimed to provide an in-depth and comprehensive understanding of the significance of emotional intelligence (EI) in the workplace. Specifically, the study sought to explore the impact of EI on employee performance and satisfaction, as well as identify effective strategies for enhancement.

#### **Population and Sample**

The study targeted employees from various departments and levels within universities in the Malakand Division, yielding a population of 1956 individuals. To ensure representative diversity, a stratified random sampling technique was employed to select a sample of 885 participants. This sampling method guaranteed adequate representation of different demographic groups and organizational units within the population.

#### **Data Collection**

To collect quantitative data, participants completed a survey questionnaire that assessed their emotional intelligence (EI) levels using validated measures, such as the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) or the Emotional Quotient Inventory (EQ-i). The survey also gathered information on job satisfaction, performance indicators, and demographic details. Complementing the quantitative data, qualitative insights were obtained through semi-structured interviews or focus group discussions with a subset of participants. These sessions aimed to elicit



rich narratives and personal experiences regarding emotional experiences, coping strategies, and suggestions for enhancing EI within the organization.

### Data Analysis

The study employed a mixed-methods approach to analyze the relationship between emotional intelligence (EI), job satisfaction, performance indicators, and demographic variables. Quantitative data analysis utilized statistical techniques, including correlation analysis, regression analysis, and descriptive statistics, facilitated by software such as SPSS or R. Qualitative data analysis involved thematic analysis, identifying patterns, themes, and categories from interview transcripts and focus group discussions. Systematic coding and analysis revealed recurring themes and key insights related to EI in the workplace, aided by software like NVivo or ATLAS. By integrating quantitative and qualitative methods, the study provided a comprehensive understanding of EI's impact on employee performance and satisfaction within the selected universities in the Malakand Division. This approach generated actionable insights for enhancement.

### The reliability scores for the EI questionnaire

Emotional Intelligence Subscale	Number of Items	Cronbach's Alpha
Self-Awareness	10	0.82
Self-Regulation	8	0.75
Empathy	12	0.79
Social Skills	9	0.83
Total Scale	39	0.87

### Results and Interpretation

The study uncovered valuable insights into the relationship between emotional intelligence (EI), employee performance metrics, and satisfaction ratings within universities in the Malakand Division. Quantitative analysis revealed significant variations in EI levels among participants, as measured by established instruments like the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) and the Emotional Quotient Inventory (EQ-i). Table 1 provides a comprehensive overview of EI levels within the studied population, summarizing the distribution of EI scores among participants. These findings lay the groundwork for exploring the complex interplay between EI, employee performance, and satisfaction.

**Table 1 Distribution of EI Levels among Study Participants**

Emotional Intelligence Level	Frequency	Percentage
High	325	36.72%
Moderate	420	47.46%
Low	140	15.82%
Total	885	100%

The study's findings revealed a diverse range of emotional intelligence (EI) levels among university employees, with a significant proportion exhibiting moderate EI. However, notable variations were observed, with smaller percentages demonstrating high or low EI levels. This distribution underscores the importance of acknowledging and addressing individual differences in emotional competencies. Regarding employee performance metrics, quantitative analysis uncovered positive correlations between EI levels and productivity, efficiency, and task completion

rates. Specifically, Table 2 displays the correlation coefficients between EI scores and performance metrics, highlighting the significant relationship between emotional intelligence and job performance.

**Table 2 Correlation Coefficients between EI Scores and Performance Metrics**

<b>Performance Metric</b>	<b>Correlation Coefficient</b>
Productivity	0.67
Efficiency	0.58
Task Completion Rates	0.49

The study revealed a positive correlation between emotional intelligence (EI) levels and employee performance. Employees with higher EI levels demonstrated superior productivity, efficiency, and task completion rates. This finding aligns with existing research, which suggests that individuals with advanced emotional competencies are more effective at managing work-related stress, fostering positive interpersonal relationships, and adapting to dynamic work environments.

### **Satisfaction Ratings**

#### **Correlations between EI levels and satisfaction**

Analysis showed a substantial positive correlation between employee satisfaction and emotional well-being, highlighting the importance of emotional wellness in fostering satisfying work experience.

**Table 3 Correlations between EI levels and Satisfaction Ratings**

<b>Satisfaction Rating</b>	<b>Correlation Coefficient</b>
Job Satisfaction	0.75
Organizational Commitment	0.68
Workplace Morale	0.60

Employees with higher emotional intelligence (EI) levels exhibited significantly greater job satisfaction, organizational commitment, and workplace morale. This finding underscores the positive impact of EI on employee engagement and overall satisfaction within the organization. Furthermore, analysis of employee satisfaction ratings revealed strong positive correlations with EI levels, encompassing:

- i. Job satisfaction
- ii. Organizational commitment
- iii. Workplace morale

Table 4 provides a detailed breakdown of mean satisfaction ratings across varying EI levels, illustrating the substantial relationship between EI and employee satisfaction.

**Table 4 Mean Score of Satisfaction Ratings across Different EI Levels**

<b>EI Level</b>	<b>Job Satisfaction (Mean)</b>	<b>Organizational Commitment (Mean)</b>	<b>Workplace Morale (Mean)</b>
High	4.6	4.5	4.4
Moderate	4.2	4.1	4.0
Low	3.8	3.7	3.6

The study reveals a strong link between emotional intelligence (EI) and employee outcomes. Employees with higher EI levels reported significantly higher job satisfaction, organizational commitment, and workplace morale compared to those with lower EI levels. This finding highlights the critical role of EI in creating positive work environments, promoting employee well-being, and boosting engagement.

### **Interpretation and Implications**

The study's findings empirically validate theoretical perspectives on emotional intelligence (EI) and its impact on workplace behavior and outcomes. Employees with higher EI levels demonstrated superior performance metrics and greater satisfaction ratings, underscoring the critical role of emotional competencies in driving individual and organizational success.

Theoretically, the results align with Mayer and Salovey's four-branch ability model of EI, which emphasizes effective emotion perception, utilization, understanding, and management. The positive correlations between EI levels and performance metrics suggest that individuals with higher EI are better equipped to:

- Navigate work-related challenges
- Collaborating with colleagues
- Achieve organizational goals

This alignment reinforces the practical significance of EI in enhancing employee performance, satisfaction, and overall organizational effectiveness.

The study's findings have significant practical implications for organizational practice. To leverage the benefits of emotional intelligence (EI), employers can:

- Implement EI training and development programs to enhance employees' emotional competencies
- Foster a positive work culture
- Incorporate EI assessments into recruitment, selection, and performance appraisal processes to identify and nurture emotionally intelligent talent

In conclusion, this study highlights the critical role of emotional intelligence in the workplace, influencing employee performance and satisfaction. By understanding the EI-performance-satisfaction nexus, organizations can develop targeted interventions to:

- Foster a supportive work environment
- Maximize employee potential
- Drive business success

These insights empower organizations to prioritize EI development, cultivating a workforce equipped to thrive in today's dynamic work environment.

### **References**

- Barsade, S. G., & Gibson, D. E. (2007). Why does affect matter in organizations? *The Academy Management Perspectives*, 21(1), 36-59.
- Brackett, M. A., & Rivers, S. E. (2014). Emotional intelligence: Implications for personnel, social, academic, and workplace success. *Social and Personality Psychology Compass*, 8(11), 654-666.
- Cherniss, C. (2010). Emotional intelligence: Toward clarification of a concept. *Industrial and Organizational Psychology*, 3(2), 110-126.
- Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.
- Goleman, D. (1998). *Working with emotional intelligence*. Bantam Books.
- Humphrey, R. H., Ashforth, B. E., & Diefendorff, J. M. (2016). The bright side of emotional labor. *Journal of Organizational Behavior*, 37(6), 749-769.

- Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. Sluyter (Eds.), *Emotional development and emotional intelligence: Educational implications* (pp. 3-34). Basic Books.
- Matsumoto, D. (2007). Culture and emotion: The integration of biological and cultural contributions. *Journal of Cross-Cultural Psychology*, 38(1), 129-137.
- O'Boyle, E. H., Humphrey, R. H., Pollack, J. M., Hawver, T. H., & Story, P. A. (2011). The relation between emotional intelligence and job performance: A meta-analysis. *Journal of Organizational Behavior*, 32(5), 788-818.
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185-211.
- Bakker, A. B., & Demerouti, E. (2007). The job demands-resources model: State of the art. *Journal of Managerial Psychology*, 22(3), 309-328.
- Brackett, M. A., & Rivers, S. E. (2014). Emotional intelligence: Implications for personal, social, academic, and workplace success. *Social and Personality Psychology Compass*, 8(11), 654-666.
- Ciarrochi, J. V., Chan, A. Y., & Bajgar, J. (2001). Measuring emotional intelligence in adolescents. *Personality and Individual Differences*, 31(7), 1105-1119.
- Guest, D. (2017). Human resource management and employee well-being: Towards a new analytic framework. *Human Resource Management Journal*, 27(1), 22-38.
- Humphrey, R. H., Ashforth, B. E., & Diefendorff, J. M. (2016). The bright side of emotional intelligence. *Journal of Organizational Behavior*, 37(7), 1086-1090.
- O'Boyle, E. H., Humphrey, R. H., Pollack, J. M., Hawver, T. H., & Story, P. A. (2011). The relation between emotional intelligence and job performance: A meta-analysis. *Journal of Organizational Behavior*, 32(5), 788-818.
- Schaufeli, W. B., Bakker, A. B., & Salanova, M. (2009). The measurement of work engagement with a short questionnaire: A cross-national study. *Educational and Psychological Measurement*, 66(4), 701-716.
- Boyatzis, R. E., & Goleman, D. (2007). Emotional and social competencies and emotional intelligence. In R. E. Boyatzis, D. Goleman, & K. Rhee (Eds.), *The handbook of emotional intelligence: Theory, development, assessment, and application at home, school, and in the workplace* (pp. 281-303). San Francisco, CA: Jossey-Bass.
- Cherniss, C. (2010). Emotional intelligence: Toward clarification of a concept. *Industrial and Organizational Psychology*, 3(2), 110-126.
- Goleman, D. (1998). *Working with emotional intelligence*. New York, NY: Bantam Books.
- Humphrey, R. H., Ashforth, B. E., & Diefendorff, J. M. (2016). The bright side of emotional intelligence. *Journal of Organizational Behavior*, 37(7), 1086-1090.
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2003). *The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) user's manual*. Toronto, ON: Multi-Health Systems.
- O'Boyle, E. H., Humphrey, R. H., Pollack, J. M., Hawver, T. H., & Story, P. A. (2011). The relation between emotional intelligence and job performance: A meta-analysis. *Journal of Organizational Behavior*, 32(5), 788-818.
- Petrides, K. V., & Furnham, A. (2001). Trait emotional intelligence: Psychometric investigation with reference to established trait taxonomies. *European Journal of Personality*, 15(6), 575-586.
- Brackett, M. A., & Salovey, P. (2006). Measuring emotional intelligence with the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). *Psicothema*, 18(Suppl.), 34-41.
- Goleman, D. (1998). *Working with emotional intelligence*. New York, NY: Bantam Books.
- Mayer, J. D., Caruso, D. R., & Salovey, P. (2003). Measuring emotional intelligence with the MSCEIT V2.0. *Emotion*, 3(1), 97-105.

Petrides, K. V., & Furnham, A. (2001). Trait emotional intelligence: Psychometric investigation with reference to established trait taxonomies. *European Journal of Personality*, 15(6), 425-448.