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The Interplay of Emotional Intelligence, Job Performance and Job Satisfaction: The Moderating Role of Work Environments at Orange Jordan

Doctor of Philosophy

By

Asad AYOUB

Supervisor:

Dr. Zsófia Vörös

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Declaration of Originality

I, the undersigned, solemnly declare that this doctoral dissertation is the result of my own independent research and was written solely by me using the literature and resources listed in the Bibliography.

Asad AYOUB   Pécs Dec. 11 ,2024

Abstract

In recent decades, there has been increasing interest in the research of emotional intelligence (EI) and its relationship with other employee outcomes. EI, which encompasses abilities such as recognizing and managing one's emotions, empathizing with others, and navigating social complexities, has significantly enhanced various aspects of work life. Building on this understanding, this thesis explores the interplay between EI, job performance, and job satisfaction, focusing on the moderation effect of work environments (online/office) on these relationships at Orange Jordan company. The research addresses a notable gap in the existing literature, as there is a lack of studies in the domain of telecom companies in Jordan, underscoring the importance and originality of this research.

The study employed a quantitative research design, utilizing a survey to gather primary data, which was subsequently analyzed using the Statistical Package for Social Sciences (SPSS v26). The survey incorporated three questionnaires focused on emotional intelligence (EI), job satisfaction, and job performance. Regression analysis was employed in the analysis to examine the relationships between the variables. A total of 185 employees from Orange Jordan participated in the study. The research tested six hypotheses, demonstrating that emotional intelligence has a significant impact on both job satisfaction and job performance. Additionally, job satisfaction was found to influence job performance significantly. Notably, the study revealed that the relationships between emotional intelligence, job performance, and job satisfaction are not significantly affected by the nature of the work environment.

The study contributes to the refinement of human resource (HR) models, emphasizing the crucial role of EI in HR development. It expands EI frameworks by suggesting industry-specific approaches and stresses the importance of broadening the geographical scope of EI research beyond Western settings. Additionally, the research highlights the significance of organizational dynamics in influencing the relationship between EI and job outcomes, advocating for longitudinal studies to provide a deeper understanding of these interactions.

Given these insights, the thesis outlines several practical recommendations for Orange Jordan. It highlights the importance of developing EI-focused programs tailored to the telecom industry, such as workshops, coaching, and regular assessments to enhance emotional competencies among employees. Leadership training should also prioritise EI to manage emotions in high-stress situations effectively. Additionally, the thesis advocates for fostering social support networks through mentorship and team-building activities, involving

employees in EI initiatives, and incorporating EI into recruitment processes. Attention should also be directed towards job satisfaction due to its significant impact on performance. By implementing these strategies, Orange Jordan can strengthen the emotional intelligence of its workforce, leading to improved job performance and satisfaction while maintaining a competitive edge in the telecom industry.

Keywords: Emotional Intelligence, Job Performance, Job Satisfaction, Work Environment, Telecom Industry.

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List of Abbreviations

B	Unstandardized Coefficient
Beta	Standardized Coefficient
Df	Degrees of Freedom
F	The F-statistic
R	Correlation Coefficient
R²	Coefficient of Determination
SE	Standard Error of the Coefficient
Sig	Significance Level or p-value
T	T-Statistic

Chapter One: Introduction

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1.1   Introduction

In the contemporary business landscape, transforming traditional employment paradigms has brought new challenges and opportunities for employees and organizations. This dissertation examines relationships between emotional intelligence, job performance, and job satisfaction, specifically focusing on the moderating role of the work environment in these relationships at Orange Jordan.

Emotional Intelligence (EI) has emerged as a pivotal factor in enhancing job performance and job satisfaction across various professional settings. The study of EI has a relatively recent but rich history, tracing back to early 20th-century research on social intelligence. Thorndike (1920) introduced the idea of social intelligence, suggesting that individuals possess the capacity to understand and manage human interactions. This concept laid the groundwork for the later development of EI. The term "emotional intelligence" was coined by Peter Salovey and John D. Mayer in 1990, who defined it as the ability to monitor one's own and others' feelings, to discriminate among them, and to use this information to guide one's thinking and actions (Salovey & Mayer, 1990). Their foundational work marked the beginning of a focused exploration into how emotional competencies influence various life outcomes, including those in professional settings (Goleman, 1995; Mayer et al., 2008).

As research into EI progressed, its significance in the workplace became increasingly apparent. Daniel Goleman's seminal book "Emotional Intelligence," published in 1995, expanded on the concept introduced by Salovey and Mayer, linking EI to various aspects of life, including job performance and leadership effectiveness (Goleman, 1995). This groundbreaking perspective highlighted that emotional competencies are central to professional success. Subsequent studies demonstrated that employees with high EI are more successful in managing their emotions and interacting effectively with colleagues, fostering a more productive and harmonious work environment (Ashkanasy & Daus, 2005).

Understanding the impact of EI on workplace outcomes requires a clear definition of key terms. Job performance is commonly defined as the degree to which an individual successfully fulfils the factors included in their job description, encompassing the efficiency and effectiveness of job tasks (Viswesvaran & Ones, 2000). On the other hand, job

satisfaction refers to the extent to which employees feel fulfilled and content with their job roles, including aspects such as the work environment, job roles, and relationships with colleagues and supervisors (Locke, 1976). These definitions are essential as we explore how EI impacts these critical organizational outcomes.

A pivotal meta-analysis revealed that EI positively correlates with job performance, particularly in roles requiring high emotional labor. This analysis demonstrated that employees adept at managing their emotions are better equipped to handle the demands of jobs involving frequent interactions with clients or customers (Joseph & Newman, 2010). Similarly, EI significantly predicts job performance and job satisfaction across various industries, underscoring the universal relevance of EI in enhancing workplace outcomes (Wong & Law, 2002).

Building on these findings, researchers have delved into the specific mechanisms EI influences job performance. Individuals with high EI are better at managing stress, leading to improved job performance. Managing stress effectively allows employees to maintain high productivity even under pressure (Lopes et al., 2010). Additionally, a meta-analysis reinforced the positive relationship between EI and job performance, noting that EI contributes to performance by enhancing interpersonal interactions and teamwork (O'Boyle et al., 2011).

The work environment has undergone a profound transformation in the aftermath of COVID-19, with the adoption of remote work accelerating significantly across the globe. Before the pandemic, traditional office settings were predominant, with employees working on-site and benefiting from direct, face-to-face interactions. However, the necessity of social distancing and lockdown measures forced organizations to transition to remote work models. As a result, many companies, including technology-driven organizations, have adopted remote models. This shift introduced new dynamics in the relationship between EI, job performance, and job satisfaction. Remote work offers flexibility and reduces commute stress, potentially enhancing job satisfaction (Golden et al., 2008). However, it also presents challenges, such as professional isolation and the need for effective virtual communication skills (Wang et al., 2021).

The impact of EI on job satisfaction is another area of considerable interest. Employees with high EI are better equipped to effectively manage their interactions with colleagues, fostering

a work environment that promotes high performance and job satisfaction (Harms & Credé, 2010). Walter, Cole, and Humphrey (2011) found that employees' EI positively affects their job satisfaction and organizational commitment. This relationship suggests that the emotional competencies of employees can enhance overall organizational performance (Brunetto et al., 2012).

This introductory chapter lays the groundwork for the exploration of this research inquiry. It defines the scope of the study, identifies the problem statement, underscores the significance of the investigation, specifies the goals to be accomplished, formulates the research questions, and establishes the hypotheses to be tested. Additionally, it acknowledges potential limitations and provides an overview of the subsequent organization of the study. Central to this inquiry is investigating the interplay between emotional intelligence, job performance, and job satisfaction among Orange Jordan employees, considering the moderator effect of work environments (online/office). Through a nuanced understanding of the interplay between emotional intelligence and these critical organizational outcomes, this research endeavors to empower organizations with effective strategies to amplify job performance and enhance job satisfaction within their teams (Goleman et al., 2002).

1.2 The Evolution and Impact of Orange Jordan on the Jordanian Telecom Sector: A Journey of Growth and Technological Transformation

The telecom sector in Jordan is a critical component of the national economy and a symbol of technological progress, having experienced significant growth and transformation in recent years. This exploration covers the sector's development, challenges, and vital contributions to Jordan's economic landscape, underpinned by various academic and industry sources (Telecom Regulatory Commission, 2020).

Transitioning from traditional telecom to a more diverse and technology-driven industry, the sector's evolution has been spurred by liberalization policies implemented in the early 2000s. These policies have facilitated a competitive atmosphere that fosters innovation and expansion. The introduction of mobile and internet services has significantly broadened the sector's impact, making it a central element of the national economy. The Telecom Regulatory Commission's 2020 report reveals continuous growth in subscribers and revenue, affirming the sector's substantial contribution to Jordan's Gross Domestic Product (Telecom

Regulatory Commission, 2020). Additionally, the World Bank notes that sector liberalization has led to a surge in private sector investments, enhancing service quality and affordability (World Bank, 2018).

Digital adoption has been a driving force behind the sector's prosperity, with the move towards online work catalyzed by global trends and local initiatives unlocking new growth avenues. Orange Jordan has been a pivotal player in this transformation, investing heavily in broadband infrastructure and cloud services. The company's strategic initiatives have included expanding fiber optic networks, enhancing 4G services, and pioneering the development of 5G technology (Orange Jordan, 2019). These investments have not only catered to the increased demand for online connectivity and work solutions but have also improved operational efficiency across various sectors of the economy (Telecom Regulatory Commission, 2020). Orange Jordan's focus on digital transformation has positioned it as a regional leader, driving innovation and competitiveness (Orange Jordan, 2019).

Established as Jordan Telecom in 1997 as part of the Jordanian government's privatization efforts to enhance telecom infrastructure and services, the company underwent significant restructuring. It was rebranded as Orange Jordan in 2007 after France Telecom (now Orange S.A.) acquired a significant stake. This transition marked the beginning of a new era of growth and modernization for the company, aligning with global standards and introducing advanced technologies (Orange Jordan, 2020).

Orange Jordan offers a wide range of services, significantly contributing to the Jordanian economy. These services include high-speed internet, mobile telephony, digital content, and cloud computing solutions. The company's broadband services, particularly the extensive deployment of fiber optic networks, have enabled faster internet speeds and better connectivity, which are crucial for businesses and individuals. This enhanced connectivity supports e-commerce, online education, telemedicine, and remote work, driving economic growth and development (Orange Jordan, 2019). Furthermore, the International Telecom Union highlights how advancements in connectivity have made Jordan a regional hub for ICT services (International Telecom Union, 2021).

As of the latest reports, Orange Jordan maintains a significant market share in the Jordanian telecom market. The company holds approximately 36% of the mobile market share, making it one of the leading telecom operators in the country (Telecom Regulatory Commission,

2021). This robust market presence is a testament to its comprehensive service offerings and customer-centric approach. Moreover, the Jordanian telecom sector has been recognized for its rapid growth and modernization, setting benchmarks for other regional countries (Telecom Regulatory Commission, 2021).

Despite its achievements, the sector confronts challenges like regulatory constraints, market saturation, and the ongoing need for investment in infrastructure to keep pace with technological advancements. The industry exhibits resilience, adapting to market changes and leveraging partnerships and innovations to sustain growth. Government support through policy reforms and investment incentives has been vital in overcoming these challenges and ensuring the sector's continued success (World Bank, 2018). Regulatory reforms have played a crucial role in maintaining a competitive environment, which is essential for continuous improvement and innovation (Telecom Regulatory Commission, 2020).

Beyond its economic impact, the telecom sector drives socio-economic development, enhances information access, and facilitates public service delivery. Its expansion into online services has been especially critical during the COVID-19 pandemic, enabling businesses and individuals to adapt to the new realities of remote work and digital interaction (International Telecom Union, 2021). This adaptability has mitigated the pandemic's economic impact and accelerated the country's digital transformation journey (International Telecom Union, 2021)

1.3 Research Aims and Objectives

Orange Jordan, a leading telecom company in Jordan, is the focus of an in-depth study exploring the interactions between Emotional Intelligence (EI), job performance, and employee satisfaction. This research is essential for developing strategies that enhance job satisfaction and performance. The study will measure and analyze EI levels among Orange Jordan employees, identifying the most prevalent and influential emotional competencies. By investigating the interplay between EI, job satisfaction, and performance, the research aims to provide comprehensive insights for improving these outcomes within the company, considering the unique aspects of its organizational culture, management practices, and employee demographics.

Additionally, the research will delve into the moderating role of different work environments—specifically online and office settings—on the relationships between EI, job satisfaction, and performance. With the rapid changes in work environments driven by technological advancements and the COVID-19 pandemic, understanding how these varying settings influence these relationships is crucial. This study will employ a quantitative survey to gather robust data on how these environments impact employee experiences and outcomes.

The anticipated outcomes include actionable recommendations for Orange Jordan's management and policymakers to optimize workplace practices. These recommendations will enhance employee satisfaction and performance through targeted interventions and strategies. Collaborating with industry experts and policymakers will ensure that the developed strategies are comprehensive and sustainable, potentially offering broader benefits beyond the organization.

This research seeks to foster a positive work environment and support organizational growth. By examining the interrelationships between EI, job satisfaction, and performance, along with the moderating effects of the work environment (online/office), this study aims to contribute significantly to academic knowledge and practical applications in organizational settings. The findings are expected to inform best practices in human resource management and organizational development, ultimately contributing to a more engaged and productive workforce at Orange Jordan.

1.4 Research Questions

To achieve the objectives described above, the following research questions are addressed:

1   How does Emotional Intelligence (EI) impact job satisfaction among employees at Orange Jordan within the workplace setting?

2   How does Emotional Intelligence (EI) impact job performance among employees at Orange Jordan within the workplace setting?

3   How does job satisfaction impact job performance among employees at Orange Jordan within the workplace setting?

4   How does the work environment moderate the effect of Emotional Intelligence (EI) on job satisfaction among employees at Orange Jordan?

5 How does the work environment moderate the effect of Emotional Intelligence (EI) on job performance among employees at Orange Jordan?

6 How does the work environment moderate the effect of job satisfaction on job performance among employees at Orange Jordan?

1.5 Research Motivation

The motivation for conducting this research stems from a blend of personal interest and professional relevance. As a researcher, I am deeply fascinated with understanding the psychological aspects that influence workplace dynamics, particularly emotional intelligence (EI). The telecom sector in Jordan, especially within Orange Jordan, offers a unique opportunity to study these dynamics in a real-world context. This research aims to provide actionable insights that can enhance organizational practices and benefit employees, driven by the desire to explore how EI can improve job performance and satisfaction in both online and office environments.

Moreover, this study seeks to contribute significantly to academic knowledge by investigating the interplay between EI, job satisfaction, and job performance while considering the moderating effects of different work environments. The shift to remote work models presents challenges and opportunities that make this research timely and relevant. The findings are expected to drive positive changes within Orange Jordan by providing evidence-based recommendations, ultimately contributing to the organization's success and employee well-being. The research is motivated by a commitment to understanding and improving workplace dynamics through the lens of EI.

1.6 Research Contribution and Novelty

This research significantly enhances the understanding of Emotional Intelligence (EI) by offering context-specific insights into the telecom sector in Jordan, primarily focusing on Orange Jordan. It delves into the relationship between emotional intelligence, job satisfaction, and job performance. Additionally, the study investigates how different online and office work environments influence the connection between EI, job performance, and job satisfaction. This is especially relevant in the post-COVID-19 era, where remote work models are becoming more common. The research addresses a critical gap in the lightly studied telecom sector in Jordan concerning the impact of EI on job outcomes.

Despite the positive relationship between EI and job outcomes in various sectors, there is a noticeable lack of research focusing on telecom companies in Jordan. This study addresses this gap by investigating how the work environment (online/office) influences the relationships between EI, job satisfaction, and job performance. Focusing on Orange Jordan, the research contributes to a deeper understanding of these dynamics and the moderating effect of the work environment. These insights are crucial for academic research and practical applications in human resource management and organizational development within the telecom sector.

In addition to its contributions to the regional and sector-specific knowledge base, the findings offer broader implications for global applications. The comprehensive framework linking EI, job satisfaction, job performance, and work environments can be adapted and tested in other sectors and geographical contexts. By exploring the moderating effects of work environments in a developing economy, the study provides a foundation for comparative studies in more developed settings, contributing to a universal understanding of EI's role in organizational performance. This cross-context relevance broadens the impact of the research and demonstrates its potential for generalization across industries and regions.

The practical implications of this research are substantial, providing actionable recommendations for Orange Jordan's management and policymakers. These insights can inform the development of tailored training programs and interventions to boost EI among employees, adapted to different work environments. By integrating findings from a specific sector and regional context, the research extends existing EI theories, developing a comprehensive framework that links EI, job satisfaction, job performance, and work environment. This model offers a robust foundation for future studies and practical applications, contributing valuable data from an understudied region and enhancing the global understanding of EI.

The findings have significant implications for HR practices, particularly in selecting, training, and developing employees for remote work. By identifying the critical facets of EI predictive of job satisfaction and performance, the research offers guidance for developing targeted EI training programs. These programs can equip employees with the emotional skills necessary to thrive in remote work environments, enhancing individual and organizational performance. Understanding how EI can foster improved job performance

and satisfaction can help telecom firms in Jordan develop more effective employee development strategies and drive organizational success.

1.7 Structure of the Dissertation

The dissertation is segmented into five key chapters, detailed as follows:

Chapter 1: Introduction
This chapter comprehensively introduces the study's context, objectives, and goals. It outlines the problems that will be tackled and the approaches used.

Chapter 2: Theoretical Background and Literature Review
This chapter examines the leading literature on emotional intelligence (EI), job performance, job satisfaction, and their relationships. It highlights existing gaps in the research and proposes areas for future study, stressing the importance of more varied and long-term investigations.

Chapter 3: Methodology of Research
This section elaborates on the research methods utilized to fulfil the study's objectives and answer the research queries. It includes details on how data was gathered and analyzed.

Chapter 4: Results and Analysis
This chapter analyses the data through the lens of the earlier empirical research strategy and methodologies.

Chapter 5: Discussion, Conclusions, and Implications
The final chapter evaluates the research hypotheses in light of the literature review and data interpretation. It concludes by reflecting on the study's contributions to the existing body of knowledge, discussing the research's implications and limitations, and recommending avenues for subsequent investigations.

1.8 Chapter Closure

This dissertation investigates the interplay between emotional intelligence, job performance, and job satisfaction, focusing on the impact of different work environments—online and office—within Orange Jordan. The chapter begins with an introduction, providing an overview of the research topic and its significance. It then delves into the evolution and

impact of Orange Jordan and the Jordanian telecom sector on the economy. This exploration underscores the importance of understanding these dynamics in contemporary work settings, driven by the necessity to comprehend how these constructs are interplayed within Orange Jordan.

Following the contextual background, the chapter outlines the Research Aims and Objectives, which detail the study's primary goals and the specific outcomes it seeks to achieve. This is followed by the Research Questions section, which poses the critical inquiries that guide the investigation, focusing on the relationships between emotional intelligence, job performance, and job satisfaction in different work settings. Building on this foundation, the Research Motivation section explains the rationale behind the study, highlighting the relevance and urgency of exploring these dynamics in the context of a shifting work environment. The chapter then transitions to the Research Contribution and Novelty, emphasizing the unique aspects of the study and its potential to add new insights to existing literature. Finally, the Structure of the Dissertation provides a roadmap of the document, detailing the organization of chapters and the flow of the research narrative.

Contributing to academic and practical knowledge, this research offers significant insights into the role of emotional intelligence in various work settings. The findings provide valuable implications for managers and policymakers, helping to guide the design of work environments and the development of training programs to foster emotional intelligence, thus enhancing job performance and satisfaction in the telecom sector and other sectors in Jordan.

Chapter Two: Theoretical Background and Literature Review

Chapter Two: Theoretical Background and Literature Review

2.1 Introduction

This chapter aims to provide a comprehensive overview of the concepts and models related to emotional intelligence, job performance, and job satisfaction, as well as their interrelationships among Orange Jordan employees, by examining pertinent literature in management and psychology. It begins with a review of the historical development, definition, models, and dimensions of emotional intelligence. Additionally, the chapter investigates the organizational, physical, and psychological outcomes of emotional intelligence and outlines individual and organizational improvement strategies. Key models for measuring emotional intelligence in various contexts are evaluated. Furthermore, the chapter addresses the impact of different environmental settings, whether online or in-office, on the relationship between emotional intelligence, job performance, and job satisfaction. The concepts of employee performance and job satisfaction are also analyzed. The chapter concludes with a summary.

2.2 History of Emotional Intelligence

Emotional intelligence (EI), which explores the impact of emotions on human behavior and decision-making processes, has become a subject of significant scholarly interest in recent decades. This literature review examines the evolution of emotional intelligence, tracing its progression from foundational theoretical concepts to its current status as a critical construct in psychological and organizational research.

2.2.1 Early Conceptualizations and Foundations

The roots of emotional intelligence can be traced back to the early 20th century when psychologists began to explore the interplay between emotion and intelligence. In the 1920s, E.L. Thorndike introduced the concept of "social intelligence," which laid the groundwork for later theories of emotional intelligence (Thorndike, 1920; Petrides, 2013). In the subsequent decades, researchers like David Wechsler emphasized the importance of non-cognitive aspects, such as emotional and social abilities, in overall intelligence assessment (Wechsler, 1940; Sharma, 2008).

During the mid-20th century, Howard Gardner's theory of multiple intelligences further expanded these concepts, proposing that interpersonal and intrapersonal skills are integral components of human intelligence (Gardner, 1983). Gardner's work challenged the traditional view of intelligence dominated by cognitive abilities, highlighting the significance of emotional and social competencies in educational and practical contexts. Concurrently, Mayer and Salovey (1997) defined emotional intelligence as the capacity to perceive, understand, manage, and use emotions effectively, shaping subsequent research and applications in the field (Mayer & Salovey, 1997).

Recent empirical studies by Brackett and Mayer (2003) have underscored the practical implications of emotional intelligence in educational and organizational settings, demonstrating its predictive power in academic achievement and workplace success (Brackett & Mayer, 2003). Moreover, Daniel Goleman's influential book "Emotional Intelligence" (1995) brought these concepts to a broader audience, emphasizing the relevance of emotional intelligence in personal and professional development (Goleman, 1995).

2.2.2 Development of Emotional Intelligence Theories

The development of emotional intelligence (EI) theories has evolved significantly over the past few decades, reflecting a dynamic field of research focused on understanding how individuals perceive, understand, manage, and utilize emotions. Initially proposed by Salovey and Mayer in 1990, the ability-based model of EI emphasized cognitive processes involved in emotional regulation and interpersonal interactions. This framework laid the groundwork for subsequent theories to expand and refine our understanding of emotional intelligence (Salovey & Mayer, 1990).

Daniel Goleman's mixed model, introduced in 1995, broadened the scope of EI by integrating emotional and social competencies essential for personal and professional success. Goleman highlighted the practical implications of EI in leadership, emphasizing its role in effective decision-making, communication, and relationship management (Goleman, 1995).In parallel, Mayer and Salovey developed their ability model to include emotional reasoning and decision-making processes critical for adaptive functioning. This model, refined in 1997, underscored EI as a set of cognitive abilities essential for navigating complex social environments and achieving personal goals (Mayer & Salovey, 1997).

Another significant contribution came from Reuven Bar-On, who proposed a mixed model of EI in 1997. Bar-On's model expanded beyond cognitive abilities to include emotional and social competencies as integral components of optimal functioning. His approach emphasized the importance of self-awareness, self-regulation, and social skills in promoting overall well-being and success (Bar-On, 1997).

Moreover, Petrides and Furnham introduced a trait-based model of EI in 2000, focusing on emotional self-perceptions as core aspects of personality. This perspective positioned EI as a stable trait influencing how individuals perceive and respond to emotional stimuli in diverse contexts (Petrides & Furnham, 2000). The Multi-Factor Emotional Intelligence Scale (MEIS), developed by Mayer, Salovey, and Caruso in 2002, provided a comprehensive measurement tool to assess various facets of EI, including emotional perception, facilitation, understanding, and management. MEIS contributed to empirically validating EI theories and their practical application in educational, organizational, and clinical settings (Mayer et al., 2002).

The evolution of EI theories has diversified our understanding of emotional competence, highlighting its significance in personal development, interpersonal relationships, and professional success. These theoretical frameworks continue to shape research agendas and interventions to enhance emotional intelligence across different populations and contexts.

2.2.3 Advancements in Research and Measurement

Emotional Intelligence (EI) has become a significant construct in psychology and related fields, with extensive research focusing on its development, measurement, and application. This review discusses vital advancements in the research and measurement of EI, highlighting the evolution of theoretical models, the development of reliable assessment tools, and empirical findings supporting the construct's validity and utility. The conceptualization of EI has evolved significantly since its introduction by Salovey and Mayer in 1990. Their original four-branch model defined EI as the ability to perceive, use, understand, and manage emotions (Mayer & Salovey, 1993). This framework provided a comprehensive understanding of emotional abilities and laid the groundwork for subsequent research. (Mayer & Salovey, 1993).

Goleman's model, introduced in 1995, expanded EI to include components like self-awareness, self-regulation, motivation, empathy, and social skills. This broader approach linked EI to personal and professional success, further popularizing the concept (McCleskey, 2014). Reuven Bar-On's Emotional-Social Intelligence model combined emotional and social competencies, offering a holistic view of EI's impact on behavior and well-being (Fernández-Berrocal & Extremera, 2006; McCleskey, 2014).

Reliable measurement of EI has been a critical focus of research, leading to the development of various assessment tools. The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) is one of the most widely used performance-based measures, assessing EI through tasks designed to evaluate emotional abilities (Brackett & Salovey, 2006). The Emotional Quotient Inventory (EQ-i) developed by Bar-On is a self-report measure that assesses emotional and social competencies. It has demonstrated strong psychometric properties and is widely used in research and practical applications (Fernández-Berrocal & Extremera, 2006). Another significant tool is the Trait Emotional Intelligence Questionnaire (TEIQue), which assesses trait EI based on self-perceptions of emotional abilities (Petrides et al., 2016). This measure has been validated across various populations and is used extensively in personality and clinical research (Brackett & Salovey, 2006; Petrides et al., 2016).

Empirical research has provided substantial evidence supporting the validity and utility of EI. Studies have demonstrated that EI predicts various life outcomes, including academic performance, job success, and psychological well-being. For instance, higher EI scores have been linked to better social relationships and lower stress and anxiety levels (Schutte et al., 1998). Research has also explored the biological underpinnings of EI, indicating that individual differences in EI are associated with specific brain structures and functions (Petrides et al., 2016). These findings provide a deeper understanding of how emotional processing is integrated within broader cognitive and neural systems (Schutte et al., 1998).

2.2.4 Current Trends and Future Directions

Emotional Intelligence (EI) has seen considerable growth in interest and application across various fields over the past few decades. This review explores the current trends in EI research, highlighting recent advancements and outlining future directions for this dynamic field. One key area of focus has been integrating emotion theory into the measurement of

EI. This approach aims to refine the assessment of emotional abilities by aligning it with established models of emotion science. For instance, Mortillaro and Schlegel (2023) discuss how basic emotion theory, dimensional models, and appraisal models can enhance the measurement of EI components such as emotion recognition and regulation (Mortillaro & Schlegel, 2023).

Complementing this theoretical integration, developing performance-based measures has marked a significant advancement in EI research. Tools like the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) provide reliable means to assess EI through tasks that mimic real-world scenarios (Brackett & Salovey, 2006). These measures have been continually refined to improve their predictive validity and reliability, making them invaluable for research and practical applications. Additionally, ongoing research distinguishes between trait EI, which refers to self-perceptions of emotional abilities, and ability EI, which involves actual emotional processing and regulation capabilities. Petrides et al. (2016) emphasize the consistent predictive power of trait EI across various behavioral outcomes (Petrides et al., 2016).

Building on these advancements, EI research has increasingly focused on its applications within organizational settings. Studies have examined the role of EI in leadership, team dynamics, and organizational climate. Ashkanasy and Humphrey (2011) review how EI influences emotional labor, emotional contagion, and leadership effectiveness (Ashkanasy & Humphrey 2011). Furthermore, the relationship between EI and health outcomes has garnered significant attention. Research indicates that higher levels of EI are associated with better mental health, lower stress levels, and improved overall well-being. Sarrionandia and Mikolajczak (2020) provide a meta-analysis exploring the behavioral and biological pathways linking trait EI to health outcomes (Sarrionandia & Mikolajczak, 2020).

As the field progresses, future research must address the cross-cultural applicability of EI models and measures to enhance their global relevance. Understanding how EI manifests and is valued in different cultural contexts can significantly broaden the scope and impact of EI research (Bucich & MacCann, 2019). Additionally, investigating the developmental aspects of EI, including its evolution from childhood to adulthood, offers promising insights. This research can inform interventions that foster EI from an early age, potentially leading to long-term benefits in personal and professional domains (Terwogt & Stegge, 2001).

Integrating EI with technology represents a cutting-edge frontier in EI research. Advances in human-machine interaction and AI-driven emotional assessments can lead to innovative applications across fields like education, healthcare, and human resources (Chakraborty & Konar, 2009). Moreover, there is a growing interest in developing and evaluating EI training programs. Future research should focus on identifying the most effective methods for enhancing EI and measuring the impact of these interventions on personal and organizational outcomes (Groves et al., 2008). Exploring the biological bases of EI, including genetic and neurobiological factors, can provide deeper insights into the mechanisms underlying emotional abilities, guiding the development of targeted interventions to enhance EI (Petrides et al., 2016).

2.3 Definitions of Emotional Intelligence

Emotional Intelligence (EI) is a multifaceted construct that has been defined and conceptualized in various ways since its introduction. Peter Salovey and John Mayer pioneered the introduction of the term "Emotional intelligence." They defined EI as "the ability to monitor one's and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions" (Salovey & Mayer, 1990). This initial definition emphasized the cognitive processes involved in understanding and managing emotions, positioning EI as a type of social intelligence (Salovey & Mayer, 1990).

Expanding on this foundation, Salovey and Mayer, 1997, introduced a more detailed model characterizing EI as a set of four interrelated abilities: perceiving, using, understanding, and managing emotions. This widely accepted framework details the abilities to recognize emotions accurately, harness emotions to facilitate cognitive activities, comprehend emotional language, and regulate emotions for emotional and intellectual growth (Mayer & Salovey, 1997). Daniel Goleman further popularized EI with his book "Emotional Intelligence," defining it as a set of skills and competencies driving leadership performance, including self-awareness, self-regulation, motivation, empathy, and social skills (Goleman, 1995). Goleman's model broadened EI's scope, emphasizing its importance in professional and personal success (Goleman, 1995).

Adding to the discourse, Reuven Bar-On developed the Emotional Quotient Inventory (EQ-i) to assess emotional and social competencies. Bar-On defined EI as "an array of non-cognitive capabilities, competencies, and skills that influence one's ability to cope with

environmental demands and pressures". His model focuses on the interplay between emotion and social functioning (Bar-On, 1997). Mixed models of EI, such as those by Goleman and Bar-On, integrate emotional abilities with personality traits and other competencies. Trait Emotional Intelligence, introduced by Petrides and colleagues, describes EI as "a constellation of emotional self-perceptions located at the lower levels of personality hierarchies", highlighting the subjective nature of EI and its overlap with broader personality constructs (Petrides et al., 2016).

Conversely, ability models, such as those proposed by Mayer, Salovey, and Caruso, view EI strictly as cognitive-emotional abilities. These models emphasize measurable skills related to processing and utilizing emotional information accurately. For example, the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) assesses EI through tasks that evaluate the ability to perceive, use, understand, and manage emotions (Mayer et al., 2008). Despite facing scrutiny over its definition and measurement, empirical evidence supports EI's distinctiveness and utility as a construct. For instance, Ciarrochi, Chan, and Caputi (2000) found that EI relates to life satisfaction and relationship quality, even after controlling for IQ and personality traits (Ciarrochi et al., 2000). Researchers like Mayer, Salovey, and Caruso argue that EI meets traditional criteria for intelligence, including abstract reasoning and problem-solving based on emotional information (Mayer et al., 2001).

As research evolves, modern definitions of EI incorporate insights from neuroscience and psychology. Stein and Deonarine (2015) describe EI as the ability to perceive, manage, evaluate, and use emotions, emphasizing its role in intelligence's personal, social, and survival dimensions (Stein & Deonarine, 2015). Practical applications of EI span education, healthcare, and organizational behavior, with research showing associations between higher EI and better health outcomes, improved job performance, and enhanced social relationships. For instance, Cherry et al. (2014) discovered that doctors with higher EI provide safer and more compassionate healthcare (Cherry et al., 2014).

The definitions of emotional intelligence have evolved from initial conceptualizations of social intelligence to more complex models that integrate emotional and cognitive abilities. Key frameworks by Salovey and Mayer, Goleman, and Bar-On have shaped the understanding of EI, highlighting its significance in personal, social, and professional contexts. Despite ongoing debates and criticisms, EI remains a valuable construct in psychological research and practical application (Mayer et al., 2008).

2.4 Models of Emotional Intelligence

Emotional Intelligence (EI) is a complex construct that has received significant attention in psychological research and practical applications. Several models have been developed to conceptualize and measure EI, each offering unique perspectives and insights. The most notable models include the ability model by Mayer and Salovey, which interprets EI as a set of cognitive abilities related to processing emotional information (Mayer & Salovey, 1997); the mixed model by Goleman, which integrates cognitive abilities with personality traits and competencies (Goleman, 1995); the trait model by Petrides and Furnham, which views EI as a constellation of emotional self-perceptions and dispositions (Petrides & Furnham, 2001); and the Bar-On model, which defines EI as a cross-section of interrelated emotional and social competencies, skills, and facilitators that influence intelligent behavior (Bar-On, 1997). These models collectively provide a comprehensive framework for understanding how individuals perceive, utilize, understand, and manage emotions in themselves and others, emphasizing the essential role of EI in personal and professional contexts. In the following sections, we will delve deeper into these models.

2.4.1 Bar-On's Emotional-Social Intelligence Model

Bar-On's Emotional-Social Intelligence (ESI) Model provides a comprehensive framework for understanding emotional intelligence (EI) as a constellation of interrelated emotional and social competencies, skills, and facilitators. These elements determine how effectively individuals perceive and express themselves, comprehend and interact with others, and manage daily demands and pressures. The model encompasses five core components: intrapersonal, interpersonal, adaptability, stress management, and general mood, all measured through the Emotional Quotient Inventory (EQ-i). Numerous studies have confirmed the EQ-i's reliability and convergent validity with personality and psychological well-being metrics, demonstrating its applicability across various populations (Dawda & Hart, 2000; Derksen et al., 2002; Bar-On, 2006;).

Figure 1: Bar-On EI Model
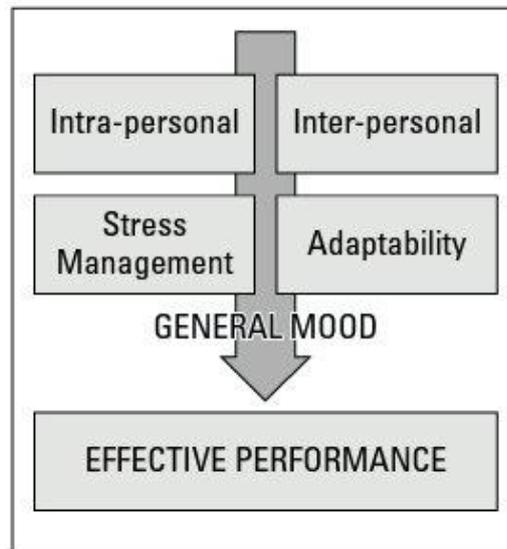
(Source: Zoromba ,2018)

Despite the validation and widespread use of the EQ-i, the factor structure proposed by Bar-On has been the subject of ongoing debate. Some researchers have suggested alternative configurations to the original five-factor structure. For instance, Palmer et al. (2003) advocated for a six-factor model, while studies in sports psychology proposed that a 1-4-15 dimensional structure might better represent the data (Palmer et al., 2003; Stanimirovic & Hanrahan, 2012). These discussions highlight the evolving nature of the model as researchers strive to enhance its accuracy and relevance.

Furthermore, while the Bar-On model has practical applications in educational and occupational settings, it has also faced criticisms. Critics argue that self-report measures like the EQ-i may not accurately assess abilities or competencies but instead reflect self-perceptions, which can be influenced by social desirability and response biases Grubb & McDaniel, 2007; Petrides, 2010). These critiques underscore the necessity for future research to refine the model's dimensions and develop strategies to mitigate response biases, ensuring the continued relevance and precision of the Bar-On ESI Model in assessing emotional and social competencies.

2.4.2 Goleman's Model of EI:

Emotional intelligence (EI), popularized by Daniel Goleman, encompasses competencies like self-awareness, social awareness, self-management and relationship management

(Goleman, 1995). These competencies can be developed over time and are crucial in various contexts, such as education and organizational behavior. EI is essential for academic and social success in educational settings, while in organizational contexts, it is a vital predictor of leadership effectiveness. Goleman's model has redefined leadership competencies, highlighting the importance of emotional skills in handling stress, inspiring teams, and fostering positive cultures. Leaders with high emotional intelligence are better equipped to handle stress, inspire teams, and promote a positive organizational culture, leading to improved performance and employee satisfaction (Baker & Waring, 1999; Dearborn, 2002).

Figure 2: Goleman's Model of EI
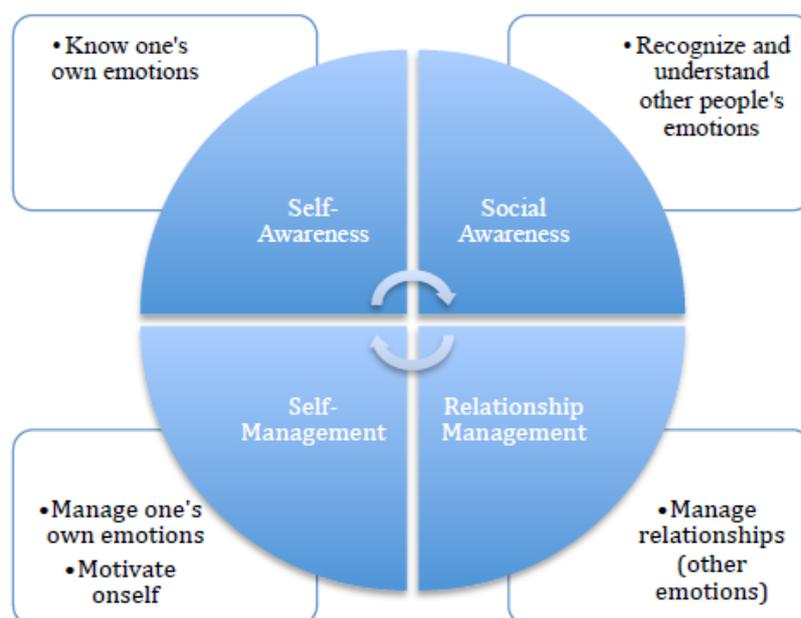
(Source: Hauer et al., 2021)

Building on this foundational understanding, Goleman's model has been applied extensively to enhance students' emotional and social competencies in educational settings. For instance, Goleman's holistic approach to intelligence suggests that emotional intelligence is crucial for academic success and personal development. Research indicates that emotional intelligence can be strengthened with proper training, and its development is essential for student success in both academic and social spheres. Programs designed to develop EI in students have shown positive outcomes regarding better academic performance and improved social interactions (Culver, 1998). Moreover, emotional intelligence complements traditional cognitive intelligence, providing a more comprehensive understanding of a student's capabilities and potential (Jordan et al., 2003).

Despite its widespread application and influence, Goleman's model faces criticism regarding its scientific validity and measurement. Critics argue that it lacks empirical support and is challenging to measure reliably. Some researchers advocate for more stringent definitions and measurement techniques, suggesting that emotional intelligence should be considered a distinct form of intelligence only if it can be clearly defined and empirically validated. Mayer, Salovey, and Caruso proposed an alternative ability model that focuses on emotional abilities rather than broader social and emotional competencies, offering a more scientifically rigorous definition of EI (Mayer et al., 2000). This model emphasizes specific abilities such as perceiving, using, understanding, and managing emotions (Fernández-Berrocal & Extremera, 2006).

Alternative models, such as the ability model proposed by Salovey and Mayer, offer more restrictive and scientifically rigorous definitions of EI to address these criticisms. These models focus on emotional abilities rather than broader social and emotional competencies, providing a more precise framework for empirical research. Weinberger's review highlights the importance of distinguishing between different types of EI models and their respective applications, noting that Goleman's mixed-model approach incorporates emotional abilities and personality traits, which may contribute to its broader appeal and measurement challenges (Weinberger, 2002). Despite ongoing debates about its validity, Goleman's model remains impactful, promoting the understanding and development of emotional competencies. Studies have demonstrated the effectiveness of EI training programs in various settings, showing improvements in leadership skills, academic performance, and social interactions. As research progresses, it is essential to address the critiques and refine the measurement techniques to enhance the scientific foundation of emotional intelligence. The continued exploration of EI's applications and benefits will contribute to its integration into various fields and its potential to improve individual and organizational outcomes (Minkova, 2020).

2.4.3 The EI Ability-Based Model:

The Emotional Intelligence (EI) ability-based model, primarily conceptualized by Mayer, Salovey, and Caruso, defines EI as a set of skills related to accurately appraising and expressing emotions, effectively regulating emotions, and using feelings to motivate and achieve goals. This model views emotional skills as cognitive abilities that can be objectively measured and developed, dividing EI into four branches: perceiving emotions, using

emotions to facilitate thought, understanding emotions, and managing emotions. This literature review synthesizes key findings and theoretical advancements regarding the EI ability-based model, illustrating its evolution and relevance in contemporary research (Joseph & Newman, 2010).

Figure 3: EI Ability-Based Model
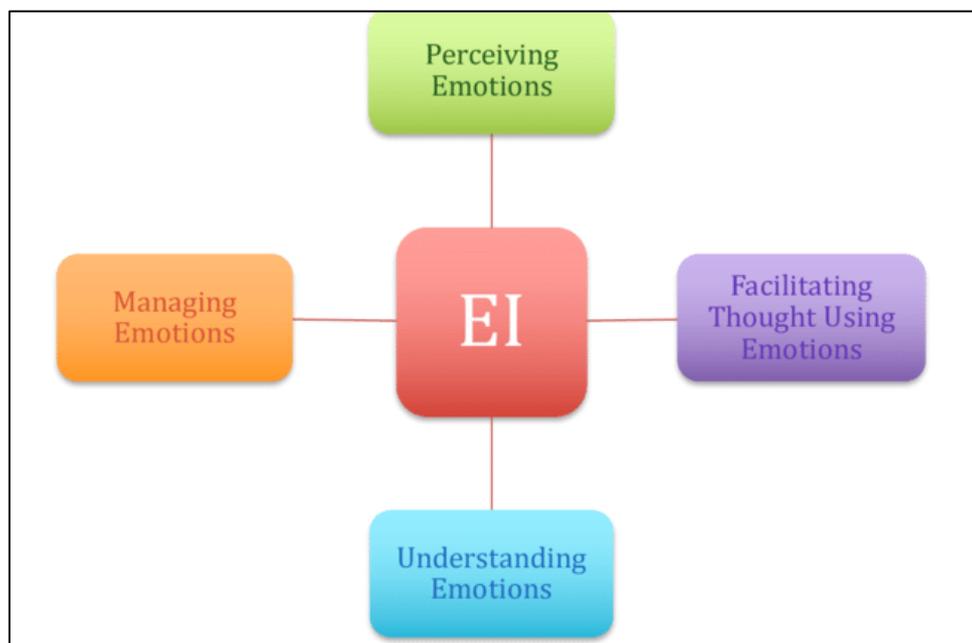
(Source: Fiori & Maillefer, 2018)

Building on this theoretical framework, several studies have validated the EI ability-based model through meta-analytic and empirical research. For example, Joseph and Newman (2010) proposed a cascading model where emotion perception leads to emotion understanding, emotion regulation and job performance. This model was empirically confirmed, though relationships between ability-based EI and job performance were inconsistent, varying by job type (Joseph & Newman, 2010). Similarly, Olderbak et al. (2018) conducted a meta-analysis that linked the four branches of EI with fluid and crystallized intelligence, finding solid relations, especially for understanding emotions (Olderbak et al., 2018).

Despite these validations, the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), the most widely used measure of ability-based EI, has faced criticism for low discriminant validity and its strong correlations with personality dimensions and cognitive

intelligence. This has led to the development of alternative measures to address some of these issues by evaluating different facets of EI (Fiori & Antonakis, 2011).

In addition to these empirical studies, recent theoretical advancements propose integrating ability EI with other psychological constructs. Maddocks (2023) introduced an attitude-based approach to EI, suggesting that attitudes may act as antecedents to both ability and mixed EI, potentially addressing some key concerns with current models (Maddocks, 2023). Similarly, Smith et al. (2018) proposed a neuro-cognitive process model of EI, highlighting the neural underpinnings of emotional regulation and suggesting that EI is linked with cardiac vagal control, which is indicative of emotional regulation capacity (Smith et al., 2018).

The ability-based EI model also has significant implications in various practical domains such as job performance, education, and psychological well-being. Studies have shown that EI is linked to better job performance, especially in roles requiring high emotional labor (Nguyen et al., 2019). Additionally, EI is associated with better cognitive control in emotionally laden tasks, demonstrating its broad applicability (Gutiérrez-Cobo et al., 2017).

Recent studies have continued to explore and validate various aspects of the ability-based EI model. For instance, Huyghe et al. (2022) developed the Components of Emotion Understanding Test-24 (CEUT-24), a new ability-based EI measure, and validated its structure across multiple European languages (Huyghe et al., 2022). Furthermore, Simonet et al. (2021) evaluated the Geneva Emotional Competence Test (GECo) within a higher-order intelligence framework, demonstrating the unique predictive power of EI branches for various criteria related to adjustment and motivation (Simonet et al., 2021).

The EI ability-based model offers a robust framework for understanding emotional skills as cognitive abilities. Despite criticisms and challenges in measurement, the model has significant theoretical and practical value, supported by extensive empirical research. Future studies should continue refining EI assessments and exploring the neurocognitive basis of EI to enhance its applicability and predictive power (Joseph & Newman, 2010).

The Four Stages of the Emotional Intelligence Ability Model

The Four-Branch Model of Emotional Intelligence, developed by Peter Salovey and John Mayer, provides a comprehensive framework for understanding and measuring emotional

intelligence. This model is structured around four key abilities: perceiving emotions, using emotions to facilitate thought, understanding emotions, and managing emotions. Each of these abilities represents a different aspect of how individuals process and utilize emotional information daily. Here is a detailed exploration of these four stages.

1. Perceiving Emotions

Perceiving emotions is the foundational ability in the Four-Branch Model. It involves recognizing and accurately identifying emotions in oneself and others. This skill encompasses perceiving emotions in faces, voices, and other stimuli and recognizing one's emotional states. Effective emotion perception allows individuals to gather essential emotional information from their environment, which is critical for subsequent emotional processing and regulation. For example, recognizing a friend's sadness through their facial expression or tone of voice enables one to respond appropriately, facilitating better interpersonal interactions (Salovey & Mayer, 1990).

2. Using Emotions to Facilitate Thought

The second branch involves using emotions to facilitate cognitive processes. Emotions can prioritize thinking by directing attention to important information. This stage focuses on harnessing emotions to enhance cognitive activities, such as problem-solving and decision-making. For example, positive emotions can foster creative thinking, while certain anxiety levels can improve focus and analytical thinking. By using emotions constructively, individuals can improve their reasoning, planning, and overall cognitive performance. This ability also includes leveraging mood swings to consider multiple perspectives, enhancing the quality of decisions made (Mayer & Salovey, 1997).

3. Understanding Emotions

Understanding emotions involves comprehending emotional language and the complex relationships between different emotions. This ability includes recognizing how emotions evolve, understanding the causes and consequences of emotions, and distinguishing between subtle differences in emotions. For instance, knowing the difference between similar emotions, like anger and frustration or joy and pride, is essential for accurate emotional processing. Understanding emotions also involves grasping how emotions can interact and influence each other, which is critical for effective emotion management. For example,

understanding that frustration may escalate into anger can help preemptively manage one's emotional response (Mayer et al., 2000).

4. Managing Emotions

The final branch, managing emotions, involves regulating emotions in oneself and others. This skill is crucial for emotional well-being and social functioning. Managing emotions includes strategies for staying open to both pleasant and unpleasant feelings, monitoring and reflecting on emotions, and using emotional information to guide behavior. Effective emotion management allows individuals to handle stress, resolve conflicts, and maintain positive relationships. It also involves influencing the emotional states of others, such as calming someone anxious or motivating a team. This ability is critical for leadership and interpersonal effectiveness, enabling individuals to navigate complex emotional landscapes and foster cooperative and productive environments (Mayer et al., 2016).

These four branches of Emotional Intelligence highlight the progression from basic emotional perception to complex emotional regulation. The model emphasizes that emotional skills are interconnected, with each stage building on the previous one to create a comprehensive approach to emotional functioning. The Four-Branch Model of Emotional Intelligence has been supported by empirical research and has influenced various applications in education, therapy, and organizational settings. It provides a robust framework for understanding how emotions can be integrated into cognitive processes and behavior, ultimately enhancing personal and social effectiveness (Salovey & Grewal, 2005).

The Use of the Ability Model in This Study

The ability model of emotional intelligence (EI), particularly as conceptualized by Mayer and Salovey, is widely used in research due to several key factors. This model offers a clear, structured framework that categorizes EI into four distinct abilities: perceiving, using, understanding, and managing emotions (Mayer et al., 2016). These categories help researchers systematically study emotional processes and their impact on various outcomes. Perceiving emotions involves accurately recognizing emotions in oneself and others. Using emotions refers to generating and using emotions in cognitive tasks like thinking and problem-solving. Understanding emotions involves comprehending emotional language and

appreciating complicated relationships among emotions. Managing emotions pertains to the ability to regulate emotions in oneself and others.

This structured approach has led to numerous studies demonstrating that EI, as measured by the ability model, predicts success in personal and professional domains. For instance, EI is associated with better job performance, particularly in roles requiring high emotional labor (Joseph & Newman, 2010). Individuals with higher EI tend to perform better in jobs requiring substantial emotional interaction, such as customer service roles. Furthermore, the ability model shows that EI is not just an amalgamation of existing constructs like personality traits and cognitive intelligence but is distinct and provides unique insights. While EI correlates with certain personality traits like extraversion and neuroticism, it remains a separate construct with specific predictive capabilities. Individuals high in EI often exhibit higher levels of conscientiousness and lower levels of neuroticism (Pankratova & Zyryanova, 2014).

Central to the widespread use of the ability model in research is the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). Based on the ability model, this tool shows good psychometric properties and is used extensively in research to assess EI reliably. The MSCEIT includes tasks that measure the four branches of EI: perceiving emotions, facilitating thought with emotions, understanding emotions, and managing emotions (Brackett & Salovey, 2006). This tool has been shown to have good internal consistency, test-retest reliability, and validity, making it a robust measure for researchers.

Moreover, meta-analyses and empirical studies consistently support the ability model's relevance and applicability in various contexts, including organizational behavior and social functioning. Studies have shown that EI is linked to better teamwork and leadership in organizational settings (Daus & Ashkanasy, 2005; Olderbak et al., 2018). These studies highlight that high EI individuals tend to have better social relationships, which are crucial for organizational success. Notably, the ability model integrates emotional intelligence with cognitive processes, enhancing the understanding of how emotions influence thinking and behavior. This integration makes it a robust tool for studying the interplay between emotion and cognition. Research shows emotions can significantly impact decision-making processes, creativity, and problem-solving abilities (Salovey & Grewal, 2005). For example, individuals who can manage their emotions well tend to make better decisions under pressure and are more creative in their approach to problems.

In the context of Orange Jordan, the ability model of EI is particularly well-suited due to the nature of the roles and emotional demands placed on employees. Orange Jordan's workforce, in all sectors, requires employees to engage in frequent emotional interactions with customers and colleagues, making emotional labor a critical component of job performance and satisfaction. The ability model's focus on perceiving, understanding, and managing emotions directly addresses these demands. For example, employees who excel in perceiving and managing emotions are better equipped to handle difficult customer interactions, maintain emotional composure under pressure, and foster strong team dynamics, all of which are essential for success in the telecom industry. Furthermore, by using the ability model, this study aims to provide actionable insights into how EI can be developed within the organization, enhancing job performance, satisfaction, and overall organizational effectiveness. The ability model's integration of emotional and cognitive processes aligns with the specific objectives of this research, making it the most appropriate framework for understanding and improving EI in the Orange Jordan context.

Lastly, the ability model of EI is widely used in research because of its clear theoretical framework, robust predictive and discriminant validity, validated measurement tools, and comprehensive integration with cognitive processes. This model helps understand and predict personal and professional success and offers practical applications in improving social and emotional skills through targeted interventions and training programs.

2.5 Emotional Intelligence and Workplace

Emotional Intelligence (EI) has become increasingly recognized as a critical factor in workplace success, influencing various aspects of job performance, employee engagement, leadership effectiveness, and overall organizational climate. EI is the ability to understand and manage one's own emotions and the emotions of others. It encompasses self-awareness, self-regulation, motivation, empathy, and social skills. Research has shown that these competencies are crucial for effective leadership, teamwork, and job performance (Fernandez, 2007). This review examines the role and impact of EI in the workplace, highlighting empirical research findings and practical applications (Fernandez, 2007).

A significant body of research highlights the comprehensive benefits of EI. For instance, a study by Lopes et al. (2006) found that emotionally intelligent individuals received greater merit increases, higher company ranks, and better peer and supervisor ratings for

interpersonal facilitation and stress tolerance than their counterparts. These associations remained significant even after controlling for other predictors such as age, gender, education, and personality traits. The study emphasized that EI enhances interpersonal relationships and contributes to stress management and professional growth, which are vital for career advancement and organizational success (Lopes et al., 2006).

Building on this, the role of EI in workplace flourishing is also noteworthy. Schutte and Loi (2014) found that higher emotional intelligence was significantly related to better mental health, higher work engagement, more satisfaction with social support, and a greater sense of power in the workplace. Their research indicated that social support and perceived power mediated the relationship between EI and workplace flourishing. This underscores the importance of EI in creating a supportive and empowering work environment, which can enhance employee well-being and productivity (Schutte & Loi, 2014).

Transitioning to leadership, the importance of EI is well-documented. Leaders with high EI are better able to manage their own emotions and understand and influence the emotions of their team members. This ability enhances their leadership effectiveness, improving team performance and organizational outcomes. Emotionally intelligent leaders are often more adept at conflict resolution, facilitating open and effective communication, and fostering a motivational climate within their teams. These skills are critical in today's fast-paced and often high-stress work environments, where effective leadership can significantly impact overall organizational performance (Farh et al., 2012).

Moreover, EI's contribution extends to job attitudes such as job satisfaction, organizational commitment, and job involvement. Research by Kavyashree and Sundar (2023) revealed that employees with higher EI exhibited more favorable job attitudes and were more engaged and committed to their organizations. This positive correlation underscores the value of EI in fostering a productive and harmonious work environment. Employees with high EI are likely to experience higher job satisfaction and commitment levels, leading to lower turnover rates and higher levels of organizational loyalty (Kavyashree & Sundar, 2023).

The significance of EI in stress management cannot be overstated, particularly in high-pressure environments. Ogińska-Bulik (2005) demonstrated that higher EI helps individuals cope with occupational stress, reducing the risk of adverse health outcomes and improving overall well-being. This finding highlights the importance of developing EI to enhance

employee resilience and maintain a healthy workforce. Managing stress effectively in high-stress professions, such as healthcare and emergency services, can lead to better job performance and reduced burnout rates (Ogińska-Bulik, 2005).

Recognizing these benefits, organizations are increasingly incorporating EI into their hiring and training processes. For example, hiring managers often assess candidates' emotional intelligence during interviews to predict their potential for effective teamwork and leadership. By evaluating EI, organizations can identify candidates likely to excel in collaborative and leadership roles, thus enhancing overall team performance. Training programs focused on developing EI can help employees improve their emotional skills, leading to better job performance and higher job satisfaction. These programs often include emotional awareness, empathy training, and stress management techniques (Tiwari, 2023).

In summary, the evidence supports the critical role of emotional intelligence in the workplace. It enhances job performance, leadership effectiveness, and employee well-being, contributing to a positive organizational climate. As organizations face complex and dynamic environments, the value of emotional intelligence in fostering adaptive, resilient, and high-performing teams will only increase. Developing EI within the workforce can lead to improved employee relationships, increased innovation, and a more resilient organizational culture, ultimately driving business success in a competitive marketplace (Fernandez, 2007).

2.6 Job Performance

2.6.1 Evolution of Job Performance Concepts

The early 20th century marked the beginning of formal studies into job performance, primarily focusing on productivity and efficiency. Frederick Taylor's scientific management approach, introduced in the early 1900s, was a seminal contribution. Taylor emphasized optimizing work processes through scientific principles, advocating for the right selection of workers, proper training, and using time and motion studies to enhance efficiency (Taylor, 1911). This period was characterized by a mechanistic view of job performance, emphasizing output over human factors (Taylor, 1911).

During the 1930s and 1940s, there was a shift towards understanding the human aspects of job performance. Elton Mayo's Hawthorne Studies played a crucial role in this

transformation. The studies revealed that social factors and worker attitudes significantly impacted performance, highlighting the importance of morale, job satisfaction, and group dynamics (Mayo, 1933). This era marked the recognition of job performance's psychological and social dimensions, moving beyond mere productivity metrics (Mayo, 1933).

In the mid-20th century, the focus on motivation and job design became prominent. Herzberg's two-factor theory distinguished between hygiene factors, which prevent dissatisfaction, and motivators, which enhance satisfaction and performance (Herzberg, 1959). This theory emphasizes that job performance improvements stem from factors that increase job satisfaction. Concurrently, Hackman and Oldham's job characteristics model identified core job dimensions such as skill variety, task identity, task significance, autonomy, and feedback, which influence psychological states and job performance (Hackman & Oldham, 1976). These developments highlighted the role of job design in enhancing employee motivation and performance (Herzberg, 1959; Hackman & Oldham, 1976).

The 1970s and 1980s introduced advanced techniques in performance appraisal and a deeper understanding of job performance dimensions. Behavioral approaches, such as behaviorally anchored rating scales (BARS), were developed to provide more accurate and objective assessments of performance (Smith & Kendall, 1963). This period also saw the differentiation between task and contextual performance, recognizing the importance of organizational success (Borman & Motowidlo, 1993). These advancements underscored the complexity of assessing job performance comprehensively (Smith & Kendall, 1963; Borman & Motowidlo, 1993). In the late 20th century, researchers began recognizing the limitations of focusing solely on task performance. Contextual performance, which includes behaviors that contribute to the organizational environment but are not part of the core job tasks, gained attention (Viswesvaran & Ones, 2000). Contextual performance encompasses helping coworkers, being a good organizational citizen, and supporting the organization beyond specific job duties.

Furthermore, in the early 21st century, the conceptualization of job performance continued to evolve. Rotundo and Sackett (2002) categorized job performance into three broad areas: task performance, contextual performance, and counterproductive work behaviors. Task performance refers to core job responsibilities. Contextual performance includes behaviors that contribute to the organizational environment; counterproductive behaviors are actions

that harm the organization or its members (Rotundo & Sackett, 2002)—this period highlighted the importance of considering job performance's dynamic and contextual nature (Rotundo & Sackett, 2002). Recent research emphasizes the role of organizational culture, leadership, and external factors in shaping job performance. Studies have shown that organizational culture and leadership significantly influence employee performance, underscoring the importance of supportive work environments (Koopmans et al., 2011). This body of research reflects broader trends in organizational research and has significant implications for management practices and employee development (Koopmans et al., 2011).

2.6.2 The Nature of Job Performance and Organizational Value

Evolving Perspectives on Job Performance

The concept of job performance has evolved significantly over the past century, reflecting changes in organizational structures, workforce dynamics, and the broader economic landscape. Early definitions of job performance focused primarily on task performance, which involves the efficiency and effectiveness with which job incumbents perform activities that directly contribute to the organization's technical core (Miner, 1991). This approach was heavily influenced by scientific management theories emphasising standardization, measurement, and optimization of work tasks (Miner, 1991).

However, as organizational research progressed, the limitations of focusing solely on task performance became apparent. Researchers began to introduce the concept of contextual performance, which includes behaviors that contribute to the organizational environment but are not part of the core job tasks. Contextual performance encompasses helping coworkers, being a good organizational citizen, and supporting the organization beyond specific job duties (Viswesvaran & Ones, 2000). This broader view acknowledged that employees who contribute to a positive work environment play a crucial role in organizational success, even if these contributions are not directly tied to their job descriptions (Viswesvaran & Ones, 2000).

Building on this, the evolution of job performance concepts led to the development of comprehensive models that integrate various performance dimensions. One influential model proposed by Motowidlo and Borman differentiates between task performance and contextual performance, arguing that both are essential for overall job performance. Task performance involves executing technical processes, while contextual performance includes

behaviors that support the broader organizational, social, and psychological environment (Motowidlo et al., 1997).

In recent years, Emotional Intelligence (EI) has emerged as a critical factor influencing job performance. EI refers to the ability to understand and manage one's emotions and those of others. Research indicates that high EI enhances job performance by improving interpersonal interactions, conflict resolution, and stress management (Lopes et al., 2006). Integrating EI into job performance models reflects a shift towards recognizing the importance of emotional and social competencies in the workplace (Lopes et al., 2006).

The methods for measuring job performance have also evolved. Early methods focused on objective metrics, such as production rates and error counts. However, contemporary approaches emphasize both subjective and objective metrics. Subjective assessments include supervisor ratings, peer reviews, and self-assessments, while objective metrics still play a role but are integrated into a broader evaluative framework (De-jun, 2011). This holistic approach provides a more comprehensive view of an employee's performance (De-jun, 2011).

The rise of technology and data analytics has revolutionized the assessment and management of job performance. Modern performance management systems leverage big data and advanced analytics to track performance metrics in real-time, identify patterns, and predict future performance (Povazhnyi et al., 2022). These systems enable more precise and actionable insights, allowing organizations to tailor their strategies to individual employee needs (Povazhnyi et al., 2022).

Future research on job performance will likely explore the integration of artificial intelligence (AI) and machine learning to further refine performance measurement and prediction. Additionally, there will be an increased focus on understanding the role of employee well-being and mental health in job performance, recognizing that a holistic approach to employee management is essential for sustained organizational success (Schutte & Loi, 2014).

The Role of Task Significance, Social Support, Leadership, and Empowerment

The evolving perspectives on job performance have highlighted the importance of several key factors, including task significance, social support, leadership, and empowerment. Each

factor plays a crucial role in shaping job performance and, by extension, organizational value (Viswesvaran et al., 1999).

Firstly, task significance refers to how a job substantially impacts others within or outside the organization. Jobs perceived as highly significant are likely to foster greater job satisfaction and motivation among employees, enhancing job performance. Hackman and Oldham's Job Characteristics Model posits that task significance and other job characteristics, such as skill variety, task identity, autonomy, and feedback, contribute to high internal work motivation and job performance (Hackman & Oldham, 1976).

Building on task significance, social support in the workplace involves providing emotional, informational, and instrumental assistance by colleagues and supervisors. High levels of social support are associated with reduced job stress, increased job satisfaction, and improved job performance. This support fosters a sense of belonging and teamwork, which enhances employees' ability to cope with job demands and perform effectively (Viswesvaran et al., 1999).

In addition to social support, leadership is a critical factor in promoting high job performance. Transformational leadership, which involves inspiring and motivating employees to exceed expectations, has significantly enhanced job performance. Leaders who demonstrate emotional intelligence are particularly effective in managing team dynamics, resolving conflicts, and fostering a positive work environment. Leadership styles emphasizing support, recognition, and empowerment contribute to higher employee engagement and performance (Goleman, 2000).

Equally important is empowerment, which gives employees the authority, resources, and confidence to take initiative and make decisions. Empowered employees are more likely to exhibit proactive behaviors, take ownership of their work, and perform at higher levels. Psychological empowerment, which includes feelings of competence, autonomy, and impact, is positively related to job performance. Organizations that foster a culture of empowerment enable employees to contribute more effectively to organizational goals (Spreitzer, 1995).

Task significance, social support, leadership, and empowerment are interconnected factors that play critical roles in shaping job performance. By understanding and leveraging these

elements, organizations can create environments that promote high performance and add substantial value to their operations (Viswesvaran et al., 1999).

2.7 Job Satisfaction

Job satisfaction has been central in organizational behavior and psychology for many years. Its definitions have evolved to reflect a deeper understanding of the factors contributing to it and its impact on employees and organizations. This review explores the literature's key definitions and perspectives on job satisfaction.

2.7.1 Definitions of Job Satisfaction in the Literature

Hoppock (1935) offered one of the earliest definitions of job satisfaction, describing it as a combination of psychological, physiological, and environmental circumstances that cause a person to say, "I am satisfied with my job" (Hoppock, 1935). This definition highlights the subjective nature of job satisfaction, emphasizing the role of personal perceptions and experiences. Hoppock's work laid the groundwork for understanding job satisfaction as a multifaceted concept influenced by various factors (Hoppock, 1935).

Expanding on this foundation, Locke (1976) defined job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (Locke, 1976). This definition underscores the affective component of job satisfaction, linking it to emotional responses and evaluative judgments about one's job. Locke's definition has influenced subsequent research, emphasizing the importance of positive emotional reactions to work (Locke, 1976).

Weiss (2002) proposed that job satisfaction is not merely a unitary concept but a complex array of multidimensional attitudes. He suggested that job satisfaction includes both cognitive (evaluative) and affective (emotional) components, reflecting how employees feel about their jobs and how they evaluate specific aspects of their work (Weiss, 2002). This perspective highlights the intricate nature of job satisfaction, suggesting that it encompasses both rational evaluations and emotional responses. Similarly, Cranny, Smith, and Stone (1992) defined job satisfaction as an "affective reaction to one's job, resulting from the incumbent's comparison of actual outcomes with those that are desired " (Cranny et al., 1992). This definition emphasizes the role of expectations and comparisons in shaping job

satisfaction, suggesting that it arises when there is a match between what employees expect from their jobs and what they experience (Cranny et al., 1992; Weiss, 2002)

Various tools have been developed to measure job satisfaction. The Job Descriptive Index (JDI), developed by Smith, Kendall, and Hulin (1969), is one of the most widely used instruments. It assesses satisfaction across five dimensions: pay, promotion, coworkers, supervision, and the work itself (Smith et al., 1969). This multidimensional approach recognizes that job satisfaction is influenced by various job facets, each contributing to the overall level of satisfaction. The JDI has been instrumental in advancing the measurement and understanding of job satisfaction, allowing researchers to identify specific areas that impact employee satisfaction. Spector's definition and tools also emphasize the importance of job satisfaction as a predictor of work behavior, including performance and turnover (Smith et al., 1969; Spector, 1997).

In addition to these tools, Hackman and Oldham's Job Diagnostic Survey (JDS) is another influential measure, assessing job satisfaction by evaluating five core job dimensions: skill variety, task identity, task significance, autonomy, and feedback (Hackman & Oldham, 1975). Their work emphasizes the importance of job design in enhancing job satisfaction (Hackman & Oldham, 1975). Similarly, the Minnesota Satisfaction Questionnaire (MSQ) developed by Weiss and colleagues measures job satisfaction across various dimensions such as achievement, ability utilization, and working conditions, highlighting the multifaceted nature of job satisfaction (Weiss et al., 1967).

Contemporary research has introduced more nuanced perspectives on job satisfaction. Recent studies differentiate between eudaimonic and hedonic aspects of job satisfaction. Hedonic satisfaction focuses on pleasure and the absence of discomfort, while eudaimonic satisfaction relates to meaning and self-realization in the workplace (Rothausen & Henderson, 2019). This distinction reflects a broader understanding of job satisfaction, encompassing immediate emotional responses and deeper fulfilment derived from work (Rothausen & Henderson, 2019). Weiss and Cropanzano (1996) introduced the Affective Events Theory (AET), positing that workplace events trigger affective reactions that influence job satisfaction and job performance (Weiss & Cropanzano, 1996). This theory underscores the dynamic nature of job satisfaction, suggesting that it fluctuates in response to daily work experiences. It highlights the importance of understanding how specific events

at work can impact employees' emotional states and overall satisfaction (Weiss & Cropanzano, 1996).

2.7.2 Job Satisfaction: Methodological Approaches and Determinants

Research on job satisfaction employs various methodological approaches to measure and understand this multifaceted construct. One commonly used approach is single-item measures, where respondents rate their overall job satisfaction with a single question. This method, known for its simplicity and ease of administration, correlates well with multi-item measures (Nagy, 2002). However, multi-item scales like the Job Descriptive Index (JDI) are preferred for their comprehensive assessment across several facets, such as pay, promotion, supervision, coworkers, and work. These multi-item scales are more reliable and valid than single-item measures (Smith et al., 1969).

To capture the dynamic nature of job satisfaction, the Experience Sampling Method (ESM) assesses job satisfaction multiple times, identifying fluctuations related to specific events or times of the day. Although insightful, ESM can be time-consuming and intrusive for participants (Ilies & Judge, 2004). The Event Reconstruction Method (ERM) offers a less invasive alternative by having participants recall and evaluate specific job-related events, providing detailed insights into how these events influence job satisfaction (Grube et al., 2008). Another innovative method is the fuzzy logic approach, which accounts for the uncertainty and vagueness of job satisfaction data. This method uses fuzzy rules to model the relationship between job satisfaction and its determinants, offering a nuanced evaluation that reflects the complexity of job satisfaction (Rasmani & Shahari, 2007).

These methodological approaches help us understand the factors influencing job satisfaction, often categorized into intrinsic and extrinsic determinants. Intrinsic factors include job characteristics such as task variety, task significance, autonomy, and feedback. Jobs that offer opportunities for skill use, meaningful work, and independence tend to enhance job satisfaction (Hackman & Oldham, 1975). Personal achievement orientations, like the desire for mastery and performance, significantly impact job satisfaction. Employees who strive for mastery and perform well in their roles are more likely to experience job satisfaction (Avery et al., 2015).

Extrinsic factors also play a crucial role in job satisfaction. Job security contributes to job satisfaction by reducing anxiety, with employees feeling more satisfied when they perceive their positions as secure (Clark, 2015). Safe and healthy working conditions are essential, as poor conditions can lead to dissatisfaction and adverse health outcomes (Sypniewska, 2014).

Social factors further enhance our understanding of job satisfaction. Positive relationships with colleagues and supervisors foster a supportive and collaborative work environment that enhances a sense of belonging and well-being (Viswesvaran et al., 1999). Additionally, the style and effectiveness of leadership significantly impact job satisfaction. Supportive and empowering leaders who provide clear direction and recognition can increase employee satisfaction (Goleman, 2000).

Personal factors, such as personality traits and goal clarity, also influence job satisfaction. Extraverted individuals are more satisfied with their jobs due to their positive interactions and energy. At the same time, those with high levels of neuroticism may experience lower job satisfaction due to negative emotions (Avery et al., 2015). Clear and attainable personal goals, along with a high level of commitment to these goals, are associated with higher job satisfaction. Employees who see a clear path to achieving their goals within their jobs tend to be more satisfied (Roberson, 1990).

2.8 The impact of EI on Job Satisfaction

In organizational research, Emotional Intelligence (EI) has emerged as a critical factor influencing many work-related outcomes, with job satisfaction particularly noteworthy. This section explores the impact of EI on job satisfaction, shedding light on how EI shapes employees' satisfaction within the workplace (Law et al., 2004). Multiple studies have consistently shown a positive correlation between EI and job satisfaction. Employees with higher levels of EI report higher job satisfaction due to their enhanced ability to manage stress, develop positive relationships, and effectively handle workplace challenges. For example, Sy et al. (2006) found that higher EI scores are strongly associated with increased job satisfaction and organizational commitment (Sy et al. 2006). Similarly, in the petroleum industry, Thiruchelvi and Supriya (2009) demonstrated a significant positive relationship between EI and job satisfaction among employees, highlighting the importance of EI in emotionally demanding environments (Thiruchelvi & Supriya, 2009).

Building on these findings, the positive impact of EI on job satisfaction is evident across diverse cultural and organizational settings. Vratskikh et al. (2016) found that EI positively correlates with job satisfaction in the public sector in Jordan, emphasizing its importance in different cultural contexts (Vratskikh et al., 2016). Similarly, Abebe and Singh (2023) found a strong positive relationship between EI and job satisfaction among academic staff in Ethiopian higher education institutions, indicating the critical role of EI in educational environments (Abebe & Singh, 2023).

Further support for the significance of EI comes from studies focusing on the role of managers. Managers' emotional intelligence has been shown to influence employee job satisfaction significantly. Employees working under managers with high EI report higher levels of job satisfaction, particularly those with lower EI. Sy et al. (2006) found that managers' EI positively affects employees' job satisfaction and performance, especially when employees themselves have lower EI (Sy et al., 2006). Consequently, training programs to enhance managers' EI can improve employee job satisfaction and organizational performance.

Moreover, some studies highlight complex interactions between EI, job satisfaction, and demographic variables such as age and gender. For instance, Kumar (2018) found that the impact of EI on job satisfaction may vary with age, with older employees deriving more benefits from higher EI. However, no significant gender differences in the EI-job satisfaction relationship were found (Kumar, 2018). Similarly, a study by Harms and Credé (2010) found that EI has a differential impact on job satisfaction across different age groups, with older employees benefiting more from high levels of EI in both managerial and non-managerial roles (Harms & Credé, 2010).

Additionally, research in the telecom sector has revealed significant impacts of EI on job satisfaction. Studies conducted in Ghana's telecom companies showed that emotional intelligence positively influences job satisfaction and reduces employee turnover intentions (Korankye & Amakyewaa, 2021). Similarly, research in the Jordanian telecom sector confirmed that both managers' and employees' EI significantly impact job satisfaction (Alnidawy, 2015). Contrastingly, while most studies support a positive relationship, some research indicates insignificant or even negative relationships between EI and job satisfaction. Sakyamuni found that EI had a negative and small impact on job satisfaction in specific contexts, suggesting that EI might not always predict job satisfaction. These findings

highlight the need for a nuanced understanding of the conditions under which EI influences job satisfaction (Sakyamuni, 2023).

Understanding the Jordanian culture is crucial when interpreting the relevance of Emotional Intelligence (EI) across different cultural and organizational landscapes in a Jordanian company or organization. Jordan operates within a specific cultural milieu characterized by high power distance and collectivist values, outlined by Hofstede (2011). In such cultures, there is a greater acceptance of hierarchical structures and unequal power distributions, which might influence how emotional intelligence is utilized and valued in the workplace. For instance, in high power distance cultures like Jordan, employees may emphasise respecting authority and maintaining hierarchical boundaries, potentially limiting the expression of emotional intelligence through open communication with superiors (House et al., 2004). Additionally, collectivism, another significant aspect of Jordanian culture, emphasizes group harmony, loyalty, and the importance of relationships within the group (Triandis, 1995). In collectivist societies, emotional intelligence may be crucial in maintaining interpersonal harmony and is closely tied to job satisfaction (Matsumoto et al., 2008). Employees in collectivist cultures might focus on managing emotions to avoid conflict and preserve group cohesion, which can enhance job satisfaction but may also suppress individual emotional expression. This contrasts with individualistic cultures, where emotional intelligence might manifest more in personal achievement and self-promotion, potentially leading to different job satisfaction outcomes (Gunkel et al., 2016).

The literature predominantly supports a positive relationship between emotional intelligence and job satisfaction. Given the above review of the literature and the identified gap in research, specifically within Jordan's telecom sector, this study aims to examine the impact of emotional intelligence on job satisfaction among employees of Orange Jordan.

Based on this extensive body of research, the following hypothesis has emerged.

H1: Emotional Intelligence has a statistically significant impact on job satisfaction among Orange Jordan employees.

2.9 The Impact of EI on Job Performance

Research consistently shows that emotional intelligence (EI) significantly influences job performance and workplace success. This literature review delves into the detailed impact of EI on job performance, supported by key findings from recent studies.

The foundational work of Wong and Law (2002) set the stage for understanding the role of EI in job performance. Their exploratory study revealed that the EI affects job performance. They proposed that the emotional labor of the job moderates the EI–job outcome relationship, suggesting that higher EI in both leaders and followers leads to better job performance, especially in roles involving high emotional labor (Wong & Law, 2002).

Building on this, Côté and Miners (2006) developed and tested a compensatory model that posits that the association between EI and job performance becomes more positive as cognitive intelligence decreases. Their study involved employees who completed emotional and cognitive intelligence tests, with their task performance and organizational citizenship behavior assessed by supervisors. The results supported the model for task performance and organizational citizenship behavior directed at the organization, suggesting that EI compensates for lower cognitive intelligence, enhancing job performance (Côté & Miners, 2006). Furthermore, Sy et al. (2006) examined the relationships among employees' EI, their manager's EI, and the performance of food service employees, finding that managers' EI had a more significant impact on employees with low EI, highlighting the importance of managerial EI in enhancing employee performance (Sy et al., 2006).

In a different context, Qiong (2008) explored the impact of both employee and manager EI on job performance in Chinese manufacturing enterprises. The study, involving 218 managers and 640 employees, revealed a significant correlation between the EI of employees and their managers and job performance. The results showed that managers with high EI can foster better relationships with subordinates, thereby enhancing job performance (Qiong, 2008).

Complementing these findings, Yao et al. (2009) studied the influence of EI on job, task, and contextual performance, exploring the moderating effects of leadership styles. They found that transformational leadership enhances the relationship between EI and contextual performance, suggesting that transformational leaders can better leverage the benefits of EI

to improve job performance (Yao et al., 2009). Continuing this line of inquiry, O'Boyle et al. (2011) conducted a meta-analysis that confirmed a significant positive correlation between EI and job performance. Their analysis included numerous studies and highlighted that EI contributes to job performance beyond the effects of cognitive ability and personality traits. This finding underscores the independent role of EI in enhancing workplace success (O'Boyle et al., 2011). Farh et al. (2012) further advanced understanding by examining the impact of ability-based EI under different job contexts. This demonstrates that employees with higher EI exhibit higher teamwork effectiveness and job performance, particularly in complex managerial environments (Farh et al., 2012).

Recent studies have continued to affirm the importance of EI in the workplace. Koutsioumpa (2023) conducted a comprehensive analysis emphasizing the correlation between team culture, knowledge sharing, and performance. The study found that team EI significantly influences team performance and knowledge-sharing behavior, highlighting the collective benefits of high EI in collaborative settings. Teams with higher EI exhibited better communication, reduced conflict, and enhanced problem-solving capabilities, improving overall performance. The research emphasized that fostering an emotionally intelligent team culture can be an organization's strategic advantage, promoting a supportive and collaborative work environment (Koutsioumpa, 2023).

Moreover, Grobelny et al. (2021) conducted an expanded meta-analysis, including a larger sample size and a more rigorous methodology than previous studies. Their research reported an operational predictive validity of 0.45 for EI, further emphasizing its substantial role in predicting job performance across various settings. This meta-analysis confirmed that EI consistently predicts job performance, regardless of industry or job type. The findings also underscored the importance of incorporating EI training and development programs within organizations to enhance employee performance and organizational outcomes (Grobelny et al., 2021).

While substantial evidence supports the positive impact of Emotional Intelligence (EI) on job performance, contrasting theories challenge the extent of EI's influence. Some researchers argue that cognitive intelligence, technical skills, or personality traits may substantially and more consistently impact job performance than EI (Joseph & Newman, 2010). Critics question the predictive validity of EI, suggesting that it may not reliably forecast job performance across various contexts and roles (Antonakis et al., 2009).

Furthermore, the measurement of EI remains contentious, with debates over the consistency and accuracy of current assessment tools (Landy, 2005). Including these perspectives provides a more balanced view, acknowledging EI as a significant yet complex factor in workplace success.

In the context of Orange Jordan, the impact of Jordanian culture plays a crucial role in shaping the relationship between Emotional Intelligence (EI) and job performance. Like many Middle Eastern countries, Jordan is characterized by a collectivist culture where interpersonal relationships, group harmony, and respect for hierarchy are highly valued (Hofstede, 2011). This cultural emphasis on emotional restraint and maintaining social harmony may influence how employees at Orange Jordan perceive and express emotions in the workplace. As a result, EI in this context may manifest differently compared to more individualistic cultures, where open emotional expression is more common (Matsumoto et al., 2008). Employees with high EI in Jordan are likely to excel in roles that require navigating complex social interactions, managing conflicts subtly, fostering cooperative relationships, and aligning with the cultural norms of emotional control and respect for authority. Consequently, EI may have a particularly strong impact on job performance in areas such as team collaboration, conflict resolution, and leadership effectiveness within Orange Jordan, as employees are better equipped to manage emotions in a culturally appropriate manner. Understanding these cultural dynamics is essential for tailoring EI interventions and ensuring they effectively enhance job performance in this specific cultural and organizational setting (Matsumoto et al., 2008; Hofstede, 2011).

The literature largely supports a positive correlation between Emotional Intelligence (EI) and job performance. Building on this review and addressing a notable research gap within Jordan's telecom sector, this study seeks to assess the impact of EI on job performance among Orange Jordan employees. Accordingly, the following hypothesis has been formulated based on the comprehensive analysis of the literature:

H2: Emotional Intelligence has a statistically significant impact on job performance among Orange Jordan employees.

2.10 The Impact of Job Satisfaction on Job Performance

Understanding the impact of job satisfaction on job performance is critical for improving organizational productivity and employee performance. This literature review focuses exclusively on how job satisfaction influences job performance. Numerous studies indicate a positive correlation between job satisfaction and performance. For instance, Petty et al. (1984) conducted a meta-analysis showing that overall job satisfaction has a higher and more consistent correlation with job performance compared to specific facets of job satisfaction. This suggests that employees who are generally satisfied with their jobs tend to perform better (Petty et al., 1984).

Building on this general correlation, high levels of job satisfaction are associated with improved quality and quantity of work produced. Satisfied employees are likelier to engage in tasks, leading to better outcomes and higher efficiency. They are also more willing to go beyond their job requirements, contributing positively to organizational goals. For example, research in the healthcare sector highlights that satisfied healthcare professionals provide better patient care and are more efficient in their duties (Platis et al., 2015).

Furthermore, the mediating role of job satisfaction between various factors and job performance has been explored. Jalal and Zaheer (2017) found that job satisfaction mediates the impact of workload, remuneration, and psychological rewards on job performance. Although workload and remuneration have direct effects, their impact on performance is significantly enhanced when job satisfaction is high. Employees satisfied with their compensation and work conditions are more likely to perform better despite high workloads (Jalal & Zaheer, 2017).

Job satisfaction significantly influences job performance in educational settings. Enhancing job satisfaction in academic institutions is crucial for improving employee performance. Satisfied educators are more effective in their teaching and administrative responsibilities. A study among polytechnic employees demonstrated the positive impact of job satisfaction on job performance, reinforcing the need for supportive work environments in educational contexts (Omar et al., 2020).

Meta-analyses provide comprehensive insights into the relationship between job satisfaction and job performance. Judge et al. (2001) conducted a meta-analysis, finding an accurate

correlation between job satisfaction and performance. This analysis underscores the significant, though sometimes modest, relationship between these variables. The study highlights the importance of job satisfaction in predicting performance outcomes and calls for integrated models to understand this relationship better (Judge et al., 2001). Similarly, Sekaran (1989) conducted a path analysis among bank employees, illustrating that job satisfaction, influenced by personal, job, and organizational factors, directly affects job performance. The study emphasizes creating a supportive work environment to enhance job satisfaction and performance. Satisfied employees are likelier to be engaged and perform well in their roles (Sekaran, 1989). Moreover, Latif et al. (2013) highlight a positive correlation between job satisfaction and organizational performance in a study that included five organizations in the development sector, emphasizing the need for management to focus on employee satisfaction to achieve higher performance levels (Latif et al., 2013).

Although the positive link between job satisfaction and performance is widely recognized, research shows that the strength of this relationship can vary depending on specific facets of job satisfaction and the type of work performed. For instance, satisfaction with aspects like compensation and work environment may have a stronger influence on performance in high-stress fields, such as healthcare, compared to roles with lower emotional or physical demands (Platis et al., 2015).

In settings where teamwork and social dynamics are central, such as Orange Jordan, satisfaction with colleagues and organizational culture can significantly impact performance outcomes (Ilies et al., 2009). In particular, given Orange Jordan's rapid technological advancements and emphasis on customer service, understanding how job conditions and management policies influence performance is crucial. Recognizing these nuances in satisfaction's effects on performance can help organizations develop more focused strategies for improvement based on the unique demands of each role. By pinpointing the factors that most meaningfully affect performance, companies like Orange Jordan can foster more supportive work environments that drive employee productivity and well-being (Judge et al., 2001).

The literature consistently demonstrates that job satisfaction significantly impacts job performance across various contexts and industries. Based on the comprehensive review of the literature, the following hypothesis is proposed for further research:

H3: Job Satisfaction has a statistically significant impact on job performance among Orange Jordan employees.

2.11 Impact of Environment (Online / Office) on the Relationship Between EI and Job Satisfaction

The relationship between emotional intelligence (EI) and job satisfaction is well-documented, with numerous studies highlighting the beneficial effects of EI on various job-related outcomes. However, the dynamics of this relationship can differ significantly between online and office work environments, potentially moderating how EI influences job satisfaction in each setting. This literature review delves into these differences, exploring how specific environmental factors impact the role of EI in job satisfaction and how each setting uniquely shapes employees' experiences of satisfaction in their roles (Schutte & Loi, 2014; Miao et al., 2017).

The transition to online work, accelerated by the COVID-19 pandemic, has introduced new challenges and opportunities for understanding EI's role in job satisfaction. Online work environments, characterized by remote communication and virtual collaboration, often lack the immediate social cues and feedback in in-person settings. This absence of physical presence can hinder spontaneous emotional exchanges, making it challenging for employees to interpret non-verbal cues and maintain rapport. As a result, employees may rely more heavily on EI to navigate communication barriers, manage virtual interactions, and sustain job satisfaction. For instance, Yaquot et al. (2021) examined the impact of EI on job satisfaction and engagement in IT project teams in China, finding that EI significantly enhances job satisfaction and performance. This suggests that high EI is critical in remote work settings to mitigate the effects of limited social cues and virtual collaboration. Similarly, Nair et al. (2023) investigated Malaysian employees, revealing that EI, job involvement, and work-life balance are crucial for job satisfaction in remote settings. Their findings emphasize the importance of emotional regulation and virtual communication skills in maintaining job satisfaction (Yaquot et al., 2021; Nair et al., 2023).

In contrast, office environments offer a different context for applying EI due to direct interpersonal interactions and immediate feedback mechanisms. The physical presence of colleagues and supervisors allows for richer emotional exchanges, enabling employees to better perceive and respond to social cues and body language. This setting also allows for

the formation of closer interpersonal connections and immediate conflict resolution, which can enhance job satisfaction. Kumar (2018) conducted a study among employees of HDFC Bank in India, identifying a significant positive relationship between EI and job satisfaction, where direct interactions in the office environment contribute positively to job satisfaction. Narasimhan (2018) also explored the relationship between EI and job satisfaction among school teachers, concluding that the ability to handle interpersonal relationships judiciously and empathetically significantly contributes to job satisfaction in office settings (Kumar, 2018; Narasimhan, 2018).

Moreover, office environments provide a platform for social support, a crucial factor in enhancing job satisfaction. Individuals with high EI can build strong interpersonal relationships, fostering a supportive work culture (Schutte & Loi, 2014). Additionally, the design and ergonomics of the physical workspace can influence employees' ability to manage stress and maintain focus. A well-designed office that caters to employees' comfort can amplify the positive effects of EI on job satisfaction by reducing physical stressors and creating a pleasant work atmosphere (Miao et al., 2017). Office environments benefit from direct interpersonal interactions, immediate feedback, richer body language and tone communication, and stronger team cohesion. However, these settings also come with challenges, such as potential office politics, constant interruptions, and the stress of commuting. EI application in office settings allows for spontaneous emotional exchanges, better conflict resolution, and enhanced relationship management (Kumar, 2018; Narasimhan, 2018).

A comprehensive assessment requires examining both the advantages and challenges of remote versus in-office work environments. While some studies underscore the benefits of EI in remote settings, others suggest that the lack of in-person interaction may negatively impact job satisfaction. For example, studies have shown that while remote work offers flexibility and autonomy, it may also reduce opportunities for meaningful social interactions, leading to feelings of isolation. Conversely, although office environments provide more social interaction, they may also increase stress levels due to factors such as commuting and interpersonal conflicts. Addressing these contrasting perspectives comprehensively explains the complex interplay between EI, job satisfaction, and work environments (Schutte & Loi, 2014; Yaquot et al., 2021; Nair et al., 2023).

The distinct nature of online and office work environments thus moderates how EI affects job satisfaction, with each setting presenting unique demands. Online work environments, with remote communication and virtual collaboration, necessitate higher levels of self-regulation, virtual communication skills, and the ability to manage emotions in a less personal setting (Yaquot et al., 2021; Nair et al., 2023). In-office environments, characterized by direct communication and immediate feedback, allow for a more spontaneous application of EI. Based on this literature review, it is hypothesized that:

H4: The work environment moderates the relationship between emotional intelligence and job satisfaction in a way that the effect of emotional intelligence is more important in the case of employees working mostly in the office.

Note: This research will use these two distinct groups to test the moderation impact of the environment for **H4, H5**, and **H6**. The "mostly in office" group means that 100% or more than 50% of work was done in the office, while the "mostly online" group means that 100% or more than 50% of work was done online.

2.12 Impact of Environment (Online / Office) on the Relationship Between EI and Job Performance

The interplay between emotional intelligence (EI) and job performance has garnered significant attention in organizational behavior research in recent years. Emotional intelligence has been linked to workplace efficiency and team dynamics (O'Boyle Jr. et al., 2011). However, the influence of different working environments, such as online versus office settings, on this relationship remains an area ripe for exploration (Howe & Menges, 2021).

The working environment can significantly shape emotional intelligence and job performance dynamics. Traditional office settings offer a distinct array of social interactions, face-to-face communications, and immediate feedback, which can enhance or inhibit the application of emotional intelligence in managing tasks and interpersonal relationships (Sharma, 2024). Conversely, online or remote working environments present unique challenges and opportunities, such as reduced physical interaction and increased reliance on digital communication tools, which can alter how emotional intelligence influences job performance (George et al., 2022).

In traditional office environments, the physical presence of colleagues and superiors allows for immediate emotional feedback and more direct interpersonal interactions. Research indicates that individuals with high emotional intelligence excel in such environments because they can manage stress, resolve conflicts, and motivate their peers effectively. O'Boyle Jr. et al. (2011) conducted a meta-analysis highlighting that emotional intelligence strongly correlates with job performance in settings where frequent interpersonal interactions occur. This study underscores the incremental validity of emotional intelligence over cognitive intelligence and the Five Factor Model of personality traits, particularly in environments requiring constant social interaction and team collaboration (O'Boyle Jr. et al., 2011; Schutte & Loi, 2014). Furthermore, recent research by Sharma (2024) supports the notion that emotional intelligence is critical in fostering career success through effective business communication and interpersonal relationships in office settings. This finding aligns with the theory that emotional intelligence enhances one's ability to navigate complex social dynamics, ultimately improving job performance (Sharma, 2024).

A comprehensive review by Doğru (2022) further substantiates the role of emotional intelligence in various employee outcomes, including job performance and organizational commitment. The meta-analysis highlights that emotional intelligence significantly influences these outcomes in traditional work environments, emphasizing its importance for employee well-being and organizational success (Doĭru, 2022).

The rise of remote working, accelerated by the global COVID-19 pandemic, has introduced new variables into the relationship between emotional intelligence and job performance. Online environments rely heavily on digital communication tools, which can obscure non-verbal cues and reduce the richness of emotional information exchanged between colleagues. Despite these challenges, emotionally intelligent individuals can still thrive by adapting their communication strategies and leveraging technology to maintain effective interpersonal relationships (Kamarozaman et al., 2022). Howe and Menges (2021) found that remote work mindsets can predict emotions and productivity in home offices, suggesting that emotional intelligence plays a crucial role in adapting to and thriving in remote work environments. Additionally, Gong et al. (2019) indicate that psychological capital, which includes self-efficacy, optimism, hope, and resilience, mediates the relationship between emotional intelligence and job performance in remote settings. High emotional intelligence helps employees maintain their psychological capital, improve job performance and reduce job

burnout, even without physical office interactions (Gong et al., 2019; Howe & Menges, 2021).

However, the effectiveness of emotional intelligence in remote settings may depend on the degree of interaction and the quality of digital communication tools available. Warrier et al. (2021) explore whether emotional intelligence moderates the relationship between virtual communication and decision-making effectiveness, finding that it plays a significant moderating role during the COVID-19 crisis. This suggests that while emotional intelligence remains valuable, its impact may be less pronounced in remote settings than in traditional offices (Warrier et al., 2021). Further, George et al. (2022) highlight that remote work environments can lead to increased productivity but decreased meaning derived from work activities, emphasizing the importance of emotional intelligence in maintaining a balance between productivity and personal well-being (George et al. 2022). Robinson et al. (2023) examine the relationship between work-related emotional intelligence and organizational citizenship behaviors in remote settings. The findings indicate that emotional intelligence significantly contributes to non-mandatory behaviors that support organizational functioning, highlighting its critical role in remote work environments (Robinson et al., 2023).

Additionally, research by Maldonado and Márquez (2023) reviews the literature on emotional intelligence, leadership, and team effectiveness, emphasizing the importance of emotional intelligence in virtual teams. The study identifies that emotionally intelligent leaders are better equipped to manage remote teams effectively, fostering a supportive and productive work environment (Maldonado & Márquez, 2023). Moreover, Kamarozaman et al. (2022) identified the downside effects of emotional intelligence on job stress among non-academic university staff in remote settings. The study suggests that while emotional intelligence can help manage stress, it also requires careful balance to prevent burnout and maintain job performance in remote environments (Kamarozaman et al., 2022). Based on the comprehensive review of the literature, the following hypothesis is proposed for further research:

H5: The work environment moderates the relationship between emotional intelligence and job performance in a way that the effect of emotional intelligence is more important in the case of employees working mostly in the office.

2.13 Impact of the Environment (Online / Office) on the Relationship Between Job Satisfaction and Job Performance

With the advent of technology and the increasing prevalence of remote work, it has become essential for organizations to understand how different work environments—whether online or office-based—impact the relationship between job satisfaction and job performance. A thorough understanding of this relationship is crucial for optimizing workforce performance.

One of the primary benefits of remote work is the flexibility it provides. Employees often experience higher job satisfaction due to the ability to balance work and personal life more effectively. This flexibility can increase motivation and performance as employees feel more in control of their schedules and can tailor their work environment to their personal preferences (Rañeses et al., 2022). Moreover, remote work eliminates commuting time, significantly reducing stress and increasing time for personal activities. This additional time can enhance work-life balance, contributing to higher job satisfaction. Employees save on commuting costs and have more time for family and leisure, which can improve their overall well-being and productivity. Additionally, remote work allows employees to create a personalized work environment that suits their needs, increasing comfort and productivity (Rasheed et al., 2023).

However, remote work is not without its challenges. The lack of face-to-face interaction can lead to feelings of isolation and disconnection from the team. Communication barriers, such as delayed responses and text misinterpretations, can further exacerbate these feelings. The blurred lines between work and personal life can also lead to overworking and burnout, as employees may find it difficult to disconnect from work when their home is their office. These challenges can decrease job satisfaction and negatively impact job performance (Rasheed et al., 2023). By understanding these dynamics, organizations can implement strategies to mitigate the challenges and enhance the benefits of remote work, ultimately fostering a more productive and satisfied workforce.

In contrast, the traditional office work environment facilitates direct supervision, immediate feedback, and social interaction, enhancing job satisfaction for many employees. The office setting provides a structured environment where employees can focus solely on their work without the distractions present at home. Immediate access to colleagues and supervisors facilitates quick problem-solving and effective communication. The separation between

home and work life is more distinct, allowing employees to leave work-related stress at the office, which can positively impact mental health and overall job satisfaction (Drewniak et al., 2023). The office environment often fosters a sense of camaraderie and teamwork through daily interactions, which can build strong working relationships and improve collaboration.

Additionally, the office environment often provides more opportunities for professional development through direct mentorship, networking, and access to resources that may not be available remotely. Regular face-to-face interactions can enhance trust and cooperation among team members, leading to higher job satisfaction and performance (Drewniak et al., 2023). However, the office environment also has a few drawbacks. The daily commute can be time-consuming and stressful, especially in urban areas with heavy traffic. Commuting can lead to fatigue and reduce time for personal activities, negatively impacting work-life balance and job satisfaction. (Lubis et al., 2023).Additionally, the rigid structure of the office environment may limit personal autonomy, potentially decreasing job satisfaction and hindering motivation and performance (Gatt & Jiang, 2020).

The impact of the environment on the relationship between job satisfaction and job performance is significant. Autonomy and flexibility in remote work can positively mediate this relationship by enhancing job satisfaction and thus improving performance. For example, employees with control over their work schedules and environments may feel more empowered and motivated, leading to higher performance. Conversely, the lack of immediate feedback and social support in remote settings can negatively mediate this relationship. Remote employees may miss out on spontaneous brainstorming sessions and immediate recognition that can boost morale and performance in an office setting (Loignon et al., 2022). In office environments, the immediacy of feedback and a supportive work culture can strengthen the relationship between job satisfaction and job performance. For instance, regular supervisor feedback and recognition can enhance employees' sense of accomplishment and motivation, leading to improved performance. (Loignon et al., 2022).

Based on the comprehensive analysis of the impact of work environments on job satisfaction and performance, the following hypothesis is proposed:

H6:The work environment moderates the relationship between job satisfaction and job performance in a way that the effect of job satisfaction is more important in the case of employees working mostly in the office.

Chapter Three: Methodology and Design

Chapter Three: Methodology and Research Design

3.1 Introduction

This study is a significant step towards understanding the interplay between Emotional Intelligence, Job Performance, and Job Satisfaction, with a focus on the Moderating Role of Online and Office Environments in Orange Jordan. The lack of empirical research in this area, especially within Jordan's private sector and telecom companies, underscores the importance of our work. While previous studies have found a significant and positive correlation between emotional intelligence, employee satisfaction, and performance, the specific context of Orange Jordan has not been thoroughly explored. This research aims to fill this gap by investigating these relationships and emphasizing the moderating effects of different work environments. The potential implications of our findings for managing Orange Jordan Telecom and similar organizations are substantial and could pave the way for significant improvements in the industry.

This chapter meticulously outlines the methods to achieve the study's objectives, including the research design and data collection methods. It details the study settings, participant selection, tools, and document analysis, all of which have been carefully chosen to ensure the thoroughness of our research. Additionally, it discusses the statistical techniques applied in the analysis. By offering new insights into these interactions within Jordan's private sector, the study aims to address a significant research gap.

3.2 Research Methods

The study's methodology employs various concepts to clarify the progression of the observed occurrence (Joyner et al., 2018). It utilizes an analytical strategy that selects representative samples from a statistical population to generate quantitative data, discover observable results and create a thorough database that extracts features or connections within the data. This entails using a sample representative of the overall population's characteristics (Schindler, 2022).

A quantitative methodology was chosen for its strength in analyzing relationships across samples to produce statistically generalizable insights. While a qualitative or mixed-methods approach could offer deeper perspectives, particularly regarding personal and contextual

aspects of emotional intelligence, the study aims to derive patterns generalizable to the broader population. Given the sample size and the need for statistical rigor, a purely qualitative approach would not achieve the same level of generalizability. Future research could incorporate qualitative methods to explore individual experiences and contextual factors more deeply, particularly regarding the moderating role of work environments.

For data collection, three validated questionnaires were employed: The Emotional Intelligence Self-Description Inventory (EISDI), the Individual Work Performance Questionnaire (IWPQ), and the Paul E. Spector Job Satisfaction Survey (JSS) (Spector, 1985; Groves et al., 2008; Koopmans et al., 2014).

The study utilized a descriptive and analytical methodology to collect and analyze data. This approach provides meaningful insights into the population's characteristics and interrelations, enhancing the findings' validity and reliability (Bryman, 2016; Creswell & Creswell, 2018). The descriptive aspect involved systematically organizing data and presenting it quantitatively through tables and statistical summaries, offering a comprehensive view of emotional intelligence, job performance, and job satisfaction among employees (Saunders et al., 2023). Analytical techniques, such as correlation and regression analyses, were applied to examine the impact of emotional intelligence on job performance and job satisfaction, as well as the effect of job satisfaction on job performance. Moderation analysis assessed the influence of online and office environments, providing actionable insights and recommendations (Field, 2018).

Likert scales, or Summated Scales, were the basis for all questionnaire items. These scales are composed of statements reflecting supportive or opposing perspectives on a specific subject, encouraging respondents to share their opinions. A numerical value assigned to each response represents the respondent's subjective preference. The scale assesses the respondent's attitude toward the issue, aggregating these values. The scale employs a five-point structure, with intermediate points denoting varying degrees of agreement or disagreement, spanning from strong agreement to strong disagreement. A value of 1 indicates the most minor agreement, while 5 indicates the maximum level of agreement, and this value is consistently applied across all five response options (Likert, 1932; Kothari, 2019).

3.3 Researcher Interference

Research interference can occur when the researcher alters or manipulates the variables under investigation. Descriptive studies often involve minimal intervention in the observable environment, whereas analytical studies seek to examine correlations and interactions between variables without manipulation (Creswell, 2014). In this investigation, the researcher abstained from modifying or influencing the existing conditions at Orange Jordan Telecom. The research is classified as descriptive and analytical, with minimal intervention. The study was done within the company's current operational framework without any modifications or disruptions to its routine activities.

3.4 Conceptual Framework

The study's proposed hypotheses (H1-H6) are depicted in the conceptual framework shown in Figure (4).

Figure 4: Conceptual framework
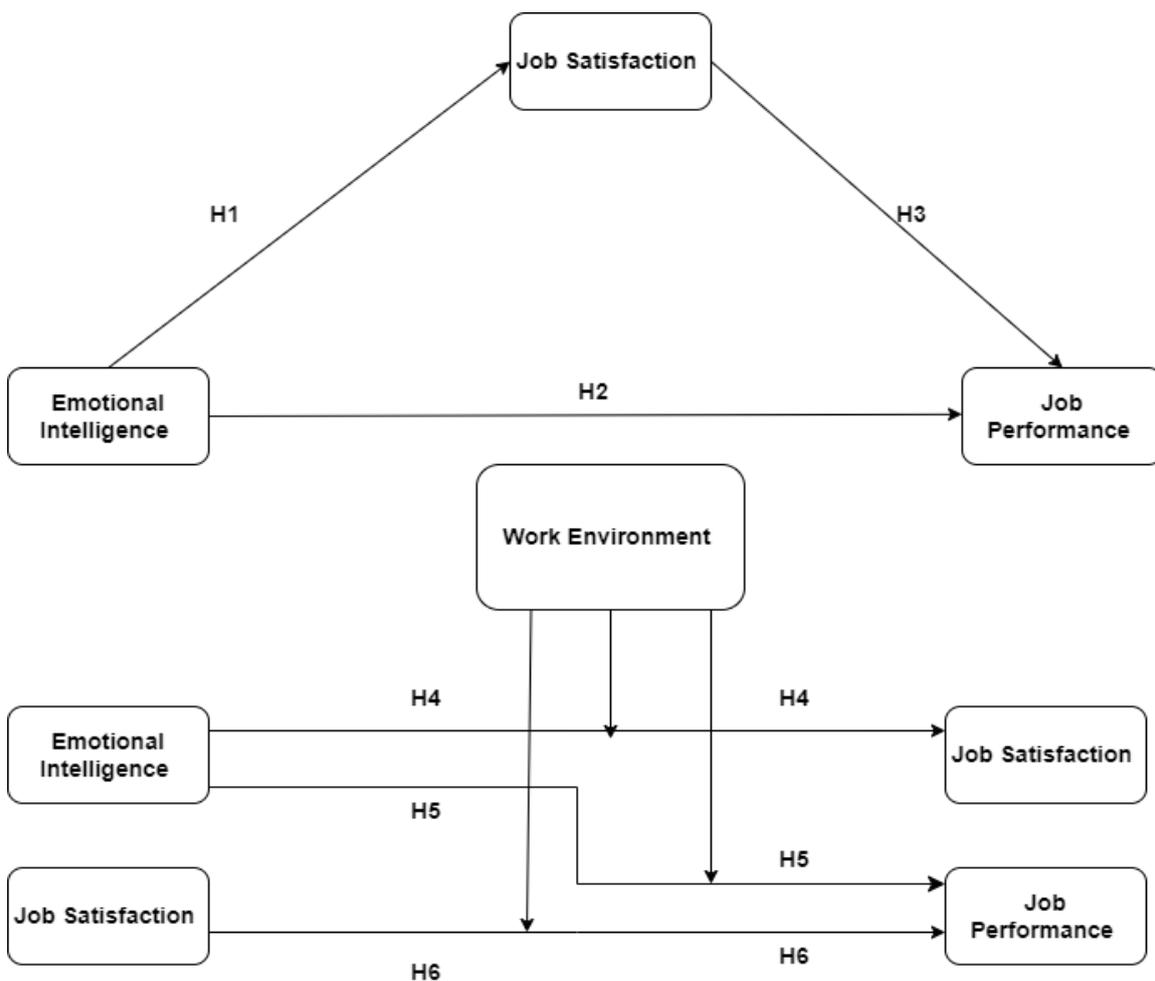
3.5 Population and Sample

The study's target population encompasses all pertinent entities within a particular area of investigation. Due to the time and cost limitations, it is generally unfeasible to investigate every individual in this population. Hence, examining a subset (a sample) can yield adequately precise outcomes. It is crucial that the chosen participants accurately reflect the total population to guarantee a proper cross-section (Saunders et al., 2023).

The research methodology involved distributing an online survey via Google Forms using random sampling to ensure an unbiased and representative participant selection. At the time of the study, Orange Jordan had 1600 employees (Orange Jordan, 2023). 185 responses were received, resulting in a response rate of 11.56%. Respondents included employees, team leaders, and managers from various departments such as Technical, Marketing, HR, Sales, Customer Service, and Administration. This diverse feedback provided valuable insights into different perspectives and experiences within the organization. The survey covered emotional intelligence, job satisfaction, job performance, and demographic information (Appendix A). Statistical methods, including regression analysis, were used to analyze the significance of relationships between variables (Kumar, 2019; Saunders et al., 2023).

Though modest, the response rate of 11.56% falls within the acceptable range for large-scale organizational research and is adequate for deriving meaningful insights. Established research in social sciences and organizational studies has shown that 10–20% response rates are often deemed adequate, particularly in larger samples where survey fatigue and time constraints are common barriers to participation (Baruch & Holtom, 2008). Moreover, a focus on sample quality and representativeness can outweigh the need for a higher response rate; even with a lower rate, a well-distributed sample across various departments and job roles ensures a broad spectrum of perspectives. This diversity in responses, encompassing employees from different functional areas, enhances the validity of the findings by capturing insights reflective of the entire organization rather than a single demographic or functional group. Consequently, the response rate of 11.56% is justified as it achieves a balanced and representative sample, ensuring that the study's results remain valuable and applicable across the organization.

3.6 Testing Hypothesis

The hypothesis in this research will be tested using regression analysis to examine the relationships

between the independent and dependent variables. This method is particularly suited for identifying and quantifying the impact of predictor variables on the outcome variable. The analysis will be conducted using SPSS version 26, which offers a comprehensive set of tools for statistical analysis and ensures accuracy and reliability in handling the data. The variables will be carefully defined and operationalized to align with the research objectives and ensure validity. Additionally, diagnostic tests will be performed to verify that the regression model meets the necessary statistical assumptions. By employing regression analysis, the study aims to evaluate the proposed relationships' statistical significance, assess the effects' strength and direction, and determine the overall model fit. This approach provides a robust framework for testing the hypothesis and deriving meaningful insights to support or refute the research assumptions.

3.7 Ethical Considerations

Several ethical measures were implemented to ensure participant rights and data integrity during this study. All participants received clear information explaining the study's purpose and the voluntary nature of participation, emphasizing transparency in how their responses would be used. Clear and accessible language was employed to make the form understandable to individuals from diverse backgrounds within the organization. Additionally, participants were assured that their responses would remain anonymous, reinforcing confidentiality and enabling them to provide honest feedback without privacy concerns.

To further reassure participants, they were informed that their responses would be used solely for research purposes, contributing to a broader understanding of organizational behavior and psychology. No personal information, such as names or identifying details, was requested, with privacy upheld as a top priority. This approach highlighted the value of their insights in advancing knowledge within the field, and appreciation was expressed for their input. Each participant's contribution was essential in identifying practical solutions that benefit both employees and the organization.

In addition to privacy and confidentiality, data security measures were implemented to protect the integrity of the collected information. All data was stored on a secure, password-protected platform accessible only to authorized research personnel. Furthermore, the study received ethical approval from the HR department of Orange Company, ensuring adherence to institutional and legal guidelines for ethical research practices. By incorporating these

protocols, the study aims to uphold ethical rigor and foster trust and transparency throughout the research process.

3.8 Descriptive Statistics of the Company Employees Participating in the Study

Figure 5 below illustrates the gender distribution of the 185 employees who participated in this study. Of these participants, 75% (138 employees) were male, and 25% (47 employees) were female.

Figure 5: Distribution of Participants by Gender
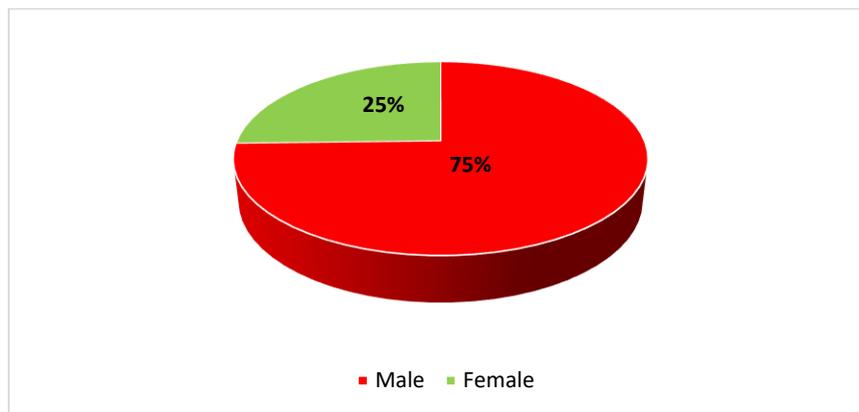
Figure 6 illustrates the age distribution of the participant employees. The data indicate that the predominant age cohort was 40-50, comprising 35% of the respondents. This was closely followed by the 30-40 age group, representing 34% of the participants. The age group over 50 accounted for 17% of the respondents, while the youngest cohort, aged 18 to less than 30 years, constituted 14% of the participants.

Figure 6: Distribution of Participants by Age
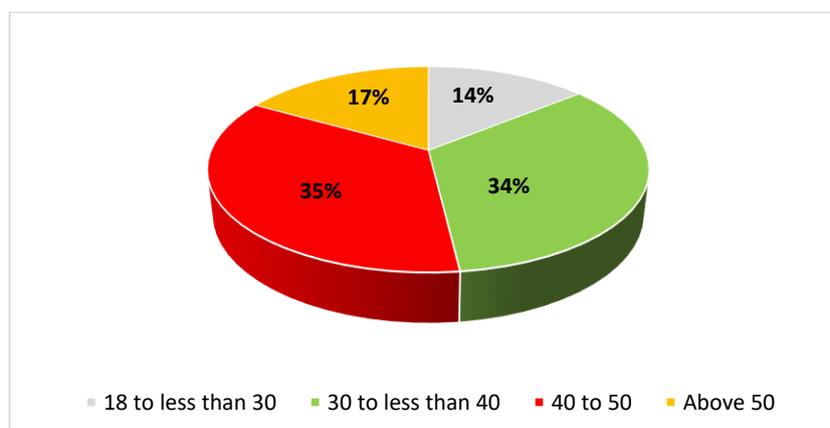
Figure 7 below depicts the distribution of the participants' educational Backgrounds. Secondary education constituted 5%, Diploma holders represented 15%, Bachelor's degree holders comprised 68%, Master's degree holders accounted for 10%, and those with a PhD represented 2% of the respondents.

Figure 7: Distribution of Participants by Educational Background
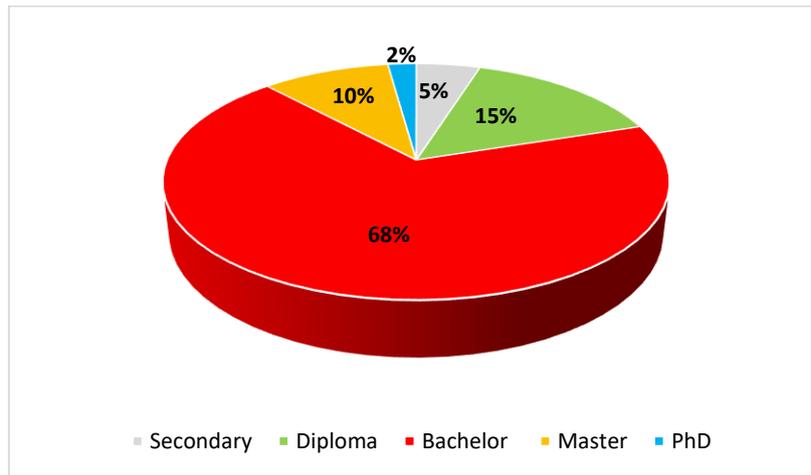
Figure 8 illustrates the distribution of employees' job positions. The majority of respondents, 61%, were in the Employee category. Meanwhile, 24% of the participants held the position of Team Leader, and 15% were in managerial positions.

Figure 8: Distribution of participants by Job Position
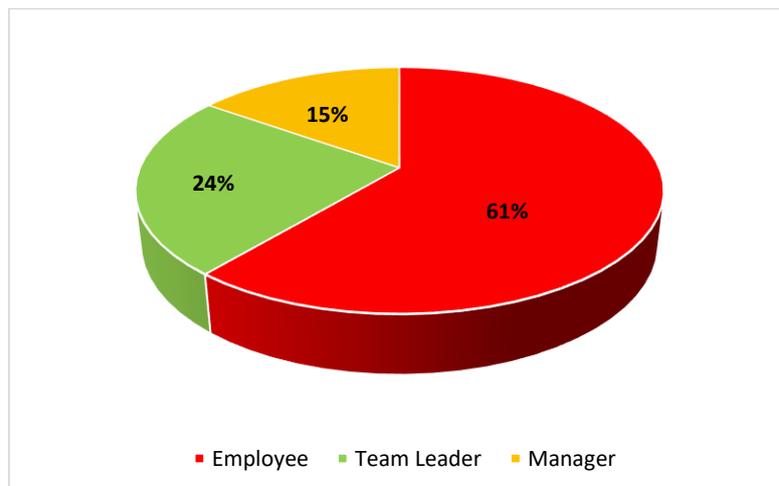
Figure 9 illustrates the distribution of employees' years of working experience. A majority of 53% of respondents had worked for more than 15 years. Additionally, 19% of the participants had 10 to 15 years of experience, 17% had less than 5 years of experience, and only 10% had 5 to less than 10 years of experience.

Figure 9: Distribution of Participants by Working Experience
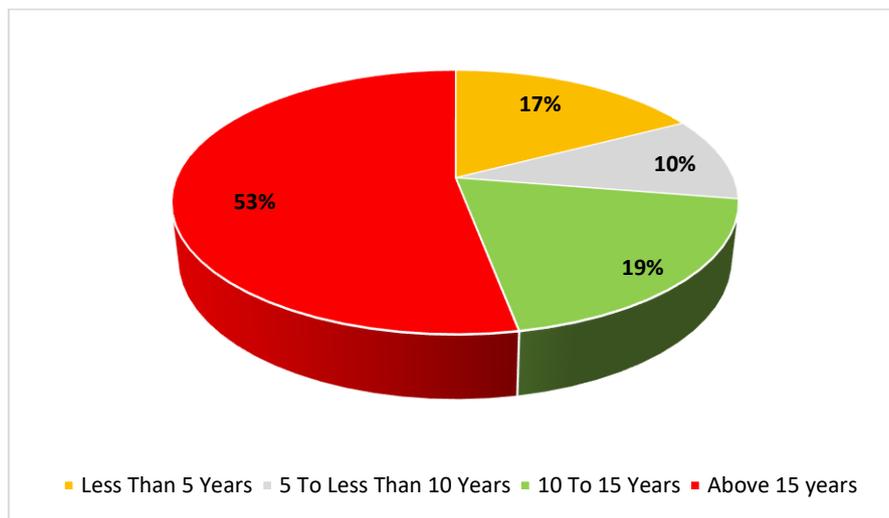
Figure 10 below depicts the distribution of employees' salaries. The majority of respondents, 69%, earned between 501 and 1500. Meanwhile, 17% of the participants earned more than 1500, and only 14% had salaries in the range of 260 to 500.

Figure 10: Distribution of Participants by Salary
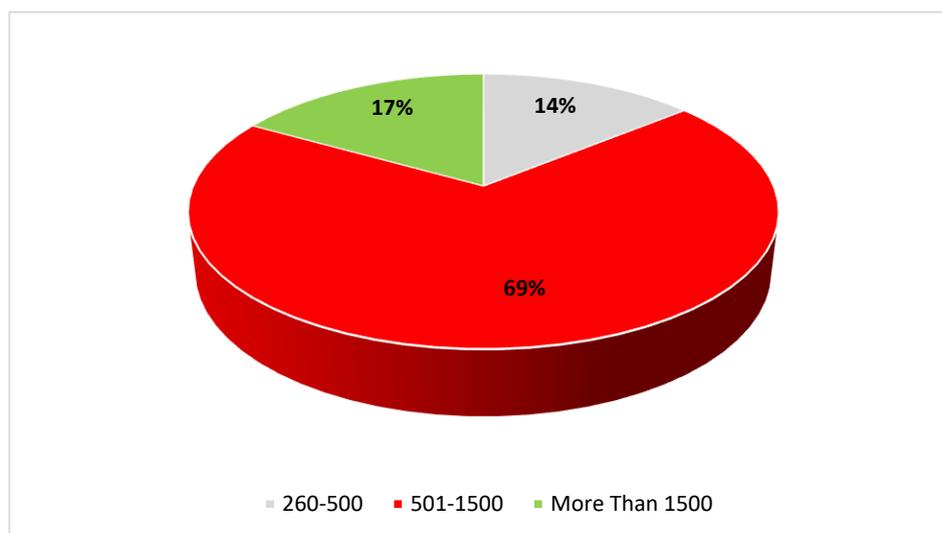
Figure 11 presents the distribution of employees based on their areas of work. The data reveals that 75% of respondents are engaged in technical roles, while 25% are involved in non-technical roles. This distribution aligns with Orange Jordan's identity as a predominantly technical organization, where the technical sector constitutes the largest segment of the workforce.

Figure 11: Distribution of Participants by Work Scope
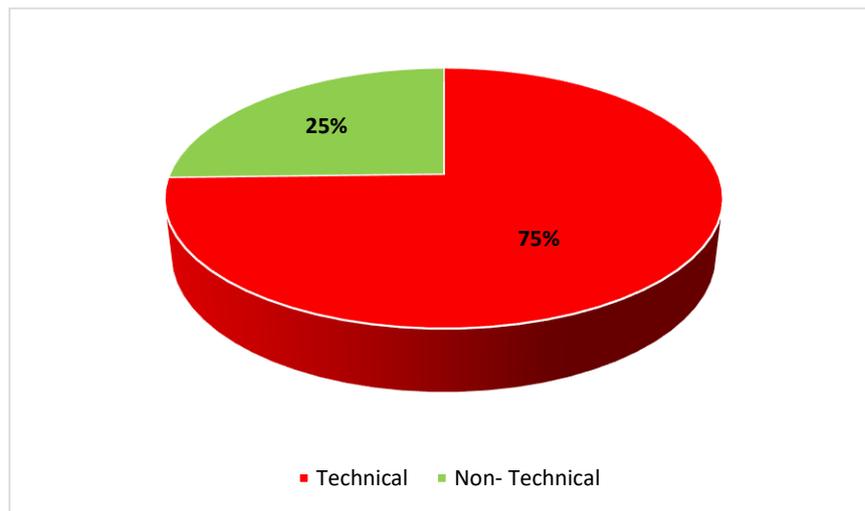
Figure 12 illustrates the distribution of employees' work environments. It shows that 61% of respondents (113 respondents) were mostly working in office (100% or more than 50% of their work was done in the office), while 39 % (72 respondents) were mostly working online (100% or more than 50% of their work was done online).

Figure 12: Distribution of Participants by Work Environment
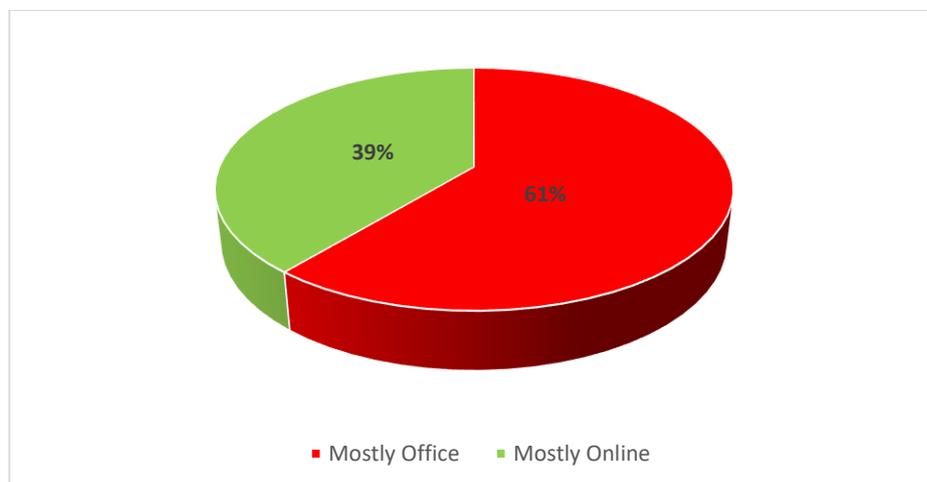
3.9 Survey

The survey was meticulously designed based on two essential criteria: its alignment with the theoretical objectives of the research and its proven track record of delivering reliable and consistent results. In addition to leveraging reliability assessments from previous studies, the current study also evaluated the reliability of the three questionnaires combined to construct the survey, confirming their appropriateness for this research. Initially, participants completed a series of socio-demographic questions. Subsequently, the Emotional Intelligence Self-Description Inventory (EISDI) was employed to assess the emotional intelligence of Orange Jordan personnel (Groves et al., 2008). The researcher utilized the Individual Work Performance Questionnaire (IWPQ) to measure work performance (Koopmans et al., 2014) and the Paul E. Spector Job Satisfaction Survey (JSS) to evaluate employee satisfaction (Spector, 1985).

3.10 Measurements

3.10.1 Emotional Intelligence Self-Description Inventory (EISDI)

The Emotional Intelligence Self-Description Inventory (EISDI) is a widely used tool for assessing emotional intelligence (EI) (Groves et al., 2008). Developed to measure various aspects of emotional intelligence, the EISDI has become an essential instrument in both research and practical applications. This inventory aids in understanding how individuals perceive and manage their own emotions, as well as the emotions of others. It has been instrumental in numerous studies examining the impact of emotional intelligence on various life outcomes, including academic performance, job satisfaction, and interpersonal relationships (Goleman, 1995; Groves et al., 2008; Mayer et al., 2008).

Development and Creators

Groves, McEnrue, and Shen, developed the EISDI in 2008. Their work was influenced by the foundational theories of emotional intelligence proposed by Peter Salovey and John Mayer (1990) and Daniel Goleman (1995). Salovey and Mayer's model describes emotional intelligence as the ability to perceive, understand, manage, and utilize emotions, while Goleman's work highlighted the significance of EI in workplace success and personal development (Salovey & Mayer, 1990; Goleman, 1995).

The development process involved extensive literature reviews, consultations with experts

in the field, and pilot testing to ensure the reliability and validity of the inventory. The goal was to create a comprehensive measure of emotional intelligence that could be applied across different populations and settings (Groves et al., 2008). This rigorous development process ensured that the EISDI was theoretically sound and practically beneficial.

Structure of the EISDI

The EISDI consists of multiple parts, each measuring different components of emotional intelligence. These components align with the theoretical frameworks Salovey, Mayer, and Goleman established. Each question in the EISDI is rated on a 5-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree." The inventory typically includes the following parts:

1. **Self-Emotional Appraisal**: This section assesses an individual's ability to recognize and understand emotions. It includes items asking respondents to reflect on how well they can identify their feelings and how they influence their thoughts and actions (Groves et al., 2008).

2. **Others' Emotional Appraisal**: This part evaluates the ability to perceive and understand the emotions of others. It includes questions about empathy, social awareness, and the capacity to interpret non-verbal cues and emotional expressions in social interactions (Groves et al., 2008).

3. **Regulation of Emotion**: This section measures how well individuals can regulate their emotions, particularly in stressful or challenging situations. It includes items that explore strategies for managing emotions, maintaining emotional stability, and recovering from emotional setbacks (Groves et al., 2008).

4. **Use of Emotion**: This part assesses how individuals utilize their emotions to facilitate various cognitive activities, such as problem-solving and decision-making. It includes questions about using emotions to prioritize thinking, enhance creativity, and motivate oneself and others (Groves et al., 2008)

Why the EISDI is Widely Used

The EISDI is widely used for several reasons:

1. **Comprehensive Assessment**: The EISDI provides a thorough assessment of emotional intelligence by covering multiple dimensions, including self-awareness,

empathy, emotion regulation, and emotion utilization. This comprehensive approach allows for a detailed understanding of an individual's emotional competencies (Groves et al., 2008).

2. **Theoretical Foundation**: The inventory is grounded in well-established theoretical emotional intelligence frameworks by Salovey, Mayer, and Goleman. This solid theoretical basis enhances its credibility and acceptance in academic and practical contexts (Salovey & Mayer, 1990; Goleman, 1995).

3. **Reliability and Validity**: Extensive testing has shown that the EISDI is highly reliable and valid, making it a reliable tool for measuring emotional intelligence. Studies have consistently demonstrated its effectiveness in various populations and settings (Groves et al., 2008).

4. **Versatility**: The EISDI can be used in various fields, including psychology, education, organizational behavior, and health. Its versatility makes it a valuable tool for researchers and practitioners across different domains (Ahmad et al., 2018)

5. **Practical Application**: Beyond research, the EISDI is also used in practical applications such as employee development, educational interventions, and counselling. Its practical utility increases its popularity and widespread use (Goleman, 1995).

Application and Impact

The EISDI has been utilized in various studies to explore the role of emotional intelligence in different domains. It has been precious in organizational settings, where understanding the emotional dynamics of employees can lead to improved performance and job satisfaction. Additionally, the EISDI has been used in educational research to examine how emotional intelligence influences academic achievement and student behavior (Ahmad et al., 2018;).

Numerous studies have demonstrated the reliability and validity of the EISDI. For example, Ahmad et al. (2018) used the inventory to investigate factors influencing job performance among police personnel, finding significant correlations between emotional intelligence and job performance. (Ahmad et al., 2018).

3.10.2 Individual Work Performance Questionnaire (IWPQ)

The Individual Work Performance Questionnaire (IWPQ) is a psychometric tool to measure individual work performance in various occupational settings. Developed by L. Koopmans and colleagues at TNO (Netherlands Organization for Applied Scientific Research) and published in 2013 and 2014. The IWPQ was created to meet the need for a comprehensive yet concise tool that could reliably assess different dimensions of work performance (Koopmans et al., 2013; Koopmans et al., 2014).

Development of the IWPQ

The development process of the IWPQ involved several stages to ensure its reliability and validity. Initially, the researchers conducted a thorough literature review to identify existing theories and measures of work performance. The goal was to create an instrument theoretically grounded and practically applicable across diverse job types and industries (Koopmans et al., 2013).

Based on the literature review, an initial pool of items was generated. These items were refined through expert consultations, where subject matter experts provided feedback on the relevance and clarity of each item. The next step involved empirical testing, with the initial version of the questionnaire administered to a large sample of employees from various organizations (Koopmans et al., 2013).

The researchers identified three core dimensions of individual work performance that the IWPQ measures: Task Performance, Contextual Performance, and Counterproductive Work Behavior (CWB) (Koopmans et al., 2014).

1. **Task Performance**: This dimension refers to the proficiency with which job-specific tasks are performed. It includes items related to the quality and quantity of work output, adherence to deadlines, and effective use of resources. Example questions include:
    o "How often do you complete your tasks on time?"
    o "How often do you meet the quality standards of your work?" (Koopmans et al., 2014).
2. **Contextual Performance**: Also known as organizational citizenship behavior, this dimension captures behaviors that contribute to the social and psychological

environment of the workplace. It includes interpersonal facilitation, job dedication, and volunteering for extra work. Example questions include:

- o "How often do you help others with their work?"
- o "How often do you volunteer for tasks that are not part of your job?" (Koopmans et al., 2014).

3. **Counterproductive Work Behavior (CWB)**: This dimension measures behaviors harmful to the organization or its members. It includes items related to absenteeism, theft, and sabotage. Example questions include:

- o "How often do you waste time at work?"
- o "How often do you ignore workplace rules?" (Koopmans et al., 2014).

Structure of the IWPQ

The final version of the IWPQ consists of 18 items distributed across the three dimensions mentioned above. Each item is rated on a 5-point Likert scale, indicating the frequency with which the respondent engages in the specified behavior. This structure allows for a comprehensive assessment of individual work performance while being concise enough to be practical for research and organizational use (Koopmans et al., 2014).

The IWPQ has been validated in various cultural and organizational contexts, demonstrating solid psychometric properties. It has shown high internal consistency, with Cronbach's alpha values exceeding the recommended threshold for each dimension. The construct validity of the IWPQ has been supported by significant correlations with other established measures of work performance and related constructs (Koopmans et al., 2014).

Applications and Impact

Since its introduction, the IWPQ has been widely adopted in academic research and organizational practice. Researchers have used the IWPQ to study various topics, including the impact of leadership styles on work performance, the role of employee well-being in job performance, and the effectiveness of performance interventions (Ramos-Villagrasa et al., 2019; Platania et al., 2023). The IWPQ has been particularly valuable in longitudinal studies and cross-sectional surveys, where its brief yet comprehensive nature allows for efficient data collection (Jasiński et al., 2023).

The IWPQ has been used in organizational settings for performance appraisal, employee

development, and diagnostics. By providing insights into different dimensions of work performance, the IWPQ helps managers identify strengths and areas for improvement at both the individual and group levels. The tool's versatility and ease of administration make it suitable for use in diverse industries, from healthcare to manufacturing to education (Koopmans et al., 2014).

The widespread use of the IWPQ can be attributed to its robust development process, strong psychometric properties, and wide-ranging applications. Its design allows it to be easily integrated into various research and practical settings, providing reliable and valid measures of individual work performance. Furthermore, the IWPQ's ability to capture multiple dimensions of work performance, including task performance, contextual performance, and counterproductive work behavior, makes it a comprehensive tool for holistically assessing employee performance (Koopmans et al., 2014; Ramos-Villagrasa et al., 2019; Jasiński et al., 2023)

The IWPQ has significantly contributed to organizational psychology and human resource management. Its robust development process, strong psychometric properties, and wide-ranging applications underscore its value for measuring and enhancing individual work performance (Koopmans et al., 2014).

3.10.3 Paul E. Spector Job Satisfaction Survey (JSS)

Paul E. Spector's Job Satisfaction Survey (JSS) is a significant tool in organizational psychology for measuring job satisfaction among employees. Developed in 1985, the JSS assesses employees' attitudes towards various aspects of their job (Spector, 1985). This tool has been widely used in academic research and practical applications to understand the factors contributing to job satisfaction and how they impact employee performance and organizational outcomes (Moody, 1996; Bowling & Hammond, 2008).

Development and Structure of the JSS

Paul E. Spector developed the JSS to provide a comprehensive measure of job satisfaction, specifically for human service staff. Recognizing the unique challenges and stressors faced by employees in this sector, Spector designed the JSS to capture a broad range of job satisfaction dimensions (Spector, 1985). The development process involved extensive research and validation to ensure the survey's reliability and accuracy in measuring job

satisfaction (Spector, 1985).

The JSS consists of 36 items divided into nine subscales, each representing a different dimension of job satisfaction. These subscales are:

1. **Pay**: Satisfaction with salary and compensation.
   - Examples of questions:
     - "I feel I am being paid a fair amount for the work I do."
     - "Raises are too few and far between."

2. **Promotion**: Satisfaction with promotion opportunities.
   - Examples of questions:
     - "There is really too little chance for promotion on my job."
     - "People get ahead as fast here as they do in other places."

3. **Supervision**: Satisfaction with supervision and managerial support.
   - Examples of questions:
     - "My supervisor is quite competent in doing his/her job."
     - "My supervisor shows too little interest in the feelings of subordinates."

4. **Fringe Benefits**: Satisfaction with additional benefits such as health insurance, retirement plans, etc.
   - Examples of questions:
     - "The benefits we receive are as good as most other organizations offer."
     - "The benefit package we have is equitable."

5. **Contingent Rewards**: Satisfaction with rewards and recognition for good work.
   - Examples of questions:
     - "When I do a good job, I receive the recognition for it that I should receive."
     - "There are few rewards for those who work here."

6. **Operating Procedures**: Satisfaction with company policies and procedures.
   - Examples of questions:
     - "Many of our rules and procedures make doing a good job difficult."
     - "My efforts to do a good job are seldom blocked by red tape."

7. **Coworkers**: Satisfaction with colleagues and the work environment.
   - Examples of questions:
     - "I like the people I work with."
     - "I find I have to work harder at my job because of the incompetence of

people I work with."

8. **Nature of Work**: Satisfaction with the type of work performed.

    o Examples of questions:

        ▪ "I sometimes feel my job is meaningless."

        ▪ "I like doing the things I do at work."

9. **Communication**: Satisfaction with communication within the organization.

    o Examples of questions:

        ▪ "Communications seem good within this organization."

        ▪ "The goals of this organization are not clear to me."

Each item on the JSS is rated on a Likert scale, ranging from "strongly disagree" to "strongly agree," allowing for detailed responses that reflect the intensity of the respondent's feelings about each aspect of their job (Spector, 1985).

Importance and Application of the JSS

The JSS is valuable for both researchers and practitioners. Academic research uses it to study the relationship between job satisfaction and various organizational outcomes, such as employee turnover, performance, and absenteeism. For instance, higher job satisfaction has been linked to lower turnover intentions and better job performance, highlighting the importance of fostering a positive work environment (Bowling & Hammond, 2008).

In practical applications, organizations use the JSS to diagnose issues related to job satisfaction and implement targeted interventions. By identifying specific areas of dissatisfaction, companies can make informed decisions to improve employee well-being and productivity. This might involve changes in management practices, compensation structure adjustments, or communication process enhancements (Moody, 1996).

Why the JSS Was Widely Used

The JSS gained widespread use due to several key factors:

1. **Comprehensive Coverage**: The JSS covers a wide range of job satisfaction dimensions, making it a thorough tool for assessing overall job satisfaction. This comprehensive approach allows organizations to identify specific areas that need improvement (Spector, 1985).

2. **Ease of Use**: The survey's straightforward structure and Likert scale format make it easy to administer and interpret. This accessibility ensures that various organizations can use it without extensive training or resources (Bhardwaj et al., 2021).

3. **Reliability and Validity**: Extensive research and validation processes have demonstrated the JSS's reliability and accuracy in measuring job satisfaction. This scientific rigor has built trust in its effectiveness among researchers and practitioners (Watson et al., 1985).

4. **Adaptability**: Although initially developed for human service staff, the JSS is applicable across different industries and organizational settings. This versatility has broadened its appeal and utility (Sawyer, 1988).

5. **Actionable Insights**: By providing detailed insights into various facets of job satisfaction, the JSS enables organizations to implement targeted interventions. This practical applicability has made it a valuable tool for improving employee satisfaction and organizational performance (Moody, 1996).

Critiques and Limitations

Despite its widespread use, the JSS has been critiqued for relying on self-reported data, which can be subject to social desirability bias. Some researchers also argue that the JSS may not fully capture the complexity of job satisfaction, as it focuses primarily on individual perceptions rather than broader organizational factors (Bowling & Hammond, 2008). Another limitation is its initial development for human service staff, which may affect its generalizability to other industries. However, subsequent research has demonstrated its applicability across various sectors, suggesting that its core dimensions of job satisfaction are relevant to a wide range of work environments (Bhardwaj et al., 2021).

3.11 Chapter Summary

This chapter comprehensively summarized the methodological framework, research design, and instruments used in this quantitative study. It details the research approach, including survey design, reliability tests, data evaluation techniques, demographic selection, and the data collection process. Data was collected using three combined questionnaires, each focusing on different aspects: the methodological framework, research design, and instruments utilized. The next chapter will delve into the data analysis, interpreting the results and presenting the study's conclusions. It will offer insights and implications based on the research findings.

Chapter Four: Results and Analysis

Chapter Four: Results and Analysis

4.1 Introduction

In contemporary research, data analysis is crucial for uncovering profound insights into complex issues. This study will utilize IBM SPSS Statistics V26, a highly esteemed social sciences and business software. Confirmatory factor analysis (CFA) will be conducted to evaluate how well the variables define their respective constructs and assess the measurement model's fit. Subsequently, reliability will be tested using Cronbach's alpha to ensure the accuracy and consistency of the measurements. Descriptive and frequency analyses will then be performed to summarize the data and obtain initial insights. The final phase involves hypothesis testing through simple linear regression and moderation regression analysis to identify the relationships between the tested variables and the moderating effects within the data. These systematic steps will enable the study to draw well-founded conclusions and provide recommendations based on the data analysis results.

4.2 Confirmatory Factor Analysis (CFA)

Confirmatory Factor Analysis (CFA) was utilized in this study to validate the factor structure of Emotional Intelligence, Job Satisfaction, and Job Performance. This technique was chosen to test hypothesized relationships between observed variables and their underlying latent constructs, ensuring that the measurement model aligns with theoretical expectations.

Table 1 comprehensively summarizes the standardized loadings derived from the Confirmatory Factor Analysis (CFA). It was conducted using IBM SPSS Amos V.30 to assess the relationships between Emotional Intelligence, Job Satisfaction, and Job Performance. Each standardized loading represents the strength of the relationship between a specific observed variable and its respective latent construct. Twenty-four items represent Emotional Intelligence labelled E1 to E24, each showing a significant loading, such as E1 (.640**) and E2 (.689**), indicating that these items strongly contribute to the latent construct. Notably, E7 (.257**) has a lower loading, suggesting a weaker association with the Emotional Intelligence factor.

Job Satisfaction is evaluated through 36 observed variables labeled S1 to S36, each demonstrating varying levels of standardized loadings. Most variables exhibit moderate to strong associations with the latent construct, as seen with values such as S1 (.590**), S6 (.605**), and S27 (.695**), which indicate significant contributions to the factor. However, certain variables, such as S31 (.092) and S32 (.164*), display weaker loadings, suggesting these items may be less representative of the underlying construct. Despite some variability, the majority of loadings surpass the acceptable threshold of .30, confirming that the observed

variables collectively provide a reliable measure of Job Satisfaction. This consistency reinforces the validity of the construct, while the weaker loadings highlight potential areas for refinement in future research.

Job Performance, represented by variables P1 to P18, also demonstrates solid and consistent loadings. Items such as P3 (.748**) and P4 (.720**) indicate particularly robust contributions to the latent construct, while lower values like P13 (.423**) and P14 (.179*) highlight areas where the observed variables are less aligned with the overall construct. These differences in loadings suggest variability in how well the items represent the underlying dimensions of Job Performance.

While the overall results of the CFA supported the validity and reliability of the measurement model, certain items exhibited low standardized loadings, such as Emotional Intelligence indicators E7 (.257**) and E8 (.418**) and Job Satisfaction indicators S31 (.092) and S32 (.164*). These low loadings suggest that these items may be weaker indicators of their respective constructs, potentially diminishing the overall construct validity. The weak contribution of these items might stem from several factors, including unclear item wording, contextual differences, or weak alignment with the theoretical definition of the constructs. For future studies, these items should be carefully reconsidered. This could involve revising the wording to improve clarity and relevance and replacing them with alternative items that better reflect the constructs. Additionally, conducting further exploratory analyses or qualitative evaluations could provide valuable insights into the underlying reasons for their weak performance. Addressing these issues in future research will help strengthen the construct validity and improve the reliability of the measurement model.

The standardized loadings across all constructs confirm that most observed variables are significantly associated with their respective factors, as indicated by the majority of loadings exceeding the .30 threshold commonly accepted in CFA. Additionally, the significant loadings with double asterisks (**) suggest statistical significance at a high confidence level. These results validate the measurement model and support the study's theoretical framework, although certain items with lower loadings may warrant further evaluation for model refinement. This detailed analysis underscores the robust relationships between the observed variables and their latent constructs, providing a solid foundation for exploring the interplay between Emotional Intelligence, Job Satisfaction, and Job Performance.

Table 1: Confirmatory Factor Analysis for Emotional Intelligence and Job Satisfaction and Job Performance

Emotional Intelligence	Standardized Loading	Job satisfaction	Standardized Loading	Job satisfaction	Standardized Loading	Job performance	Standardized Loading
E1	.640**	S1	.590**	S26	.637**	P1	.465**
E2	.689**	S2	.358**	S27	.695**	P2	.589**
E3	.610**	S3	.635**	S28	.644**	P3	.748**
E4	.677**	S4	.473**	S29	.744**	P4	.720**
E5	.640**	S5	.471**	S30	.540**	P5	.679**
E6	.729**	S6	.605**	S31	.092	P6	.644**
E7	.257**	S7	.548**	S32	.164*	P7	.667**
E8	.418**	S8	.654**	S33	.161*	P8	.656**
E9	.625**	S9	.437**	S34	.478**	P9	.655**
E10	.477**	S10	.371**	S35	.548**	P10	.716**
E11	.440**	S11	.488**	S36	.615**	P11	.719**
E12	.601**	S12	.305**			P12	.648**
E13	.576**	S13	.453**			P13	.423**
E14	.667**	S14	.406**			P14	.179*
E15	.719**	S15	.363**			P15	.335**
E16	.688**	S16	.555**			P16	.459**
E17	.704**	S17	.524**			P17	.395**
E18	.620**	S18	.619**			P18	.438**
E19	.562**	S19	.507**				
E20	.736**	S20	.549**				
E21	.738**	S21	.701**				
E22	.647**	S22	.613**				
E23	.590**	S23	.578**				
E24	.516**	S24	.489**				
		S25	.489**				

(**) Correlation is significant at the 0.01 level (2-tailed).   (*) Correlation is significant at the 0.05 level (2-tailed).

4.3 Reliability of The Questionnaires

Table 2 summarizes the reliability analysis results for the Emotional Intelligence, Job Satisfaction, and Job Performance questionnaires, assessed using Cronbach's Alpha. The computed Cronbach's Alpha coefficients were 0.90 for Emotional Intelligence, 0.90 for Job Satisfaction, and 0.88 for Job Performance, demonstrating high internal consistency. In accordance with established reliability standards, Cronbach's Alpha values exceeding 0.7 are classified as acceptable, while those above 0.8 are regarded as highly reliable. These findings surpass the minimum acceptable threshold of 0.70, as Nunnally and Bernstein (1994) suggested. Consequently, the analysis confirms that the scales employed for measuring Emotional Intelligence, Job Satisfaction, and Job Performance exhibit high reliability. The consistency of the items within each variable suggests that they effectively measure the intended underlying constructs.

Table 2: Current Reliability Test for the Questionnaires

Variable	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of items
Emotional intelligence	0.90	0.922	24
Job satisfaction	0.90	0.911	36
Job performance	0.88	0.875	18

Table 3 outlines the reliability of the dimensions of the three questionnaires: Emotional Intelligence, Job Satisfaction, and Job Performance, each measured using Cronbach's Alpha to indicate internal consistency.

The Emotional Intelligence questionnaire encompasses four dimensions. "Perceiving Emotions," which evaluates the capacity to recognize and understand emotions in oneself and others, demonstrates high reliability with a Cronbach's Alpha of 0.85 and a standardized Alpha of 0.846. "Using Emotions to Facilitate Thought," assessing the utilization of emotions to enhance cognitive processes, exhibits lower reliability, evidenced by a Cronbach's Alpha of 0.70 and a standardized Alpha of 0.605. "Understanding Emotions," which involves grasping emotional language and intricate emotional relationships, mirrors

the reliability of "Perceiving Emotions," with both Cronbach's Alpha and standardized Alpha at 0.85. Lastly, "Managing Emotions," the ability to regulate emotions to foster emotional and intellectual development, also shows high reliability, with a Cronbach's Alpha of 0.85 and a standardized Alpha of 0.848. Notably, "Using Emotions to Facilitate Thought" exhibits the lowest reliability among all dimensions assessed in the Emotional Intelligence questionnaire.

The reliability analysis indicates that the "Using Emotions to Facilitate Thought" dimension in the Emotional Intelligence scale has a Cronbach's Alpha value of 0.70, which is on the borderline of acceptability. This value suggests potential measurement issues, such as inconsistency in item responses or variability in how participants interpret the questions related to this dimension. Future research could benefit from a more detailed evaluation of the items in this subscale to identify specific aspects contributing to the lower reliability. Refinement of these items may involve clarifying ambiguous language, ensuring that each item directly captures the construct, and conducting pilot studies to test the revised scale. Additionally, incorporating qualitative feedback from participants regarding their understanding of the items could provide valuable insights for improving item clarity and relevance. These refinements would enhance the scale's internal consistency and strengthen its validity for measuring the use of emotions to facilitate cognitive processes.

In the Job Satisfaction dimension, nine factors were assessed: Pay, Promotion, Supervision, Fringe Benefits, Contingent Rewards, Operating Conditions, Co-workers, Nature of Work, and Communication. Most factors exhibit high reliability, particularly Fringe Benefits and Contingent Rewards, with Cronbach's Alpha values of 0.81 and 0.84, respectively, and even higher values based on standardized items (0.834 and 0.838). This indicates a high level of agreement among the items measuring job satisfaction. The Pay factor, with a Cronbach's Alpha of 0.70, is on the lower end of the reliability spectrum. It may point to more diverse perceptions among respondents regarding their satisfaction with pay. The Nature of Work also shows a slight discrepancy between its Cronbach's Alpha (0.75) and the value based on standardized items (0.77), which could suggest variability in how the nature of work is perceived across different contexts. The lower reliability of the Pay factor could stem from varying pay structures, perceptions of fairness, or differences in individual financial expectations. To address this, future research should consider revising or adding items that capture broader aspects of pay satisfaction, such as equity, adequacy, and alignment with performance, to enhance the factor's internal consistency and representativeness.

The Job Performance dimensions include Task Performance, Contextual Performance, and Counterproductive Work Behavior. The reliability coefficients for Task Performance Scale and Contextual Performance Scale are high, at 0.85 and 0.87, respectively, demonstrating

strong internal consistency and suggesting that the items within these scales effectively capture the respective constructs. The Counterproductive Work Behavior Scale has a Cronbach's Alpha of 0.79, slightly lower but still within an acceptable range, indicating reasonable internal consistency. The slightly lower reliability for this factor might reflect the complexity and variability in behaviors considered counterproductive in different work settings.

Table 3: Current Reliability Test for the Dimensions of the Questionnaires

Dim	Factor	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items	Mean	Standard Deviation
		Emotional intelligence				
1	Perceiving Emotions	0.85	0.846	6	3.85	0.58
2	Using Emotions to Facilitate Thought	0.70	0.605	6	3.76	0.45
3	Understanding Emotions	0.85	0.850	6	3.70	0.57
4	Managing Emotions	0.85	0.848	6	4.01	0.54
		Job Satisfaction				
1	Pay	0.70	0.704	4	2.78	0.72
2	Promotion	0.81	0.812	4	2.69	0.79
3	Supervision	0.72	0.713	4	3.46	0.61
4	Fringe Benefits	0.81	0.834	4	4.12	0.63
5	Contingent Rewards	0.84	0.838	4	3.59	0.82
6	Operating Conditions	0.77	0.772	4	2.95	0.75

Dim	Factor	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items	Mean	Standard Deviation
7	Co-workers	0.81	.806	4	3.05	0.78
8	Nature of Work	0.75	0.77	4	2.94	0.42
9	Communication	0.77	0.761	4	3.58	0.70
	Job Performance					
1	Task performance scale	0.85	0.853	5	3.76	0.74
2	Contextual performance scale	0.87	0.875	8	3.60	0.81
3	Counterproductive work behavior scale	0.79	0.798	5	4.37	0.65

Overall, the reliability analysis of these dimensions indicates that the scales used are generally robust and reliable. The consistently high Cronbach's Alpha values across most dimensions suggest that the measurement tools are well-designed and effective for assessing the constructs of Emotional Intelligence, Job Satisfaction, and Job Performance. The few instances of lower reliability highlight areas where the measurement tools could be refined to improve consistency and accuracy.

4.4 Descriptive Statistics of the Study Variables

Table 4 summarises descriptive statistics for Emotional Intelligence, Job Satisfaction, and Job Performance, detailing their central tendencies, variability, and distributional characteristics. Emotional Intelligence has a mean score of 3.83 and a median of 3.88, suggesting a slight concentration of scores on the higher end. The standard deviation of 0.45 indicates moderate variability, with scores ranging from a minimum of 2.00 to a maximum of 5.00. The slight negative skewness (-0.552) implies that most employees report higher levels of emotional intelligence, while the kurtosis value (1.445) indicates a distribution that has peaked more than normal. This distribution pattern may suggest that Emotional

Intelligence is perceived as a core strength among the respondents, potentially reflecting workplace norms or self-reporting tendencies.

Job Satisfaction shows a mean of 3.24, closely aligned with a median of 3.22, indicating a balanced central tendency. A standard deviation of 0.46 reflects moderate variability, and the range spans from 1.89 to 4.42. The skewness of -0.137 suggests a nearly symmetrical distribution, with a slight leftward tilt, while the kurtosis value (-0.188) indicates a slightly flatter distribution. These findings suggest Job Satisfaction scores are relatively evenly distributed, with no significant clustering or extreme values.

Job Performance has a mean score of 3.86, with a median of 3.11, suggesting some asymmetry in the data. A standard deviation of 0.57 indicates higher variability than the other variables, with scores ranging from 1.83 to 4.94. Negative skewness (-0.514) shows a tendency for higher scores, while the kurtosis value (0.065) reflects a distribution close to normal but slightly more peaked. This pattern highlights that higher levels of Job Performance are more commonly reported, which could reflect performance-related expectations or incentives in the workplace.

The slight negative skewness in Emotional Intelligence and Job Performance indicates that higher scores are more frequent, which might affect regression assumptions, particularly the normality of residuals. This could require transformations or robust methods to account for potential prediction bias. Additionally, the leptokurtosis observed in these variables suggests that extreme values may disproportionately influence the analyses, potentially requiring robust statistical techniques. These distributional characteristics offer valuable insights into the data, suggesting that the higher prevalence of Emotional Intelligence and Job Performance might reflect organizational norms or employee self-perceptions, which could have practical implications for interpreting relationships between variables. Further discussion should explore how these patterns align with theoretical expectations and their potential impact on analysis and policy recommendations.

Table 4: Summary of Descriptive Statistics of the (Emotional Intelligence, Job
Satisfaction, Job Performance

Variable	Mean	Median	SD	Minimum	Maximum	Skewness	Kurtosis
Emotional Intelligence	3.83	3.88	0.45	2.00	5.00	-0.552	1.445
Job satisfaction	3.24	3.22	0.46	1.89	4.42	-0.137	- .188
Job performance	3.86	3.11	0.57	1.83	4.94	-0.514	0.065

Table 5 comprehensively analyses participants' Emotional Intelligence, Job Satisfaction, and Job Performance scores, categorized by various demographic and job-related variables.

For Gender, the table shows that males (N=138) have higher mean scores in Emotional Intelligence (Mean=3.92), Job Satisfaction (Mean=3.26), and Job Performance (Mean=3.92) compared to females (N=47), who score lower in Emotional Intelligence (Mean=3.57), Job Satisfaction (Mean=3.18), and Job Performance (Mean=3.67).

Analyzing Age groups, participants aged Over 50 (N=31) exhibit the highest mean scores in Emotional Intelligence (Mean=3.89), Job Satisfaction (Mean=3.23), and Job Performance (Mean=3.91). Participants aged 40-50 (N=65) follow closely behind with high scores in Emotional Intelligence (Mean=3.74), Job Satisfaction (Mean=3.21), and Job Performance (Mean=3.90). Younger participants aged 18 to less than 30 (N=26) and 30 to less than 40 (N=63) have lower scores across all three variables.

The Education Background category reveals that participants with Secondary education (N=9) have the highest mean score in Emotional Intelligence (Mean=3.97), Job Satisfaction (Mean=3.20), and Job Performance (Mean=4.04). Those with a Diploma (N=28), Bachelor's degree (N=126), and Master's degree (N=18) also score high, while PhD holders (N=4) have the lowest scores in Emotional Intelligence (Mean=3.54), Job Satisfaction (Mean=2.79), and Job Performance (Mean=3.61).

When examining job positions, managers (N=28) consistently have the highest mean scores in emotional intelligence (Mean=4.10), job satisfaction (Mean=3.62), and job performance (Mean=4.15). Team Leaders (N=44) and Employees (N=113) have lower scores, with Employees scoring the lowest across all three variables.

Participants with Working Experience of more than 15 Years (N=98) demonstrate higher scores in Emotional Intelligence (Mean=3.95), Job Satisfaction (Mean=3.28), and Job Performance (Mean=3.93). Those with 10 to 15 Years (N=36) and less than 5 Years (N=32) follow, while participants with 5 to less than 10 Years (N=19) have the lowest scores in Emotional Intelligence (Mean=3.46), Job Satisfaction (Mean=3.20), and Job Performance (Mean=3.75).

Regarding Salary, participants earning more than 1500 (N=31) have the highest mean scores in Emotional Intelligence (Mean=3.89), Job Satisfaction (Mean=3.22), and Job Performance (Mean=4.07). Those earning 501-1500 (N=128) and 260-500 (N=26) follow, with the latter group showing the lowest scores across all three variables.

In terms of Work Scope, participants in Technical roles (N=138) generally scored higher in Emotional Intelligence (Mean=3.87) and Job Performance (Mean=3.85) compared to those in Non-Technical roles (N=47), who exhibited higher Job Satisfaction (Mean=3.32) but similar scores in Emotional Intelligence (Mean=3.71) and Job Performance (Mean=3.87).

These detailed statistics provide a nuanced understanding of how demographic and job-related factors influence the participants' Emotional Intelligence, Job Satisfaction, and Job Performance. The findings highlight areas where specific groups excel or lag, offering insights that can inform targeted interventions or policies to enhance workplace satisfaction and performance.

Descriptive Statistics (Gender, Age, Education Background, Job Position, Customers Connection, Working Experience, Salary, work scope, Work environment).

Table (5): Statistics (Emotional Intelligence, Job Satisfaction, Job performance)

Variable	Category	Emotional Intelligence					Job satisfaction					Job performance				
		N	Mean	Std. Deviation	skewness	Kurtosis	N	Mean	Std. Deviation	skewness	Kurtosis	N	Mean	Std. Deviation	skewness	Kurtosis
Gender	Male	138	3.92	0.38	0.017	0.271	138	3.26	0.47	-.010	-0.421	138	3.92	0.57	-0.720	0.649
	Female	47	3.57	0.55	-0.455	0.798	47	3.18	0.44	0.668	0.440	47	3.67	0.53	-0.031	0.949
Age	18 to less than 30	26	3.21	.45142	-0.526	-0.298	26	3.21	0.45	0.257	0.934	26	3.77	0.52	-0.148	-0.620
	30 to less than 40	63	3.21	.42997	-1.120	2.433	63	3.21	0.43	-0.268	-0.037	63	3.82	0.60	-0.364	-0.669
	40-50	65	3.23	.51181	0.006	0.592	65	3.23	0.51	-0.187	-0.347	65	3.90	0.59	0.586	-0.891
	Over 50	31	3.34	.44414	0.128	-0.098	31	3.34	0.44	-0.073	-0.788	31	3.91	0.50	-0.142	-0.231
Education Background	Secondary	9	3.97	0.59	0.152	-0.580	9	3.20	0.48	0.674	0.011	9	4.04	0.31	1.042	0.206
	Diploma	28	3.87	0.36	0.210	-0.387	28	3.14	0.53	0.294	-0.277	28	3.81	0.72	-1.017	0.735
	Bachelor	126	3.84	0.46	-0.755	2.002	126	3.28	0.44	-0.114	-0.313	126	3.87	0.55	-0.311	-0.575
	Master	18	3.72	0.46	-0.492	0.244	18	3.21	0.43	-0.669	-0.226	18	3.81	0.53	0.064	0.735
	PhD	4	3.54	0.50	-1.456	2.174	4	2.79	0.63	-1.436	2.691	4	3.61	0.78	0.462	-3.010
Job Position	Employee	113	3.75	0.46	-0.635	1.508	113	3.17	0.47	-0.004	0.010	113	3.78	0.60	-0.497	0.042
	Team Leader	44	3.85	0.43	-0.456	0.874	44	3.17	0.41	-0.028	-0.250	44	3.86	0.52	-0.196	-.657

		N	Mean	Std	Skew	Kurt	N	Mean	Std	Skew	Kurt	N	Mean	Std	Skew	Kurt
	Manager	28	4.10	0.34	0.583	1.378	28	3.62	0.30	-0.176	-0.262	28	4.15	0.42	-0.244	-0.759
Working Experience	Less than 5 Years	32	3.61	0.45	-0.551	-0.567	32	3.15	0.41	0.545	1.818	32	3.68	0.47	-0.235	-1.109
	5 To less than 10 Years	19	3.46	0.58	-0.769	0.405	19	3.20	0.40	-0.048	-0.158	19	3.75	0.67	0.018	-1.240
	10 - 15 Years	36	3.89	0.37	-0.702	3.848	36	3.22	0.46	-0.414	-0.028	36	3.86	0.57	-0.677	0.028
	More than 15 Years	98	3.95	0.39	0.240	0.229	98	3.28	0.49	-0.274	-0.378	98	3.93	0.57	-0.764	1.066
Salary	260-500	26	3.61	0.45	-0.597	-0.829	26	3.15	0.41	0.658	0.757	26	3.68	0.56	-0.370	-1.497
	501-1500	128	3.46	0.58	-0.690	2.153	128	3.20	0.40	-0.228	-0.132	128	3.84	0.58	-0.504	0.269
	More than 1500	31	3.89	0.37	0.509	0.147	31	3.22	0.46	-0.293	-0.454	31	4.07	0.45	-0.360	-0.497
Work scope	Technical	138	3.87	0.43	-0.628	2.518	138	3.21	0.48	-0.065	-0.105	138	3.85	0.58	-0.654	0.184
	Non Technical	47	3.71	0.51	-0.241	0.022	47	3.32	0.42	-0.297	-0.511	47	3.87	0.53	0.046	-0.502
Work Environment	Mostly in office	113	3.93	0.34	0.15	0.54	113.00	3.27	0.47	-0.14	-0.57	113.00	3.95	0.55	-.916	1.582
	Mostly online	72	3.67	0.55	-0.29	0.46	72.00	3.19	0.45	-0.18	0.60	72.00	3.71	0.57	.026	-.963

Based on the above, multivariate analyses were conducted to ascertain the extent of these differences. Table 6 presents the results of this analysis.

Table (6): Multivariate Analysis of Emotional Intelligence, Job Satisfaction, and Job Performance

Source		Sum of Squares	Df	Mean Square	F	Sig.	Eta Squared
Gender	Emotional Intelligence	.189	1	.189	1.280	.260	.008
	Job Satisfaction	.058	1	.058	.291	.590	.002
	Job Performance	.097	1	.097	.314	.576	.002
Age	Emotional Intelligence	.738	3	.246	1.666	.177	.030
	Job Satisfaction	.126	3	.042	.211	.889	.004
	Job Performance	.888	3	.296	.957	.415	.018
Education Background	Emotional Intelligence	.509	4	.127	.863	.488	.021
	Job Satisfaction	.955	4	.239	1.203	.312	.029
	Job Performance	.555	4	.139	.449	.773	.011
Job Position	Emotional Intelligence	.195	2	.098	.662	.517	.008
	Job Satisfaction	2.995	2	1.498	7.547	.001	.086
	Job Performance	1.076	2	.538	1.740	.179	.021
Working Experience	Emotional Intelligence	.971	3	.324	2.193	.091	.040
	Job Satisfaction	.196	3	.065	.329	.804	.006
	Job Performance	.937	3	.312	1.010	.390	.019
Salary	Emotional Intelligence	.159	2	.079	.538	.585	.007
	Job Satisfaction	.351	2	.175	.883	.415	.011
	Job Performance	.049	2	.025	.079	.924	.001
Work scope	Emotional Intelligence	.387	5	.077	.524	.758	.016
	Job Satisfaction	.908	5	.182	.915	.473	.028
	Job Performance	.310	5	.062	.200	.962	.006
Work Environment	Emotional Intelligence	.839	1	.839	5.113	.025	.031
	Job Satisfaction	.103	1	.103	.524	.470	.003
	Job Performance	1.448	1	1.448	4.608	.033	.028

Table 6 indicates no statistically significant differences in Emotional Intelligence, Job Satisfaction, or Job Performance based on gender, age, educational background, working experience, salary, or work scope. However, significant differences were found in Job Satisfaction based on job position, with further analysis using the Scheffe test (detailed in Table 7) to identify the sources of these differences. Additionally, the work environment was found to significantly impact Emotional Intelligence and Job Performance, with higher scores for individuals working mostly in office

settings (arithmetic means of 3.93 and 3.95, respectively). These findings suggest that, while most demographic and work-related factors do not influence these variables, job position affects Job Satisfaction, and work environment influences Emotional Intelligence and Job Performance.

Table 7: Scheffe Test for Identifying the Sources of Differences between Job Satisfaction and Job Position

Position	Category	Mean Difference	Sig.
Employee	Team Leader	.0005	1.000
	Manager	**-.4514**	0.000
Team Leader	Employee	-.0005	1.000
	Manager	**-.4519**	0.000
Manager	Employee	**.4514**	0.000
	Team Leader	**.4519**	0.000

Table 7 reveals statistically significant differences in job satisfaction across positions, as indicated by the Scheffe Test results. Specifically, managers exhibit higher job satisfaction than both employees and team leaders. This analysis underscores the relationship between job satisfaction and job position, demonstrating that managers generally experience greater job satisfaction compared to other roles.

The studies mentioned in the previous chapters used varying sets of covariates. Furthermore, previous research indicates that demographic factors often have minimal or inconsistent effects on EI and job-related outcomes (Sy et al., 2006; Newman et al., 2010; O'Boyle et al., 2011; Jorfi et al., 2011; Gong et al., 2019). The above analyses show that our sample is relatively homogeneous in terms of demographics; only managers' job satisfaction is higher than that of the employees of Orange Jordan. However, managers represent a relatively small portion of the study population. Therefore, the exclusion of demographic information from the models of this study minimizes unnecessary complexity while preserving the study's parsimony and interpretability.

4.5 Correlation Coefficients Between Variables

The correlation coefficient was examined to show the extent to which the study variables combined were related. The correlation matrix presented in Table 8 offers detailed insight into how Emotional Intelligence (EI), Job Satisfaction (JS), and Job Performance (JP) interrelate within the study context. Each correlation coefficient, calculated using Pearson's method, quantifies the strength and direction of these relationships.

Starting with Emotional Intelligence (EI), which correlates positively with both Job Satisfaction ($r = 0.345$, $p < 0.05$) and Job Performance ($r = 0.517$, $p < 0.05$), these coefficients signify that higher levels of Emotional Intelligence tend to coincide with higher levels of Job Satisfaction and better Job Performance. This suggests that individuals who possess greater emotional awareness, regulation, and social skills are more likely to experience higher levels of job satisfaction and exhibit more effective job performance in their roles.

Job Satisfaction shows a positive correlation with both Emotional Intelligence ($r = 0.345$, $p < 0.01$) and Job Performance ($r = 0.279$, $p < 0.05$). This implies that employees who report higher levels of satisfaction with their job roles also tend to demonstrate higher Emotional Intelligence and achieve better performance outcomes. It underscores the idea that contented employees may be more emotionally attuned and consequently perform better in their job tasks. Furthermore, the correlation between Job Performance and Emotional Intelligence ($r = 0.517$, $p < 0.05$) reinforces that individuals with stronger emotional competencies are more likely to excel in their job roles, delivering superior performance outcomes. This correlation is crucial as it indicates that Emotional Intelligence might be a key predictor of job success beyond just satisfaction levels.

In summary, the correlation matrix highlights significant positive relationships among Emotional Intelligence, Job Satisfaction, and Job Performance and underscores the potential implications for organizational effectiveness and employee well-being. These findings suggest that fostering Emotional Intelligence skills among employees could lead to improved job satisfaction and enhanced performance outcomes within the workplace.

Table 8: Pearson Correlation Coefficients among Emotional Intelligence, Job Satisfaction, and Job Performance

		Emotional Intelligence	Job satisfaction	Job performance
Emotional Intelligence	**Pearson Correlation**	1	0.345**	0.517**
	Sig. (2-tailed)		0.000	0.000
	N	185	185	185
Job satisfaction	**Pearson Correlation**	0.345**	1	0.279**
	Sig. (2-tailed)	0.000		0.000
	N	185	185	185
Job performance	**Pearson Correlation**	0.517**	0.279**	1
	Sig. (2-tailed)	0.000	0.000	
	N	185	185	185

4.6 Hypothesis Testing

H1: Emotional Intelligence has a statistically significant impact on Job satisfaction.

Table 9 displays the relationship between Emotional Intelligence and Job satisfaction, and the results are presented as follows:

Table 9: Relationship between Emotional Intelligence and Job Satisfaction

Independent Variable:	R	R^2	B	SE	Beta	T	Sig
Emotional Intelligence	.345^a	.119	.352	.071	.345	4.971	.000
Dependent Variable: Job satisfaction							

The table contains the results of a regression analysis examining the relationship between emotional intelligence (independent variable) and job satisfaction (dependent variable).

The correlation between emotional intelligence and job satisfaction is .345, indicating a moderate positive relationship between the two variables. The R² value of .119 means that 11.9% of the variance in job satisfaction can be explained by emotional intelligence.

The significance level (Sig) is .000, which is much less than .05. This indicates that the relationship between emotional intelligence and job satisfaction is statistically significant. In other words, we can confidently say that emotional intelligence significantly impacts job satisfaction. The hypothesis that emotional intelligence has a statistically significant impact on job satisfaction is accepted.

Figure 13: Simple Scatter with Fit Line of Job Satisfaction by Emotional Intelligence

H2: Emotional intelligence has a statistically significant impact on job performance.

Table 10 displays the relationship between Emotional Intelligence and Job performance, and the results are presented as follows:

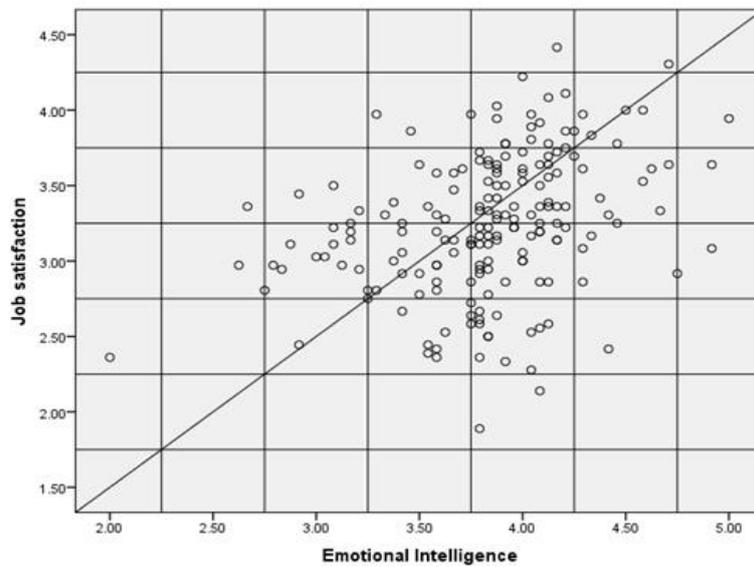*Table 10: Relationship between Emotional Intelligence and Job Performance*

Independent Variable:	R	R^2	B	SE	Beta	T	Sig
Emotional Intelligence	.517ᵃ	.267	.646	.079	.517	8.170	.000
Dependent Variable: Job performance							

The table contains the regression analysis results examining the relationship between emotional intelligence (the independent variable) and job performance (the dependent variable).

The correlation between emotional intelligence and job performance is .517, indicating a moderate to strong positive relationship between the two variables. The R² value of .267 means that 26.7% of the variance in job performance can be explained by emotional intelligence.

The significance level (Sig) is .000, which is much less than .05. This indicates that the relationship between emotional intelligence and job performance is statistically significant. In other words, we can confidently say that emotional intelligence significantly impacts job performance.The hypothesis that emotional intelligence has a statistically significant impact on job performance is accepted.

Figure 14: Simple Scatter with Fit Line of Job Performance by Emotional Intelligence
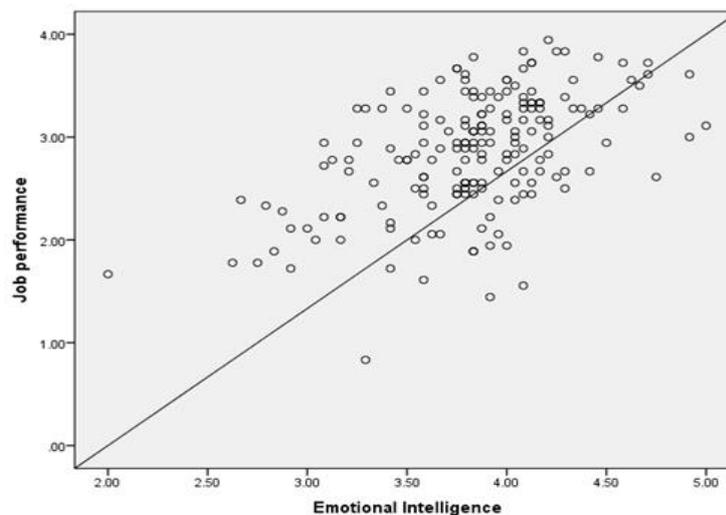
H3: Job satisfaction has a statistically significant impact on job performance.

Table 11 displays the relationship between Job satisfaction and Job performance. The results are presented as follows.

Table 11: Relationship between Job Satisfaction and Job Performance

Independent Variable:	R	R²	B	SE	Beta	T	Sig
Job satisfaction	.279ª	.078	.342	.087	.279	3.931	.000
Dependent Variable: Job performance							

Table 11 contains the regression analysis results examining the relationship between job satisfaction (independent variable) and job performance (dependent variable).

The correlation between job satisfaction and job performance is .279, indicating a weak to moderate positive relationship between the two variables. The R² value of .078 means that 7.8% of the variance in job performance can be explained by job satisfaction.

The significance level (Sig) is .000, which is much less than .05, indicating that the relationship between job satisfaction and job performance is statistically significant. In other words, we can confidently say that job satisfaction significantly impacts job performance.The hypothesis that job satisfaction has a statistically significant impact on job performance is accepted.

Figure 15: Simple Scatter with Fit Line of Job Performance by Job Satisfaction
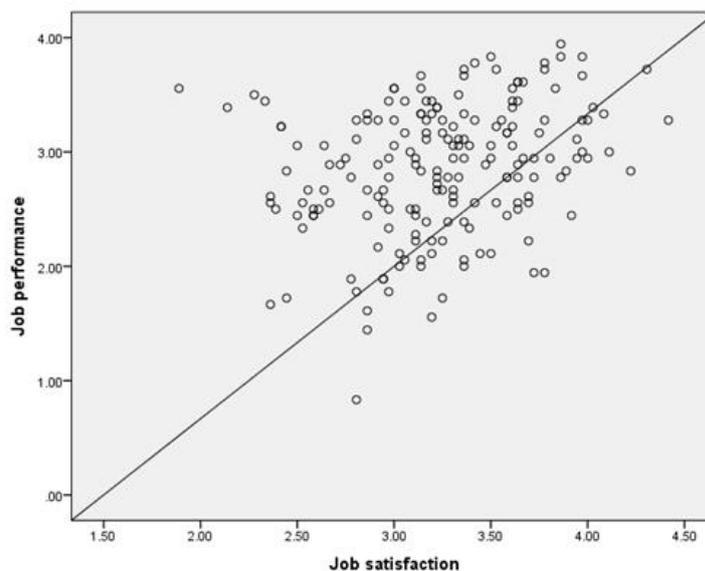
H4: The work environment moderates the relationship between emotional intelligence and job satisfaction in a way that the effect of emotional intelligence is more important in the case of employees working mostly in the office.

Table 12: Relationship between Emotional Intelligence and Job Satisfaction: Work Environment as a Moderator

	B	SE	Beta	T	Sig
work environment	.711	.589	.749	1.207	.229
Emotional Intelligence	.652	.259	.639	2.521	.013
WE*EI	.183	.153	.718	1.199	.232
a. Dependent Variable: job satisfaction					

Table 12 contains the regression analysis results that examine the moderating effect of the work environment (WE) on the relationship between emotional intelligence (EI) and job satisfaction.

The interaction between work environment and emotional intelligence (WE*EI) has a B value of 0.183 and an SE value of 0.153. That indicates a weak positive relationship between the interaction of these variables and job satisfaction. The significance level (Sig) is .232, which is greater than .05, indicating that the interaction between the work environment (WE) and emotional intelligence (EI) does not have a significant impact on job satisfaction. Therefore, the hypothesis that the work environment moderates the relationship between emotional intelligence and job satisfaction in a way that the effect of emotional intelligence is more important in the case of employees working mostly in the office is rejected.

H5: The work environment moderates the relationship between emotional intelligence and job performance in a way that the effect of emotional intelligence is more important in the case of employees working mostly in the office.

Table 13: Relationship between Emotional Intelligence and Job Performance: Work Environment as a Moderator.

	B	SE	Beta	T	Sig
work environment	.379	.658	.326	.576	.565
Emotional Intelligence	.496	.289	.397	1.716	.088
WE*EI	.077	.171	.246	.450	.653
a. Dependent Variable: Job performance					

Table 13 contains the regression analysis results that examine the moderating effect of the work environment (WE) on the relationship between emotional intelligence (EI) and job performance. The interaction between work environment and emotional intelligence (WE*EI) has a B value of .077 and an SE value of 0.171. That indicates a very weak positive relationship between the interaction of these variables and job performance. The significance level (Sig) is .653, which is greater than .05, indicating that the interaction between the work environment (WE) and emotional intelligence (EI) does not have a significant impact on job performance. Therefore, the hypothesis that the work environment moderates the relationship between emotional intelligence and job performance in a way that the effect of emotional intelligence is more important in the case of employees working mostly in the office is rejected.

H6: The work environment moderates the relationship between job satisfaction and job performance in a way that the effect of job satisfaction is more important in the case of employees working mostly in the office.

Table 14:   Relationship between Job Satisfaction and Job Performance: Work Environment as a Moderator

	B	SE	Beta	T	Sig
work environment	.201	.580	.173	.347	.729
Job satisfaction	.501	.258	.409	1.939	.054
WE*JS	.131	.178	.384	.737	.462
a. Dependent Variable: Job performance					

Table 14 contains the results of a regression analysis that examines the moderating effect of the work environment (WE) on the relationship between Job Satisfaction and job performance.

The interaction between work environment and job satisfaction (WE*JS) has a B value of .131 and an SE value of 0.178. That indicates a weak positive relationship between the interaction of these variables and job performance. The significance level (Sig) is .462, which is greater than .05, indicating that the interaction between the work environment (WE) and job satisfaction does not have a significant impact on job performance. Therefore, the hypothesis that the work environment moderates the relationship between Job satisfaction and job performance in a way that that the effect of job satisfaction is more important in the case of employees working mostly in the office is rejected.

Chapter Five: Discussion, Conclusion, and Implications

Chapter Five: Discussion, Conclusion and Implications

5.1 Introduction

This chapter marks the culmination of the investigation, presenting comprehensive answers to the research questions initially introduced in Chapter 1. The strength and significance of the findings are rigorously assessed, emphasizing their substantial contributions to theoretical frameworks, knowledge advancement, and practical applications. The limitations encountered during the study are critically examined, and avenues for future research to address gaps in the current literature are proposed. Furthermore, this chapter provides a reflective analysis of the research journey, detailing the methodologies employed, personal insights gained, and the challenges overcome throughout the investigative process. This exploration offers a nuanced understanding of the research outcomes, highlighting achievements and opportunities for further scholarly exploration.

5.2 Judging the Hypothesis

A simple linear regression analysis was conducted to investigate the interplay between emotional intelligence, job performance, and job satisfaction and assess the impact of the environment on these relationships among Orange Jordan employees. The hypothesis results are shown in Table 15:

Table 15: Hypothesis Results

No,	Hypothesis	Results
Hypothesis 1	*Emotional Intelligence has a statistically significant impact on job satisfaction.*	*Accepted*
Hypothesis 2	*Emotional Intelligence has a statistically significant impact on job performance.*	*Accepted*
Hypothesis 3	*Job satisfaction has a statistically significant impact on job performance.*	*Accepted*
Hypothesis 4	*The work environment moderates the relationship between emotional intelligence and job satisfaction in a way that the effect of emotional intelligence is more important in the case of employees working mostly in the office.*	*Rejected*

Hypothesis 5	*The work environment moderates the relationship between emotional intelligence and job performance in a way that the effect of emotional intelligence is more important in the case of employees working mostly in the office.*	***Rejected***
Hypothesis 6	*The work environment moderates the relationship between job satisfaction and job performance in a way that the effect of job satisfaction is more important in the case of employees working mostly in the office.*	***Rejected***

Hypothesis 1: Emotional Intelligence has a statistically significant impact on job satisfaction

Emotional Intelligence (EI) has a statistically significant impact on job satisfaction. Data analysis reveals a notable positive correlation between EI and job satisfaction. The correlation coefficient between emotional intelligence and job satisfaction is 0.345, indicating a moderate positive relationship between the two variables. The R^2 value of .119 means that 11.9% of the variance in job satisfaction can be explained by emotional intelligence. The significance level (Sig) is .000, much less than .05. This indicates that the relationship between emotional intelligence and job satisfaction is statistically significant. This finding is consistent with previous research highlighting the positive effects of emotional intelligence on job satisfaction (e.g. Sy et al.,2006; Thiruchelvi & Supriya, 2009; Alnidawy,2015; Vratskikh et al.,2016; Korankye & Amakyewaa, 2021; Abebe & Singh,2023).

In addition, organizational practices at Orange Jordan contribute to this relationship by fostering a workplace culture that promotes emotional intelligence among employees. Over recent years, the company has implemented managerial strategies, such as regular feedback sessions, stress management workshops, leadership development programs, open-door policies for transparent communication, and team-building activities. These initiatives, supported by top management, have helped employees enhance their emotional regulation, empathy, and interpersonal skills. As a result, these cultivated EI skills have reinforced the

positive association with job satisfaction, ensuring that employees perform effectively and experience high levels of engagement and fulfillment at work.

Further supporting this impact, Jordanian cultural values—characterized by high power distance and collectivism—emphasize the importance of EI in fostering job satisfaction. In Jordan's cultural setting, emotional intelligence plays a central role in maintaining interpersonal harmony and upholding hierarchical structures. Employees in this context tend to prioritize group cohesion, loyalty, and harmonious relationships. Consequently, these cultural values highlight the relevance of EI, as employees manage their emotions to support a positive, collaborative work environment.

Hypothesis 2: Emotional Intelligence has a statistically significant impact on job performance

Emotional Intelligence (EI) has a statistically significant impact on job performance. Data analysis reveals a notable positive correlation between EI and job performance. The correlation coefficient between emotional intelligence and job performance is 0.517, indicating a moderate to strong positive relationship between the two variables. The R^2 value of .267 means that 26.7% of the variance in job performance can be explained by emotional intelligence. The significance level (Sig) is .000, much less than .05. This indicates that the relationship between emotional intelligence and job performance is statistically significant. In other words, we can confidently say that emotional intelligence significantly impacts job performance. This finding is consistent with previous research highlighting the positive effects of emotional intelligence on job performance (e.g. Wong & Law,2002; Côté & Miners,2006; Qiong,2008; Yao et al.,2009; O'Boyle et al.,2011; Farh et al., 2012; Gong et al., 2019; Grobelny et al., 2021; Selasse, 2022; Koutsioumpa, 2023).

It's worth noting that the empirical evidence from similar studies supports this conclusion. For instance, Shahzad et al. (2011) found that social awareness and relationship management, key components of EI, were positively related to employee performance in the telecom sector of Pakistan. This alignment with existing research provides a robust foundation for the hypothesis, reinforcing its validity (Shahzad et al., 2011). Koutsioumpa (2023) found that team EI significantly influences team performance and knowledge-sharing behavior, underscoring the importance of EI in collaborative settings. This highlights the collective benefits of high EI in improving overall team dynamics (Koutsioumpa, 2023).

Furthermore, EI contributes to operational efficiency by improving employee satisfaction and loyalty. Ansari et al. (2016) demonstrated that EI leads to better internal performance, as emotionally intelligent employees are more committed and engaged. This enhanced commitment and engagement result in improved productivity and operational efficiency within the company, reinforcing the positive impact of EI on organizational performance (Ansari et al., 2016). Moreover, managers with high EI are more effective in leading their teams, fostering a positive work environment, and driving better performance outcomes. Studies by Farh et al. (2012) have shown that leaders with high EI can enhance team performance, especially in complex managerial environments. This leadership effectiveness further supports the critical role of EI in improving job performance and organizational success (Farh et al., 2012).

The result can also be related to Orange Jordan's strategy to improve the work environment, which included focusing on internal training programs for all employees. These programs led to various positive outcomes, including enhancing Emotional Intelligence (EI) among employees. Moreover, managers with high EI created positive work environments and retained talent, while performance metrics showed that employees with higher EI received better performance ratings and promotions. These efforts by Orange Jordan's management significantly reinforced the link between EI and employee job performance. These reasons collectively support the acceptance of the hypothesis demonstrating that fostering EI within the workforce can lead to substantial improvements in job performance and overall organizational outcomes in Orange Jordan.

Hypothesis 3: Job satisfaction significantly impacts job performance (Hypothesis 3)

Job Satisfaction has a statistically significant impact on job performance. Data analysis reveals a notable positive correlation between Job Satisfaction and job performance. The correlation coefficient between Job Satisfaction and job satisfaction is 0.279, indicating a weak to moderate positive relationship between the two variables. The R^2 value of .078 means that 7.8 % of the variance in job performance can be explained by Job Satisfaction. The significance level (Sig) is .000, which is much less than .05. This indicates that the relationship between Job Satisfaction and job satisfaction is statistically significant. In other words, we can confidently say that Job Satisfaction significantly impacts job performance. This finding is consistent with previous research highlighting the positive effects of job satisfaction on job performance, including studies including studies by Sekaran (1989), Petty

et al. (1984), Judge et al. (2001), Latif et al. (2013), Platis et al. (2015), Jalal and Zaheer (2017), and Omar et al. (2020).

The result can be attributed to Orange Jordan's commitment to enhancing employee job satisfaction through various strategic initiatives. By investing in development programs, the company has provided employees with opportunities for growth and advancement, improving job satisfaction and equipping them with the skills necessary to excel in their roles. Additionally, the company has emphasized effective leadership and management practices, where managers foster open communication, provide regular feedback, and recognize employee achievements that significantly contribute to higher job satisfaction. Furthermore, Orange Jordan has introduced initiatives to improve work-life balance, such as flexible working hours and wellness programs. These initiatives have enabled employees to manage their personal and professional lives better, resulting in higher satisfaction levels. The company's interest in increasing employee satisfaction has significantly improved their job performance.

Hypothesis 4: The work environment moderates the relationship between emotional intelligence and job satisfaction in a way that the effect of emotional intelligence is more important in the case of employees working mostly in the office.

The analysis shows that the working environment has no moderating effect on the relationship between Emotional Intelligence (EI) and job satisfaction. So, at Orange Jordan, the working environment, whether online or in the office, does not affect the relationship between emotional intelligence and job satisfaction among the company employees. The analysis shows that the interaction between the work environment (WE) and emotional intelligence (EI) does not significantly impact job satisfaction, where the significance level (Sig) is 0.232, which is greater than 0.05. That indicates that the interaction effect between the work environment (WE) and emotional intelligence (EI) is not statistically significant on job satisfaction. Therefore, the hypothesis that the work environment moderates the relationship between emotional intelligence and job satisfaction in a way that the effect of emotional intelligence is more important in the case of employees working mostly in the office is rejected.

This hypothesis is rejected due to several key reasons supported by research findings. Firstly, studies have shown that EI consistently positively impacts job satisfaction across different

work environments, including office and remote settings. Research conducted in Jordan's public sector found that EI positively correlates with job satisfaction regardless of the work environment. This suggests that the benefits of EI in enhancing job satisfaction are robust and not significantly influenced by whether employees work in an office or remotely (Vratskikh et al., 2016).

In the telecom sector specifically, a study by Alfaouri and Tahat (2020) examined the influence of EI on leadership styles within Jordanian telecom companies, including Orange Jordan. The research demonstrated that EI is crucial for democratic and autocratic leaders in influencing their work environment and employee satisfaction. This indicates that the impact of EI on job satisfaction is significant across various leadership styles and work settings within the telecom industry (Alfaouri & Tahat, 2020). Furthermore, Suifan et al. (2015) investigated the effect of managers' EI on employees' job satisfaction in Jordan's insurance industry, which shares similarities with the telecom sector regarding organizational dynamics. The study found that managers' EI positively affects employees' job satisfaction for both high and low EI employees, indicating that the work environment does not significantly moderate this relationship (Suifan et al., 2015).

Additionally, Alzyoud et al. (2019) studied the hospitality industry in Jordan and found that job satisfaction mediates the relationship between leaders' EI and employee retention. This suggests that the work environment does not uniquely enhance the EI-job satisfaction relationship in office settings alone. The consistency of these findings across different sectors, including the telecom industry, supports rejecting the hypothesis (Alzyoud et al., 2019). Moreover, in Orange Jordan Telecom, employees with high EI demonstrate adaptability to both office and remote work settings. Their ability to manage stress, maintain motivation, and build positive relationships remains effective regardless of the physical work environment. This adaptability is crucial in a dynamic industry like telecom, where employees often need to work in various settings and under different conditions.

In this context, it is important to recognize Jordan's collectivist culture, which emphasizes group harmony and interpersonal relationships. This cultural characteristic is pertinent in both office and remote work environments. Emotional intelligence (EI) enhances team cohesion, empathy, and collaboration, which are essential for job satisfaction. Employees can experience a strong sense of community and support even in remote work settings through virtual interactions and team-building activities. This cultural aspect supports the

idea that the working environment does not significantly moderate the relationship between EI, job satisfaction, and performance (Hofstede, 2024)

The results may also be attributed to Orange Jordan's robust integration of advanced digital communication tools, which the company has heavily invested in over recent years. These tools, used alongside those of other telecom companies, facilitate seamless communication, collaboration, and support across office and remote work environments. This ensures consistency and enables workplaces to effectively foster emotional intelligence (EI), thereby positively influencing employees' job satisfaction, regardless of location. The robust and consistent influence of EI on job satisfaction, the adaptability of EI skills across different work environments, and the significant role of managerial EI all contribute to the understanding that the working environment does not significantly moderate the relationship between EI and job satisfaction for Orange Jordan Telecom employees. The benefits of EI are evident and impactful across both office and remote work settings, ensuring consistent positive impacts on job satisfaction.

Hypothesis 5. The work environment moderates the relationship between emotional intelligence and job performance in a way that the effect of emotional intelligence is more important in the case of employees working mostly in the office.

The analysis shows that the working environment has no moderating effect on the relationship between Emotional Intelligence (EI) and job performance. So, at Orange Jordan, the working environment, whether online or in the office, does not affect the relationship between emotional intelligence and job performance among the company employees. The interaction between the work environment (WE) and emotional intelligence (EI) does not significantly impact job performance, where the significance level (Sig) is 0.653, which is greater than 0.05. That indicates that the interaction effect between the work environment (WE) and emotional intelligence (EI) is not statistically significant on job performance. Therefore, the hypothesis that the work environment moderates the relationship between emotional intelligence and job performance in a way that the effect of emotional intelligence is more important in the case of employees working mostly in the office is rejected. The rejection of this hypothesis is due to several key reasons supported by research findings as follows:

Some recent studies have provided evidence that challenges the notion that the office environment plays a more significant moderating role in the relationship between emotional intelligence and job performance than remote work settings. Warrier et al. (2021) conducted a study examining the role of emotional intelligence as a moderator for virtual communication and decision-making effectiveness during the COVID-19 crisis. Their findings revealed that emotional intelligence was critical in enhancing decision-making effectiveness in virtual environments. This suggests that the capabilities associated with emotional intelligence are equally valuable, if not more so, in remote work settings where traditional communication cues are absent (Warrier et al., 2021). Furthermore, Howe and Menges (2021) explored how remote work mindsets predict emotions and productivity in home offices. They discovered that individuals with higher emotional intelligence were better at managing their emotions and maintaining productivity in a remote work setting. This study underscores the adaptability of emotionally intelligent individuals to remote work environments, thereby challenging the hypothesis that the office environment is more critical for leveraging emotional intelligence (Howe & Menges, 2021).

Additionally, George et al. (2022) highlighted that remote work can increase productivity but might decrease the meaningfulness of work activities. Their research emphasizes that emotionally intelligent individuals can effectively manage this balance, maintaining productivity and a sense of meaning in their work. This finding further supports the rejection of the hypothesis that the office environment is more crucial in moderating the relationship between emotional intelligence and job performance. Also, Robinson et al. (2023) examined the relationship between work-related emotional intelligence and organizational citizenship behaviors in remote settings. Their findings indicate that emotional intelligence significantly contributes to non-mandatory behaviors that support organizational functioning in remote work environments. This further supports the idea that emotional intelligence is equally, if not more, important in remote settings compared to traditional office environments (Robinson et al., 2023).

Lastly, the rise of advanced communication technologies has bridged the gap between remote and in-office work environments. Tools like video conferencing, instant messaging, and collaborative software enable employees to maintain high levels of interaction and engagement like those in traditional office settings. As a result, the contextual differences between online and office environments have diminished, making emotional intelligence

equally relevant in both settings. In conclusion, these studies collectively provide strong evidence that emotional intelligence plays a vital role in office and remote work environments. Emotional intelligence is critical in enhancing job performance across various working environments at Orange Jordan.

Hypothesis 6. The work environment moderates the relationship between job satisfaction and job performance in a way that the effect of job satisfaction is more important in the case of employees working mostly in the office

The analysis shows that the working environment has no moderating effect on the relationship between Job satisfaction and performance. So, at Orange Jordan, the working environment, whether online or in the office, does not affect the relationship between job satisfaction and job performance among the company employees. The interaction between the work environment (WE) and Job satisfaction does not significantly impact job performance, where the significance level (Sig) is 0.462, which is greater than 0.05. That indicates that the interaction effect between the work environment (WE) and Job satisfaction is not statistically significant on job performance. Therefore, the hypothesis that the work environment moderates the relationship between Job satisfaction and job performance in a way that the effect of job satisfaction is more important in the case of employees working mostly in the office is rejected. The rejection of this hypothesis is due to several key reasons supported by research findings as follows:

Equal Impact Across Different Environments at Orange Jordan

Job satisfaction has been shown to positively impact performance for both remote and office-based employees at Orange Jordan. The company's investment in creating efficient and supportive work environments for all employees ensures that job satisfaction influences performance equally across different settings. Remote employees have access to the same resources, training, and support as their office-based counterparts, reducing the perceived importance of the office environment in moderating this relationship (Loignon et al., 2022

Advancements in Remote Work Technologies at Orange Jordan

Orange Jordan has invested heavily in technology and communication tools that enable remote workers to communicate, collaborate, and perform their tasks efficiently. Tools such as Microsoft Teams, Zoom, and other collaborative software platforms have bridged the gap

between remote and office work, allowing remote employees to maintain high job satisfaction and performance levels. This technological infrastructure ensures that the physical location of the work environment is less critical in moderating the relationship between job satisfaction and job performance (Rasheed et al., 2023).

Strong Organizational Culture and Policies at Orange Jordan

Orange Jordan's strong organizational culture and supportive policies significantly enhance job satisfaction and performance, regardless of the work environment. The company's policies that promote work-life balance, provide professional development opportunities, and support employee well-being are applied uniformly to remote and office-based employees. This organizational support helps ensure that job satisfaction leads to high performance, regardless of the physical work environment, diminishing the relative importance of the office setting in moderating this relationship (Drewniak et al., 2023).

Flexibility and Work-Life Balance Provided by Orange Jordan

Orange Jordan offers significant flexibility and support for work-life balance, which are key contributors to job satisfaction. Remote work options, flexible schedules, and wellness programs help employees effectively manage their personal and professional responsibilities. This balance leads to high job satisfaction and performance across remote and office environments, making the physical work location less relevant as a moderating factor. Employees who can balance their work and personal lives are generally more satisfied and productive, whether remotely or in the office (Rañeses et al., 2022).

Individual Differences and Preferences Among Orange Jordan Employees

Employees at Orange Jordan have diverse preferences and personalities that influence how job satisfaction affects their performance. Some employees may prefer the social interaction and structure of office work, while others thrive in the flexibility and autonomy of remote work. Recognizing and accommodating these individual differences helps Orange Jordan to tailor its strategies to enhance job satisfaction and performance across its workforce, reducing the need for the office environment to play a more critical moderating role (Başol & Comlekci, 2022).

Effective Remote Work Practices at Orange Jordan

Orange Jordan has implemented effective remote work practices that support high job satisfaction and performance. Regular virtual meetings, clear communication channels, and access to necessary resources ensure remote employees remain engaged and productive. These practices help mitigate the challenges of remote work and support job satisfaction and performance, making the moderating role of the office environment less significant. The company's ability to adapt to remote work needs ensures that remote and office-based employees can achieve high performance (Loignon et al., 2022).

The rejection of the hypothesis that the working environment moderates the relationship between job satisfaction and job performance, especially for office-based employees at Orange Jordan, can be attributed to the equal impact of job satisfaction on performance across different environments, technological advancements, organizational solid support, flexibility, individual preferences, and effective remote work practices that orange Jordan possess. These factors collectively reduce the significance of the physical work environment in moderating the job satisfaction-performance relationship at Orange Jordan.

5.3 Conclusion

Emotional Intelligence (EI) is pivotal in modern organizations, significantly impacting employee performance and job satisfaction. By fostering an environment where emotional awareness and regulation are prioritized, organizations can enhance teamwork, leadership effectiveness, and overall workplace harmony. Employees with high EI are better equipped to handle stress, communicate effectively, and navigate the complexities of interpersonal relationships. This, in turn, leads to higher job satisfaction, as employees feel understood, valued, and supported. The interplay between EI, job satisfaction, and performance is crucial, as satisfied employees are more motivated and productive. Thus, integrating EI into organizational culture improves individual and team performance, creating a more resilient and adaptable workforce.

This study aimed to understand the relationships between emotional intelligence, job satisfaction, and job performance at Orange Jordan, a leading telecom operator in Jordan. The research focused on assessing how varying levels of EI among employees influenced their job performance and overall satisfaction. It sought to determine whether employees with higher EI exhibited better job performance and greater job satisfaction than their peers with lower EI. Furthermore, the study examined the role of job satisfaction in enhancing job

performance, analyzing whether more satisfied employees consistently perform better. By exploring these dynamics and assessing the impact of the work environment (online/office) on these relationships, the research provided valuable insights into how the organization can improve job satisfaction and performance, ultimately benefiting both employees and the company.

The findings indicated that enhancing EI within the organization could significantly improve job satisfaction and performance. Notably, job satisfaction has a significant impact on job performance. Additionally, according to the study results, the work environment did not impact the relationship between emotional intelligence, job satisfaction, and job performance. These insights will assist Orange Jordan in developing targeted strategies to foster a more emotionally intelligent workforce, enhancing overall organizational effectiveness . Furthermore, this research addressed a significant gap related to these critical topics for Orange Jordan, laying the groundwork for future advancements and innovations in human resource management and organizational development. The study's outcomes can serve as a foundation for Orange Jordan to implement EI training programs, create supportive work environments, and adopt policies that enhance employee satisfaction and performance in both online and office settings.

Moreover, the research underscores the importance of continuous evaluation and adaptation of EI initiatives to meet evolving organizational needs. As the telecom industry in Jordan continues to grow and change, Orange Jordan can leverage these findings to stay ahead of industry trends, ensuring that their workforce remains engaged, satisfied, and high-performing. By prioritizing EI and its associated benefits, Orange Jordan can maintain a competitive edge, foster a positive corporate culture, and drive long-term success.

5.4 Implications

5.4.1 Practical implications and recommendations.

This study has several practical implications and recommendations for orange Jordan, which can be summarized in the following points:

1- **Promotion of Emotional Intelligence Development Programs**:

Implement comprehensive EI training programs tailored for the telecom industry, focusing on the specific needs of Orange Jordan. These programs should include workshops, coaching sessions, and regular assessments to foster self-awareness, self-regulation, social skills, empathy, and motivation among employees, particularly those in customer service, technical support, and management roles.

2- Integration of Emotional Intelligence in Leadership Training:

Develop an EI-centric leadership approach by training leaders at Orange Jordan to manage their own emotions and those of their employees effectively. This approach is crucial for handling the high-stress situations typical in telecom operations, such as network outages or high customer demand periods, thereby enhancing job performance and satisfaction.

3- Leadership Adaptability to Environmental Factors:

Ensure managers at Orange Jordan are skilled at adjusting their leadership styles based on different contexts, such as remote work, high-pressure customer service environments, and technical emergencies. Tailor strategies to maintain high performance and satisfaction levels, particularly during rapid technological change or market competition.

4- Promoting a Positive Organizational Culture:

Cultivate a culture at Orange Jordan that values emotional well-being, open communication, and mutual support. Implement policies that promote work-life balance, provide mental health support, and recognize emotionally intelligent behaviors, fostering a supportive environment crucial for employee retention and satisfaction.

5- Regular Monitoring and Feedback Mechanisms:

Implement feedback mechanisms tailored to the telecom industry, such as employee surveys and performance reviews. Use this feedback to refine EI training programs, adjust environmental interventions, and ensure continuous improvement, aligning with the dynamic needs of Orange Jordan.

6- Encouraging Social Support Networks:

Encourage the development of social support networks within Orange Jordan. Promote mentorship programs, team-building activities, and peer support groups to enhance emotional and social skills, which is especially important for teams handling high customer interaction and technical challenges.

7- Fostering Continuous Learning and Development:

Provide continuous learning opportunities related to EI for employees at all levels within Orange Jordan. This includes regular workshops, seminars, and e-learning modules focusing on handling customer interactions, managing stress, and fostering teamwork. Investing in emotional development can lead to sustained job performance and satisfaction, which is crucial for the company's growth and stability in the competitive telecom market.

8- Leveraging Technology to Enhance EI Initiatives:

Utilize advanced technology to support EI initiatives at Orange Jordan. This includes AI-driven platforms for emotion recognition and feedback, online training programs, and virtual team-building activities. Technology can provide scalable and efficient ways to enhance EI across the organization, particularly in remote or hybrid work setups common in the telecom sector.

9- Targeted Satisfaction Improvement Programs Across Employee Categories:

Develop tailored employee engagement programs that address the unique needs and challenges of employees, team leaders, and managers. By focusing on the specific factors contributing to higher job satisfaction among managers, such as autonomy, decision-making authority, or recognition, these programs can be customized to uplift the satisfaction levels of other employee categories.

10- Conducting In-Depth Analysis of Satisfaction Drivers:

Conduct a detailed investigation to identify why managers exhibit higher satisfaction levels. Utilize qualitative methods such as interviews or focus groups with managers, team leaders, and employees to uncover key differences in workplace experiences, opportunities, and stressors.

11-Enhancing Job Satisfaction to Drive Incremental Performance Gains

To maximize job satisfaction's low impact on performance. Orange Jordan should focus on initiatives like employee recognition, open communication, and professional growth opportunities. Addressing workplace stressors through flexible work and wellness programs can further enhance satisfaction. While the effect size is modest, its cumulative impact across a large workforce can improve service consistency and productivity. Incremental gains in satisfaction stabilize performance and foster a more engaged workforce. These strategies create a supportive environment where employees feel valued, driving better outcomes. Even minor improvements in satisfaction can have meaningful long-term benefits for organizational success.

By implementing these customized recommendations, Orange Jordan can enhance the emotional intelligence of its employees, leading to improved job performance and satisfaction while ensuring that the work environment supports these positive outcomes specific to its role as a leading telecom operator in Jordan. Additionally, these recommendations will help address the observed disparity where managers exhibit higher job satisfaction than employees and team leaders, fostering a more balanced and inclusive sense of fulfillment across all levels of the organization.

5.4.2 Theoretical implications

This study has several theoretical implications, which can be summarized in the following points:

1. **Expanding Emotional Intelligence Applications in the Telecom Sector:** This study elucidates the significant positive impact of emotional intelligence (EI) on job performance and job satisfaction among employees at Orange Jordan, a leading telecom operator. It extends the existing literature by affirming that EI is crucial in general organizational settings, specifically within the telecom industry. Given telecom operations' dynamic and customer-centric nature, this highlights the necessity for future research to explore EI's role in other specialized areas within the telecom sector. Future studies should investigate the differential impacts of EI components (e.g., self-awareness, self-regulation, social skills) on job outcomes specific to telecom roles such as customer service, technical support, and sales to enhance the theoretical understanding of EI at Orange Jordan.

2. **Unveiling Psychological Pathways of Emotional Intelligence Impact:** By examining the moderating effect of the work environment at Orange Jordan, this study contributes to a more detailed understanding of the psychological mechanisms through which EI influences job performance and satisfaction. The findings suggest that EI's effectiveness remains stable across varying environmental conditions, underscoring its robustness. Future research should consider expanding theoretical models to incorporate additional psychological factors, such as stress resilience, motivation, and adaptability, which are crucial in high-stress roles typical of telecom. Integrating these factors could provide deeper insights into the mechanisms through which EI operates, particularly in challenging, high-interaction roles at telecom operators like Orange Jordan.

3. **Integrating Emotional Intelligence in Human Resource Development Theories:** The study underscores the theoretical importance of EI within human resource (HR) theories at Orange Jordan by showing that EI development enhances job performance and satisfaction. This informs theoretical models of HR development and organizational behavior tailored to the telecom sector. Future theoretical frameworks in HR management at Orange Jordan should incorporate EI as a core component, emphasizing its role in employee development and organizational success in a high-tech, high-stress environment. Furthermore, future research should theorize the long-term effects of EI enhancement on career progression and organizational stability within the fast-evolving telecom industry.

4. **Refining Emotional Intelligence Models for Industry-Specific Insights:** The study supports existing theories on the positive impact of EI on organizational performance while offering new insights specific to the telecom sector in Jordan. It highlights the need for more nuanced theoretical models considering industry-specific factors such as rapid technological advancements, high customer service demands, and competitive pressures. Future theoretical models should include cross-cultural comparisons to understand how cultural contexts influence the relationship between EI and job outcomes in the telecom industry, thereby developing culturally sensitive EI frameworks for global telecom operators like Orange Jordan.

5. **Extending Emotional Intelligence Research Across Global Regions:** By focusing on Orange Jordan, this research contributes to the geographical expansion of EI studies, traditionally concentrated in Western contexts. It underscores the relevance of EI in diverse cultural and industrial settings, advocating for broader geographical

coverage in future EI research within the telecom sector. Future research should include comparative studies in various Middle Eastern countries and other regions with distinct cultural dynamics to broaden the theoretical understanding of EI's impact. Such research would inform the development of culturally nuanced EI models that reflect regional variations and enhance their practical relevance for telecom operators operating in unique cultural and operational landscapes.

6. **Evaluating Organizational Culture and Long-Term Emotional Intelligence Effects:** The findings suggest that the organizational culture at Orange Jordan significantly influences how EI affects job performance and satisfaction. Future research should examine specific elements of organizational cultures, such as innovation, customer focus, and teamwork, that interact with EI to influence job outcomes, providing deeper theoretical insights into the mechanisms through which organizational culture and EI together shape employee behavior in a telecom setting. Additionally, longitudinal studies could track EI development over time, assessing its sustained impact on job outcomes and its evolution as Orange Jordan and similar organizations adapt to industry changes. The development of dynamic EI models that account for both temporal changes and cultural influences would greatly enrich EI theories, particularly for sectors like telecom that are highly adaptive and subject to constant technological evolution.

5.5 Research Limitation

The proposed research limitations for this research can be summarized as follows:

1. Geographical and Sector-Specific Limitation

This study is geographically focused on the Telecom sector in Jordan, specifically on employees at Orange Jordan. While the findings provide valuable insights into this context, they may not be generalizable to other geographical regions or industry sectors. Therefore, further research in different locations and across various industries would be beneficial to validate and extend these findings.

2. Subjectivity of Perception-Based Data

The research relies on employees' self-reported perceptions of their emotional intelligence, job performance, job satisfaction, and environmental factors. Such perceptions are inherently

subjective and may not fully capture the objective reality of these constructs. Future research could enhance the validity of the results by incorporating more objective measures, such as third-party evaluations or psychometric assessments of emotional intelligence.

3. Potential Bias in Self-Reported Data

This study utilizes self-reported survey data, which may be susceptible to social desirability and recall biases. Participants might over-report positive behaviors and attitudes or not accurately remember past events. Future studies could address this limitation by triangulating survey data with other sources, such as performance metrics, peer evaluations, or direct observations.

4. Absence of Qualitative Data

The study primarily employs quantitative methods to analyze the relationships between emotional intelligence, job performance, job satisfaction, and environmental factors. While quantitative analysis provides valuable numerical insights, it may not fully capture the complexity and depth of these phenomena. Future research should consider incorporating qualitative methods, such as interviews or focus groups, to gain a richer and more nuanced understanding of these relationships.

5. Cross-Sectional Study Design

The research design is cross-sectional, meaning data were collected simultaneously. This design limits the ability to draw causal inferences about the relationships between emotional intelligence, job performance, job satisfaction, and environmental factors. Longitudinal studies, which follow participants over time, would be valuable for examining the causal dynamics and changes in these relationships.

6. Limited Scope of Environmental Factors

The study investigates the moderating influence of the environment on the relationship between emotional intelligence and job outcomes, explicitly considering whether the environment is online or office-based. Future research could broaden the scope by incorporating additional environmental variables, such as organizational culture, leadership

styles, and team dynamics, to offer a more comprehensive understanding of these moderating effects.

5.6 Direction for Future Research

Future research should continue to explore the differential impacts of emotional intelligence (EI) components on job performance and satisfaction within the telecom sector and other specialized industries. While this study highlights the overall positive effects of EI, a more granular analysis could reveal which elements of EI (such as self-awareness, self-regulation, and social skills) are most influential in driving positive job outcomes. Such research could inform the development of targeted EI training programs, enhancing their effectiveness and efficiency by focusing on the most impactful aspects of EI. Additionally, investigating the interactions between these EI components and various job roles within the telecom sector could provide more tailored insights for organizational development.

Another promising avenue for future research involves integrating additional psychological variables, such as motivation, stress, and resilience, into the study of EI and job outcomes. Understanding how these variables interact with EI and environmental factors could provide a more comprehensive picture of the psychological mechanisms at play. For example, examining how stress moderates the relationship between EI and job performance could reveal critical insights into how employees with high EI manage work-related stress more effectively. Longitudinal studies that track these interactions over time would be particularly valuable, as they could reveal the dynamic nature of these relationships and how they evolve in response to changes in the work environment and organizational culture.

Cross-cultural research is another critical direction for future studies. Given that this study focuses on Orange Jordan, expanding research to include comparative studies across different countries and cultural contexts could enhance the generalizability of the findings. Such research could investigate how cultural factors influence the effectiveness of EI in improving job performance and satisfaction, leading to the development of culturally sensitive EI frameworks. Moreover, exploring the role of organizational culture in different cultural settings could provide deeper insights into how cultural nuances shape the interaction between EI and job outcomes. This would broaden the geographical scope of EI research and contribute to a more global understanding of EI's impact in diverse work environments

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Appendix (A): Study Survey

Dear participant,

Thank you for considering participating in our research questionnaire. This questionnaire aims to gather feedback to evaluate the impact of emotional intelligence on the performance of the employees, in addition to knowing how happy and productive people are in different types of jobs. Your responses will be used solely for research purposes, and your privacy is our top priority. No personal information, including your name, is required. Your valuable insights will significantly contribute to advancing knowledge in our field. Thank you for your time and input.

Thank you

Asad Ayoub

Personal demographics

1- **Gender:**   ☐ Male   ☐ Female

2- **Age**:   ☐ 18 to less than 30 ☐ 30 to less than 40   ☐ 40 to 50   ☐ Above 50

3- **Educational Background:**   ☐ Secondary school   ☐ Diploma   ☐Bachelor's degree ☐ Master   ☐ Ph.D.

4- **Work in**   ☐ Orange   ☐ Zain ☐ Umnaih ☐ Other(……)

5- **Current Job Position:**   ☐ Employee ☐ Team Leader ☐ Manager

6- **Work Field** : ☐ Technical Sector   ☐ Sales Sector ☐ Marketing Sector ☐ Financial Sector

 ☐ HR   ☐ Other (……)

7- **Work Nature during the last 3 Years:**

 ☐ 100% on line (at home)

 ☐ 100 % in office

 ☐ More than 50 % of work in office

 ☐ More than 50 % of work at Home

8- **How long have you been working for this organization?**

☐ Less than 5 years ☐ 5 – less than 10 years ☐ 10–15 ☐ above 15 years

9- **Monthly Salary?**

☐ 260 JD - 500 JD ☐ 501 JD - 1500 JD ☐ More than 1500 JD

Phrase	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1- I can accurately identify a range of emotions that I feel from day to day.					
2- At work, I can instantly tell when someone is frustrated with me.					
3- I can usually imagine what another person is feeling.					
4- I have no difficulty figuring out how much passion to demonstrate about an issue at work.					
5- I can usually tell how someone is feeling even though his/her facial expression may conflict with his/her body language.					
6- I have no difficulty identifying how a person really feels about an issue despite what he/she says.					
7- I feel I am being paid a fair amount for the work I do.					
8- Raises are too few and far between					
9- I feel unappreciated by the organization when I think about what they pay me.					
10- I feel satisfied with my chances for salary increases.					
11- I often prioritize my work tasks according to how strongly I feel about the importance of each task.					
12- I often use my excitement about a work project to focus the efforts of others involved with the project.					
13- I often use how I feel about a problem to define the attention I give to it.					
14- I listen to the feelings of other people in establishing priorities.					
15- I deliberately attempt to create a feeling conducive to effective problem solving when meeting with clients or coworkers.					
16- In deciding to go forward with a decision, I always consider how other people may feel about it.					
17- There is really too little chance for promotion on my job.					

18- Those who do well on the job stand a fair chance of being promoted.					
19- People get ahead as fast here as they do in other places.					
20- I am satisfied with my chances for promotion					
21- When a coworker of mine performs poorly on a project, I can usually recognize whether he or she feels angry, embarrassed, guilty, or some other feeling (e. G. "wounded pride").					
22- I can watch other people interact and recognize the feelings they hold toward each other.					
23- I am acutely aware of subtle cues at work that express how people feel (e. G. Where they sit, when they are silent, etc.).					
24- I can usually tell when a coworker's Emotional response to a situation is due to his/her unique personality instead of his/her cultural background.					
25- I can usually detect subtle changes in the emotions of my coworkers.					
26- I can instantly recognize when a coworker' frustrations with a project are escalating.					
27- I like the people I work with.					
28- I find I have to work harder because of the incompetence of people I work with.					
29- I enjoy my coworkers.					
30- There is too much bickering and fighting at work.					
31- I look forward to a feeling of accomplishment whenever I start a new project.					
32- I am usually able to transmit a sense of enthusiasm about a work project to others.					
33- I notice when someone is very caring and compassionate toward others at work.					
34- I am capable of calming someone down who is angry and frustrated at work.					
35- When a coworker is feeling disappointed about his/her work performance, I make an effort to offer encouraging words of support.					
36- Whenever painful events have occurred to people I know at work (i.e. Death in family, serious illness), I have expressed genuine concern and tried to help them feel better.					
37- I sometimes feel my job is meaningless					
38- I like doing the things I do at work.					
39- I feel a sense of pride in doing my job.					
40- My job is enjoyable.					
41-My supervisor is quite competent in doing his/her job.					
42- My supervisor is unfair to me.					
43- My supervisor shows too little interest in the feelings of subordinates.					
44- I like my supervisor.					
45- I am not satisfied with the benefits I receive.					

46- The benefits we receive are as good as most other organizations offer.					
47- The benefit package we have is equitable.					
48- There are benefits we do not have which we should have.					
49- When I do a good job I receive the recognition for it that I should receive					
50- I do not feel that the work I do is appreciated.					
51- There are few rewards for those who work here.					
52- I don't feel my efforts are rewarded the way they should be.					
53- Many of our rules and procedures make doing a good job difficult.					
54- My efforts to do a good job are seldom blocked by red tape.					
55- I have too much to do at work.					
56- I have too much paperwork.					
57- Communications seem good within this organization.					
58- The goals of this organization are not clear to me.					
59- I often feel that I do not know what is going on with the organization.					
60- Work assignments are not fully explained.					

Phrase	Seldom	Sometimes	Regularly	Often	Always
1- I managed to plan my work so that it was done on time.					
2- My planning was optimal.					
3- I kept in mind the results that I had to achieve in my work.					
4- I was able to separate main issues from side issues at work.					
5- I was able to perform my work well with minimal time and effort.					
6- I took on extra responsibilities.					
7- I started new tasks myself, when my old ones were finished					
8- I took on challenging work tasks, when available.					
9- I worked at keeping my job knowledge up-to-date.					
10- I worked at keeping my job skills up-to-date.					
11- I came up with creative solutions to new problems.					
12- I kept looking for new challenges in my job.					
13- I actively participated in work meetings.					
14- I complained about unimportant matters at work.					

15- I made problems greater than they were at work.					
16- I focused on the negative aspects of a work situation, instead of on the positive aspects.					
17- I spoke with colleagues about the negative aspects of my work.					
18- I spoke with people from outside the organization about the negative aspects of my work.					

Appendix (B): List of publications

A. Journal Publications

1- Ayoub, A., & Balawi, A. (2022). Herd Behavior and its Effect on the Stock Market: An Economic Perspective. Quality - Access to Success, 23(188). https://doi.org/10.47750/qas/23.188.38

2- Ayoub, A., & Balawi, A. (2022). A New Perspective for Marketing: The Impact of Social Media on Customer Experience. Journal of Intercultural Management, 14(1), 87–103. https://doi.org/10.2478/joim-2022-0003

3- Balawi, A., & Ayoub, A. (2023). A Review of The Main Differences Between Behavioral and Traditional Economics: A Focus on The Impact of Nudge Theory on Public Policies and Its Applications. Modern Management Review, 28(4), 17–31. https://doi.org/10.7862/rz.2023.mmr.22

4- Balawi, A., & Ayoub, A. (2022). Assessing the entrepreneurial ecosystem of Sweden: a comparative study with Finland and Norway using Global Entrepreneurship Index. Journal of Business and Socio-Economic Development, 2(2). https://doi.org/10.1108/jbsed-12-2021-0165

5- Balawi, A., & Ayoub, A. (2022). How can companies pursue better strategies through innovation? A Review of various perspectives on innovation, competitiveness, and technology. International Journal of Operations and Quantitative Management, *28*(1), 280-294. https://doi.org/10.46970/2022.28.1.16

B. Conferences

Ayoub, A. (2022). The Correlation between Emotional Intelligence and Transformational Leadership and Leadership Effectiveness. *János Szentágothai International Multidisciplinary Conference and Student Competition*, (pp. 168-168) *ISBN: 978-963-429-954-7.*

Ayoub, A. (2022). Pricing Strategies in Oligopolistic Market. In Proceedings of the 11th Interdisciplinary Doctoral Conference (IDK22) (pp. 42-49). Pecs University. ISBN: 9789636260705.

Ayoub, A. (2022). The Entry Barriers of Oligopoly Market Jordan Telecom Market. In Proceedings of *Ferenc Farkas International Scientific Conference: „Management Revolutions"* (pp 121-129). *ISBN: 9789634299950.*