

The Impact of Emotional Intelligence on Job Satisfaction: An Empirical Study on University Administrative Staff Members

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Abstract

The main purpose of the study is to empirically assess the impact of Emotional Intelligence (EI) dimensions (self-awareness, social awareness, self-management, and relationship management) on each individual Job Satisfaction (JS) dimension (working conditions, supervision, co-workers, job security and pay and promotion) of administrative staff members at a public Egyptian university. The study considers EI as a multidimensional variable and investigates the impact of these dimensions on the JS dimensions. The study was conducted in a public university in Cairo, Egypt. The data was collected using questionnaires distributed to administrative staff members. The sample includes 361 responses. The results showed that there is a partial influence of the independent variable (EI dimensions) on the dependent variable (JS dimensions). The theoretical and practical implications of the study, the limitations and future research opportunities are also listed.

Keywords: emotional intelligence, job satisfaction (JS), Egypt, post-secondary education sector

1. Introduction

Emotional Intelligence (EI) refers to the ability to accurately comprehend, assess, and express emotions (Bru-Luna et al., 2021; Rey et al., 2011). It is important for both managers and employees to understand and manage their emotions, and the emotions of others, within an organizational context (Winton, 2021; Gupta, 2016). EI is widely recognized as a key factor contributing to organizational success and is a vital skill for individuals in the workplace (Pekaar et al., 2017). Moreover, individuals with well-developed EI are better equipped to identify and regulate their emotions across various situations, and to empathize with the emotions of others (Winton, 2021; Al-Hamami et al., 2015). Job Satisfaction (JS) reflects how employees feel about their organization and their roles within it (Baxi and Atre, 2024; Javier and Deligero, 2014). JS is a key indicator of employee happiness and has a positive impact on retention (Sainju et al., 2021; Unanue et al., 2017). Additionally, JS is associated with several organizational benefits, including increased firm value (Lydixen et al., 2022; Edmans, 2012), enhanced firm performance (Eberegbe and Eleftherios, 2020; Kessler et al., 2020; Alferaih, 2017), reduced employee absenteeism (Diestel et al., 2013; Hausknecht et al., 2008), increased organizational commitment (Winton, 2021; Saridakis et al., 2018; Ismail and Abd Razak, 2016), and higher employee motivation and productivity (Pang and Lu, 2018; Baloch, 2009).

The study aims to assess the impact of specific EI dimensions—self-awareness, social awareness, self-management, and relationship management (Bibek, 2023; Wong and Law, 2002)—on various JS dimensions, including working conditions, supervision, co-workers, job security, and pay and promotion, among employees at a public Egyptian university. To the authors' knowledge, no prior research has examined the influence of EI dimensions on JS dimensions within the context of administrative staff at an Egyptian university. Consequently, the study adds to the literature by examining these interactions in a new context. The study seeks to demonstrate how EI dimensions can serve as a competitive advantage for employees in the workplace by positively influencing JS dimensions. The significance of this contribution lies in the role of EI in enhancing social relationships, as being aware of one's own emotions can lead to better management of workplace stressors (Bibek, 2023; Kinnary et al., 2023; Gupta, 2016; Kafetsios and Zampetakis, 2008). Thus, fostering EI dimensions in the workplace may be a valuable strategy for

improving performance, boosting productivity, and enhancing the overall efficiency and effectiveness of employees (Alferaih, 2017; Masa'deh, 2016). By identifying the specific EI dimensions that most significantly influence job satisfaction, this study provides valuable insights for managers and policymakers aiming to cultivate a more emotionally intelligent and satisfied workforce. The findings could inform targeted interventions and training programs, ultimately contributing to better employee well-being and organizational success.

2. Theoretical Framework

Past research has thoroughly examined the relationship between EI and JS, yielding diverse findings. Akhtar et al. (2015) found a positive relationship between EI and various dimensions of JS, emphasizing the role of self-awareness and self-management in improving job conditions and employee morale. Kinnary et al. (2023) found that high levels of EI contribute to improved JS by effectively managing work-life conflicts, highlighting the mediating effect of work-life balance in this relationship. This is further supported by Kim (2018), who investigated the relationship between EI and JS among public service workers, finding that higher EI leads to increased JS and reduced burnout, with self-awareness being particularly significant. Similarly, Suleman et al. (2020) found a moderate positive correlation between EI and JS, with specific dimensions such as self-awareness and empathy being significant predictors.

Effective management of emotions in the workplace has far-reaching implications, as highlighted by various studies. Sy et al. (2006) demonstrated that employees with higher levels of EI are more likely to experience better job satisfaction due to better stress management and interpersonal relationships. Similarly, Wong and Law (2002) noted that EI enhances employees' ability to cope with workplace challenges and improve job performance, further underscoring the importance of emotional intelligence in professional settings. Additionally, Jorfi and Jorfi (2011) emphasized that EI enhances communication effectiveness, which positively influences job satisfaction, suggesting that improving communication skills through EI can lead to better workplace outcomes. Soriano-Vazquez et al. (2023) found that EI significantly impacts conflict management and job satisfaction, particularly in high-stress environments, which sheds light on the important role of emotional intelligence in managing workplace dynamics. Furthermore, Coronado-Maldonado and Ben fez-Márquez (2023) explored the impact of emotionally intelligent leaders on team performance and job satisfaction, concluding that managers with higher levels of EI not only improve individual attitudes towards work but also foster a more positive and productive team environment. Collectively, these findings illustrate the pivotal role that EI plays in enhancing various aspects of job satisfaction, making it an essential area for further research and application in organizational practices.

Conversely, some studies have presented conflicting results. For instance, Ghoreishi et al. (2014) reported no significant relationship between EI and JS dimensions, suggesting that the impact of EI might vary across different organizational contexts. Similarly, Badawy and Magdy (2015) examined the effect of EI on JS among faculty members in Egypt, revealing that EI did not significantly affect JS. Kafetsios and Zampetakis (2008) noted a weak to moderate positive relationship between various dimensions of EI and JS among teachers in Greece, underscoring the role of understanding and regulating emotions. Lopes et al., (2006) provided evidence that JS was not significantly correlated with EI. VanSickle (2004) and Hamid (2016) also noted varied effects of EI dimensions on JS, highlighting the complexity of these relationships and the need to consider cultural and demographic factors.

The study contributes to the ongoing discourse by focusing on a public Egyptian university, providing insights into how EI dimensions affect JS in an educational setting. The hypotheses tested in this research aim to explore the specific impacts of self-awareness, social awareness, self-management, and relationship management on JS dimensions such as working conditions, supervision, co-workers, job security, and pay and promotion. While substantial evidence supports the positive relationship between EI and JS, the diversity of findings highlights the importance of context in understanding these dynamics. This study seeks to build on existing knowledge by examining the specific context of a public Egyptian university.

2.1 Hypothesis Development

Recent research has highlighted the role of emotional intelligence (EI) in shaping employees' perceptions of their work environment. Miao et al. (2017) conducted a meta-analysis that revealed a strong positive relationship between EI and job satisfaction across various occupations. This finding suggests that emotionally intelligent individuals are better equipped to navigate workplace challenges and find satisfaction in their working conditions. Furthermore, Akhtar et al. (2015) found that EI dimensions, particularly self-awareness and self-management, were positively associated with improved job conditions and employee morale. These studies indicate that EI dimensions may positively influence an employee's perception of working conditions.

H1. There is a positive significant impact of EI dimensions (self-awareness, social awareness, self-management, and relationship management) on the JS dimension working conditions.

The relationship between EI and satisfaction with supervision has been explored in various organizational contexts in recent years. Kim (2018) investigated this relationship among public service workers and found that higher EI leads to increased job satisfaction, with self-awareness being particularly significant. Additionally, Coronado-Maldonado and Ben fez-Márquez (2023) explored the impact of emotionally intelligent leaders on team performance and job satisfaction, concluding that managers with higher levels of EI not only improve individual attitudes towards work but also foster a more positive and productive team environment. These findings suggest that EI dimensions may positively influence an employee's satisfaction with supervision.

H2. There is a positive significant impact of EI dimensions (self-awareness, social awareness, self-management, and relationship management) on the JS dimension supervision.

Recent studies have continued to emphasize the impact of EI on interpersonal relationships in the workplace. Suleman et al. (2020) found a moderate positive correlation between EI and job satisfaction, with specific dimensions such as self-awareness and empathy being significant predictors. This suggests that individuals with higher EI are better equipped to navigate social interactions with co-workers. Moreover, Soriano-Vazquez et al. (2023) found that EI significantly impacts conflict management and job satisfaction, particularly in high-stress environments. These findings indicate that EI dimensions may positively influence an employee's satisfaction with co-workers.

H3. There is a positive significant impact of EI dimensions (self-awareness, social awareness, self-management, and relationship management) on the JS dimension co-workers.

While the direct relationship between EI and perceptions of job security is less explored in recent literature, related research provides insights. Kinnary et al. (2023) found that high levels of EI contribute to improved job satisfaction by effectively managing work-life conflicts, which could indirectly influence perceptions of job security. Additionally, Pekaar et al. (2017) emphasized the role of EI as a key factor contributing to organizational success, which could enhance employees' sense of job stability. These studies suggest that EI dimensions may positively impact an employee's sense of job security.

H4. There is a positive significant impact of EI dimensions (self-awareness, social awareness, self-management, and relationship management) on the JS dimension job security.

Recent research has continued to explore the influence of EI on career success and advancement. Alferaih (2017) found that EI is associated with enhanced firm performance, which could indirectly affect pay and promotion opportunities. Furthermore, Eberegbe and Eleftherios (2020) demonstrated a positive relationship between EI and firm performance, suggesting that emotionally intelligent employees may be more likely to advance in their careers. These findings indicate that EI dimensions may positively impact an employee's satisfaction with pay and promotion opportunities.

H5. There is a positive significant impact of EI dimensions (self-awareness, social awareness, self-management, and relationship management) on the JS dimension pay and promotion.

3. Methodology

The study was conducted on administrative staff members at a public Egyptian university. A survey was designed to collect relevant data about the research variables: EI and JS, and their respective dimensions. Surveys were distributed to 361 administrative staff members at the university. The authors utilized the questionnaires to assess the research variables. All questionnaires were formulated in English and required participants to respond to all items before submission.

The questionnaires were structured into several key sections. The introduction was designed to encourage participation from university administrative staff members and to reassure them that the information provided would be used solely for research purposes. The first section consisted of five items aimed at gathering essential demographic data, including gender, age, years of experience at the university, organizational level, and monthly income. The second section comprised 40 items specifically developed to measure Emotional Intelligence (EI), using the Wong-Law Emotional Intelligence Scale. These items were categorized into four dimensions: Self-Awareness, Self-Management, Social-Awareness, and Relationship Management, with each dimension containing 10 items. The reliability of these items was confirmed with a Cronbach's Alpha coefficient greater than 0.6, indicating an acceptable level of reliability. The third section of the questionnaire contained 37 items intended to measure Job

Satisfaction (JS), also validated with a Cronbach's Alpha coefficient greater than 0.6. These items were organized into five dimensions: Working Conditions (13 items), Supervision (8 items), Co-Workers (3 items), Job Security (7 items), and Pay and Promotions (6 items). Responses to the questionnaire items were recorded using a Five-point Likert Scale, ranging from "1 = strongly disagree" to "5 = strongly agree," as presented in Table 1.

Table 1. Distribution of Means

Description	Weighted Mean Value
Strongly Agree	from 4.2 to 5
Agree	from 3.4 to less than 4.2
Neutral	from 2.6 to less than 3.4
Disagree	from 1.8 to less than 2.6
Strongly Disagree	from 1 to less than 1.8

Table 2 presents the descriptive statistics and the Wilcoxon Signed-Rank test results at the level of each dimension of EI and JS. The Wilcoxon Signed-Rank test was applied to confirm the general trend of how the respondents interpret the respective dimensions.

Table 2. Descriptive Statistic and Wilcoxon Signed-Rank Test

Variables	Dimensions	Descriptive Statistics			Wilcoxon Signed-Rank Test
		Mean	Standard Deviation	Median	p-value
Emotional Intelligence	Self-Awareness	3.4042	0.54713	3.33	0.000***
	Self-Management	3.2651	0.51912	3.30	0.000***
	Social-Awareness	3.7850	0.54658	3.80	0.000***
	Relationship Management	3.7501	0.57989	3.80	0.000***
	Working conditions	3.0734	0.52114	3.08	0.002**
Job Satisfaction	Supervision	2.8951	0.65031	3.00	0.023*
	Co-workers	3.7980	0.88074	4.00	0.000***
	Job security	2.9085	0.47238	3.00	0.039*
	Pay and promotions	2.2475	0.57470	2.33	0.000***

*** Significant at 0.001, ** Significant at 0.01, * Significant at 0.05, † Significant at 0.10

4. Results

Hypothesis 1

We test the validity of the first hypothesis:

H1. There is a positive significant impact of EI dimensions (self-awareness, social awareness, self-management, and relationship management) on the JS dimension working conditions.

Table 3. Model Coefficients and t-test

Variables	Beta	t-test		Collinearity
		t	p-value	
Constant (a)	---	4.717	0.000***	---
Relationship Management X₄	0.268	5.332	0.000***	1.205
Social-Awareness X₃	0.048	0.893	0.373	1.392
Self-Management X₂	0.247	5.038	0.000***	1.144
Self-Awareness X₁	0.120	2.313	0.000***	1.276

Adjusted R² 0.218, S.E.: 0.461, F-test: 35.650***

*** Significant at 0.001, ** Significant at 0.01, * Significant at 0.05, † Significant at 0.10

Table 3 shows that the Relationship Management variable (X₄), Self-Management variable (X₂), and Self-Awareness variable (X₁) collectively explain 21.8% of the changes that take place in the Working Conditions variable. In addition, these three independent variables are statistically significant and have a positive impact on the Working Conditions variable. The Social-Awareness variable (X₃) is not significant. The regression model that was constructed is considered a significant model and can be relied on at a significance level of 5%. There is no multicollinearity problem between these variables since the Variance Inflation Factor (VIF) of each is less than 10. VIF measures the degree of correlation between the independent variables. A high correlation between the independent variables (i.e., multicollinearity) can affect the stability and the predictive power of the model.

The regression model is presented in the following equation:

$$Y_1 = 0.971 + 0.241 X_4 + 0.248 X_2 + 0.114 X_1$$

Hypothesis 2

We test the validity of the second hypothesis:

H2. There is a positive significant impact of EI dimensions (self-awareness, social awareness, self-management, and relationship management) on the JS dimension supervision.

Table 4. Model Coefficients and t-test

Variables	Beta	t-test		Collinearity
		t	p-value	
Constant (a)	---	5.665	0.000***	---
Relationship Management X₄	0.270	4.969	0.000***	1.205
Social-Awareness X₃	0.021	0.359	0.720	1.392
Self-Management X₂	0.165	3.115	0.002**	1.144
Self-Awareness X₁	0.120	-2.143	0.033*	1.276

Adjusted R² 0.092, S.E.: 0.620, F-test: 13.248***

*** Significant at 0.001, ** Significant at 0.01, * Significant at 0.05, † Significant at 0.10

Table 4 shows that the Relationship Management variable (X₄), Self-Management variable (X₂), and Self-Awareness variable (X₁) collectively explain 9.2% of the changes that take place in the Supervision variable. In addition, the following three independent variables are statistically significant. The Relationship Management variable (X₄) and Self-Management variable (X₂) have a positive impact on the Supervision variable while the Self-Awareness variable (X₁) has a negative impact. The Social-Awareness variable (X₃) is not significant. The regression model that was constructed is considered a significant model and can be relied on at a significance level of 5%. There is no multicollinearity problem between these variables since the Variance Inflation Factor (VIF) of each is less than 10.

VIF measures the degree of correlation between the independent variables. A high correlation between the independent variables (i.e., multicollinearity) can affect the stability and the predictive power of the model.

The regression model is presented in the following equation:

$$Y_2 = 1.571 + 0.303 X_4 + 0.206 X_2 - 0.142 X_1$$

Hypothesis 3

We test the validity of the third hypothesis:

H3. There is a positive significant impact of EI dimensions (self-awareness, social awareness, self-management, and relationship management) on the JS dimension co-workers.

Table 5. Model Coefficients and t-test

Variables	Beta	t-test		Collinearity
		t	p-value	
Constant (a)	---	3.342	0.001***	---
Relationship Management X₄	0.183	3.221	0.001***	1.342
Social-Awareness X₃	0.133	2.303	0.022*	1.380
Self-Management X₂	0.121	2.338	0.020*	1.109
Self-Awareness X₁	-0.063	-1.128	0.260	1.287

Adjusted R² 0.103, S.E.: 0.834, F-test: 15.215***

*** Significant at 0.001, ** Significant at 0.01, * Significant at 0.05, † Significant at 0.10

Table 5 shows that the Relationship Management variable (X₄), Self-Management variable (X₂), and Social-Awareness (X₃) variable collectively explain 10.3% of the changes that happen in Co-Workers variable. In addition, the following three independent variables are statistically significant and have a positive impact on the Co-Workers variable. The Self-Awareness variable (X₁) is not significant. The regression model that was constructed is considered a significant model and can be relied on at a significance level of 5%. There is no multicollinearity problem between these variables since the Variance Inflation Factor (VIF) of each is less than 10. VIF measures the degree of correlation between the independent variables. A high correlation between the independent variables (i.e., multicollinearity) can affect the stability and the predictive power of the model.

The regression model is presented in the following equation:

$$Y_3 = 1.275 + 0.278 X_4 + 0.205 X_2 + 0.214 X_3$$

Hypothesis 4

We test the validity of the fourth hypothesis:

H4. There is a positive significant impact of EI dimensions (self-awareness, social awareness, self-management, and relationship management) on the JS dimension job security.

Table 6. Model Coefficients and t-test

Variables	Beta	t-test		Collinearity
		t	p-value	
Constant (a)	---	6.818	0.000***	---
Relationship Management X₄	0.075	1.305	0.193	1.342
Social-Awareness X₃	0.115	2.207	0.028*	1.093
Self-Management X₂	0.234	4.502	0.000***	1.093
Self-Awareness X₁	-0.006	-0.110	0.912	1.191

Adjusted R² 0.079, S.E.: 0.549, F-test: 16.911***

*** Significant at 0.001, ** Significant at 0.01, * Significant at 0.05, † Significant at 0.10

Table 6 shows that the Self-Management variable (X₂) and Social-Awareness variable (X₃) collectively explain 7.9% of the changes that happen with the Job Security variable. In addition, the following independent variables are statistically significant and have a positive impact on the Job Security variable. The Self-Awareness variable (X₁) and Relationship Management variable (X₄) are not significant. The regression model that was constructed is considered a significant model and can be relied on at a significance level of 5%. There is no multicollinearity problem between these variables since the Variance Inflation Factor (VIF) of each is less than 10. VIF measures the degree of correlation between the independent variables. A high correlation between the independent variables (i.e., multicollinearity) can affect the stability and the predictive power of the model.

The regression model is presented in the following equation:

$$Y_4 = 1.611 + 0.258 X_2 + 0.120 X_3$$

Hypothesis 5

We test the validity of the fifth hypothesis:

H5. There is a positive significant impact of EI dimensions (self-awareness, social awareness, self-management, and relationship management) on the JS dimension pay and promotion.

Table 7. Model Coefficients and t-test

Variables	Beta	t-test		Collinearity
		t	p-value	
Constant (a)	---	6.783	0.000***	---
Relationship Management X₄	0.075	1.197	0.232	1.451
Social-Awareness X₃	0.033	0.532	0.595	1.392
Self-Management X₂	0.045	0.798	0.426	1.180
Self-Awareness X₁	-0.049	-0.830	0.407	1.287

Adjusted R² 0.000, S.E.: 0.575, F-test: 0.986

*** Significant at 0.001, ** Significant at 0.01, * Significant at 0.05, † Significant at 0.10

Table 7 shows that the regression model that was constructed is a non-significant model and cannot be relied on at a significance level of 5%. It was found that the dimensions: Self-Awareness, Self-Management, Social-Awareness, and Relationship Management are variables of statistical non-significance in the composition of the regression model, which means that they have no effect on the Pay and Promotions. There is no multicollinearity problem between these variables since the Variance Inflation Factor (VIF) of each is less than 10. VIF measures the degree of correlation between the independent variables. A high correlation between the independent variables (i.e., multicollinearity) can affect the stability and the predictive power of the model.

5. Discussion & Conclusion

The findings show that: Relationship Management, Self-Management, and Self-Awareness have a significant positive impact on the Working Conditions variable. Relationship Management and Self-Management have a significant positive impact on the Supervision variable while the Self-Awareness has a significant negative impact. Relationship Management, Self-Management, and Social-Awareness have a significant positive impact on the Co-Workers variable. Self-Management and Social-Awareness have a significant positive impact on the Job Security variable.

Regarding the hypotheses, we hypothesized that EI dimensions would have a positive impact on various JS dimensions. For the Working Conditions variable, our hypothesis was supported, as both Relationship Management and Self-Management showed significant positive effects. For the Supervision variable, our hypothesis was partially supported, with Relationship Management and Self-Management positively impacting supervision, while Self-Awareness showed a significant negative impact, contradicting our expectation. In terms of the Co-Workers variable, our hypothesis was fully supported, as Relationship Management, Self-Management, and Social-Awareness were found to have a significant positive impact. Similarly, for Job Security, our hypothesis was supported, as Self-Management and Social-Awareness exhibited a significant positive effect.

The importance of the study stems from the fact that the previous research on the impact of EI dimensions on JS dimensions is conflicted and inconsistent. For example, findings from VanSickle (2004) suggested that only the Self-Awareness dimension of EI exerted a substantial influence on JS and its dimensions, while Çağlar (2022) found that the three categories of emotional intelligence (ability EI, self-report EI, and mixed EI) are positively correlated with organizational commitment, which aligns with the positive impact of Self-Management and Relationship Management on Working Conditions in our study. Furthermore, both Hamid (2016) and Kinnary et al. (2023) bolstered the assertion of a positive effect of EI and its dimensions on JS and its dimensions. Badawy and Magdy (2015) and Ghoreishi et al. (2014) uncovered no discernible relationship between the dimensions of EI and the dimensions of JS. These varied outcomes help shed light on the complex nature of the relationship between EI and JS, highlighting the need for careful interpretation and consideration of the cultural and demographic factors in understanding these relationships.

One of the main contributions of the study is that it serves to further exemplify the varied results that researchers get when examining the effect of EI dimensions on each dimension of JS. How EI affects JS will most likely depend on several aspects like the industry the study is examining, the country in which the study is implemented, whether the culture in the geographic location being examined is individualistic or collectivistic, the power dynamics/power distance between the employees, among many other factors. By pursuing these diverse avenues of research, scholars can build a more detailed and contextual understanding of the intricate relationship between EI and JS. This will help organizations that seek to foster a more satisfied and emotionally intelligent workforce and will also further enhance the theoretical knowledge on this topic.

5.1 Theoretical Implications

It is crucial to investigate whether the impact of EI on JS can be generalized for a specific industry or country, or if these relationships are unique to each organization. If the latter is true, this would pose a theoretical problem. The realization that EI and JS differ significantly across individual companies, businesses, industries, and countries suggests that researchers cannot make generalizations for entire sectors/industries/countries/regions. This has significant implications since it raises questions about what academics can teach regarding EI and JS and challenges the ability to make definitive statements about their relationship. Given the varying and sometimes conflicting results, it may not be possible to establish a universal understanding of the EI-JS relationship.

Thus, even when considering the possibility of a universal application of EI in enhancing JS, it may not be feasible to determine which EI and JS elements universally impact each other. Our research demonstrates that pinpointing which specific elements of EI—such as self-awareness, social awareness, self-management, and relationship management—are universally effective in enhancing JS is not straightforward. Similarly, identifying which components of JS—like working conditions, supervision, co-workers, job security, and pay and promotion—are most influenced by these EI elements varies significantly across different settings. Consequently, since it may not be theoretically sound to assume that EI universally impacts JS in the same way across all contexts. This once again brings us to the question of how much could be extrapolated from the generalization that EI universally impacts JS, and whether it is a theoretically useful or significant generalization to be made.

5.2 Practical Implications

The practical implication of the study is that it can be used to encourage managers to develop the use of EI in the workplace and as a result improve performance, efficiency, employee satisfaction, retention, and organizational commitment (Çağlar, 2022; Kim, 2018; Alferaih, 2017; Masa'deh, 2016). Mandatory HR training for all employees could be implemented (Bibek, 2023). It is important to consider how these HR training programs are designed. Companies may need to tailor their HR training to align with their unique EI-JS relationships. Otherwise, they risk investing in training programs that do not yield the desired outcomes, thereby wasting resources. Companies might be more successful if they focus on developing specific HR strategies informed by the particular EI and JS dynamics within their own organizational context, rather than relying on general EI principles. This approach would not only enhance the relevance of HR training but also ensure that the skills developed are directly applicable and beneficial to the organization. EI is a skill that can be ingrained, developed, and nurtured in both employees and managers (Fabio and Palazzeschi, 2008). The implications could extend to the teaching arena where EI can be an essential and core subject in the Human Resources and Organizational Behaviour classes.

Since EI and JS are critical factors in a company's performance, employee retention, and firm value, corporations should consider conducting EI and JS audits, akin to environmental and accounting audits, to evaluate their organizational health in terms of employee EI and JS. Corporations can conduct these assessments/audits and potentially disclose the findings to shareholders and investors. This approach could clarify more relevant and context-specific insights, fostering a deeper understanding and application of EI and JS within individual corporations.

EI and JS audits may provide a more comprehensive understanding of the organization beyond traditional financial metrics. Such insights can be indicative of a company's ability to retain talent and maintain high productivity—factors that may directly influence its market value and competitive advantage. Moreover, by making these EI and JS metrics available, companies can signal to the market that they are proactive in managing employee well-being and improving their organizational culture, which are increasingly recognized as key drivers of sustainable growth. In essence, integrating EI and JS audits into corporate disclosures could bridge the gap between financial and non-financial indicators, thereby contributing to a more efficient market where investment decisions are based on a fuller spectrum of information.

6. Limitations

It is essential to acknowledge that the results primarily pertain to the characteristics of administrative staff members at a public Egyptian university, thus the results can be considerably different when extrapolated to other categories, such as faculty members (Badawy and Magdy, 2015). This means that the results cannot be generalized.

Geographically, the study was conducted in Egypt, and the results could most likely change when the study is conducted in disparate cultures and environments, in both developed and developing countries. Egypt and other developing countries have a paucity when it comes to publicly available statistical reports. For example, there is little to no information available on the number of administrative staff members at Egyptian universities.

In certain cultures and countries there is a hesitancy when it comes to participating in surveys and questionnaires. This could be reflected in the form of inaccurate responses from the participants, and this has negatively affected the study's sample size. Furthermore, the study examined an educational institution, the results might differ if the study is applied in a different sector, such as the banking, hospitality, or the telecommunications sector.

7. Future Research

The study offers several opportunities for future researchers such as the undertaking of comparative studies between public and private Egyptian universities, comparative studies between different employee age groups to capture the generational effect on how EI impacts JS and how the application of artificial intelligence has affected the EI-JS relationship (Coronado-Maldonado and Ben f ez-M rquez, 2023). Additionally, future studies can focus on how intermediary factors, such as stress; employee burnout; communication skills; and employee-employer relationship could either magnify or diminish the role of EI in influencing JS. Investigating these intermediary factors can provide a more nuanced understanding of how EI influences JS. Administering identical surveys across the same industry in various countries could clarify whether observed differences are due to cultural factors. An interesting area for future research could be separately regressing each EI dimension on each JS dimension and as a result have a separate hypothesis for each EI/JS dimension pair.

Furthermore, future research could examine the effect of EI and JS on other variables like return on assets (ROA), Tobin's Q which is a measure of firm performance (Chung and Pruitt, 1994), stock price for publicly traded firms,

annual sales, among many other variables. Another area of future research would be to examine the effect of different cultural and demographic variables on how EI impacts JS. For example, do different ethnic minorities and/or genders have different levels of EI based on their unique experiences? Does ethnicity/gender affect the degree of JS that employees feel at the workplace? A very interesting research question could examine whether EI and JS are experienced differently across individuals from different cultures, ethnic backgrounds, age, gender, religious beliefs, sexual orientations among many other aspects.

Addressing the subjectivity inherent in survey responses is another critical area for future research. Some participants may provide inaccurate or overly positive answers, skewing results. Developing more objective measures or validating self-reported data with other indicators could improve data accuracy. Given the evolving nature of EI and its impacts on JS, extended research timeframes through longitudinal studies can provide deeper insights into how the EI-JS relationship develops and changes over time. The socialization process impacts EI development, with potential variations based on ethnicity and gender. Examining how these socialization differences affect the EI-JS relationship could yield important insights, particularly since EI skills of individuals raised as minorities may differ from those raised as majorities in different cultural contexts.

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Authors' contributions

Dr. Mariam Kamal was responsible for study design, data collection and drafting the manuscript. Prof. Darby Roland was responsible for revising the manuscript. Dr. Eahab Elsaid was responsible for hypotheses development, drafting and revising the manuscript. The authors read and approved the final manuscript.

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Appendix

Questionnaire

First Section: General Background

1 – Gender:

☐ Male

☐ Female

2 – Organization level:

☐ First Line Management

☐ Middle Management

☐ Top Management

3 – Age:

☐ less than 30 years old

☐ 30 – 39 years old

☐ 40 – 49 years old

☐ 50+ years old

4 – Monthly income:

☐ Less than 2000 Egyptian Pounds

☐ From 2000 to less than 5000 Egyptian Pounds

☐ From 5000 to less than 10,000 Egyptian Pounds

☐ More than 10,000 Egyptian Pounds

Second Section: Emotional Intelligence

Please indicate (✓□) in the appropriate place that expresses your opinion with each of the following statements:

Choices range from: 1 (never - strongly disagree), 2 (rarely - disagree), 3 (sometimes – neutral), 4 (often - agree), to 5 (always - strongly agree).

No.	Statements	1	2	3	4	5
Self-Awareness						
1	My feelings are clear to me at any given moment.					
2	Emotions play an important part of my life.					
3	My mood impacts the people around me.					
4	I find it easy to translate my feelings into words.					
5	My mood is easily affected by external events.					
6	I can easily sense when I am going to be angry.					
Self-Management						
1	I accept responsibility for my actions.					
2	I find it easy to set goals and stick to them.					
3	I am an emotionally balanced person.					
4	I am a very patient person.					
5	I can accept criticism from others without getting angry.					
6	I maintain composure, even during a stressful time.					
Social-Awareness						
1	I consider the impact of my decisions on other people.					
2	I can easily tell if the people around me are becoming annoyed.					
3	I sense it when a person's mood changes.					
4	I am able to be supportive when giving bad news to others.					
5	I am generally able to understand the way other people feel.					
Relationship Management						
1	I am able to show affection.					
2	My relationships are safe places for me.					
3	I find it easy to share my feelings with others.					
4	I am good at motivating others.					
5	I am a cheerful person.					
6	It is easy for me to make friends.					

Third Section: Job Satisfaction

Please indicate (✓□) in the appropriate place that expresses your opinion with each of the following statements:

Choices range from: 1 (never - strongly disagree), 2 (rarely - disagree), 3 (sometimes – neutral), 4 (often - agree), to 5 (always - strongly agree).

No.	Statements	1	2	3	4	5
Working Conditions						
1	I look forward to going to work at the beginning of a new week.					
2	I feel positive most of the time I am working.					
3	I usually feel fresh at the end of the working day.					
4	I enjoy my work most of the days.					
5	I have a clear understanding of my job responsibilities.					
6	I feel informed about what's going on.					
Supervision						
1	I am noticed when I do a good job.					
2	I feel my opinion counts in the organization.					
3	My supervisor takes into account my wishes and my performance.					
4	I feel valued, recognized, and appreciated at work.					
5	I feel involved in decisions that affect my work.					
6	My manager recognizes my progress.					
Co-Workers						
1	I have helpful & friendly colleagues at work.					
2	I feel my colleagues treat me with respect.					
3	There is high team spirit in the work group.					
Job Security						
1	I am satisfied with my job.					
2	I often think about leaving.					
3	I know where to get help if I have a problem at work.					
4	I feel I am doing a worthwhile job.					
5	I get a feeling of accomplishment from my job.					
6	Favoritism does not have any role to play in my organization.					
Pay and Promotions						
1	Promotions are made on merit in this organization.					
2	I have good chances of advancement in my job.					
3	I am satisfied with the benefits provided by the organization.					
4	I am fairly compensated.					
5	Compared to the salary for similar jobs in other organizations, my pay is better.					