



The Effect of Emotional Intelligence on Job Satisfaction through the Mediating Effect of Transformational Leadership in Public and Private Universities in Egypt

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Abstract

The high significance and importance of emotional intelligence in leadership relationship has been recognized great importance for quite a while. Emotional intelligence is extremely crucial in functioning leadership positions as leaders wish everyone to fulfill his/her responsibilities and obligations effectively while job satisfaction has a direct association with the productivity and efficiency of an organization and also with individuals' success. Therefore, effective leadership is extensively believed to be an essential organizational component and performs an outstanding contributory role in promoting individuals' well-being as well as organizational efficiency. The purpose of this paper is to examine the interrelated influences of managers' emotional intelligence, leadership styles and employee outcomes. In particular, the study aims to explore the potential mediating effects of managers' transformational leadership style on the relationships between managers' emotional intelligence and employee outcomes of employee performance, and job satisfaction in two different universities in Egypt AASTMT (Private university) and Alexandria Faculty of commerce (Public university) in Egypt.

Subject Areas

Human Resource Management

Keywords

Emotional Intelligence, Transformational Leadership, Job Satisfaction, Universities, Egypt

1. Introduction

“Emotions are those that define a person, shape a man’s destiny and define the way he perceives life” [1]. The high significance and importance of emotional intelligence in leadership relationship has been recognized great importance for a quite while (Suleman *et al.* 2020). Throughout the last six decades, it has been identified and explained as the relationship between an employee’s emotional intelligence and the charismatic leadership which is translated to emotional management and transformational leadership [1].

This body of literature review includes a growing focus on the impact of emotional intelligence on leadership [2]. Job satisfaction has a direct association with the productivity and efficiency of an organization and with individuals’ success [3]. Therefore, effective leadership is extensively believed to be an essential organizational component and performs an outstanding contributory role in promoting individuals’ well-being as well as organizational efficiency [4]. And so, leaders who can’t deal with their employee’s emotional well-being may contribute to many displeasing and disagreeable issues for the organization and its employees and accordingly influence the organizational performance.

Emotional intelligence and job satisfaction are two concepts of high interest in the modern work environment; they serve as a competitive edge in personal and organizational life [5]. Awareness of personal emotions can help the regulation of negative feelings and emotions that arise and thus the individual will have a better performance in their job; better performance will in turn set the foundations for job satisfaction [6]. It was always shown that employees with high emotional intelligence will be more satisfied with their jobs, as they will be able to identify situations, face stress easily, and can maintain their own emotions and those of others as well. Meanwhile, results of different research studies have shown that people with less workplace stress enjoy a higher level of job satisfaction [7]. Furthermore, researchers have concluded that people with higher emotional intelligence are at a favorable level of life satisfaction, while job satisfaction is a small portion of the larger concept of life satisfaction [8].

This study is to measure the impact of the emotional intelligence of employees in accordance with managerial transformational leadership in handling employees’ emotions to reflect better results on their job satisfaction [8].

2. Literature Review

2.1. Emotional Intelligence

Emotional Intelligence is seen as the main competence of a person to identify his or her own self as well as the relationship with others for developing a better understanding in solving any obstacles or difficulties that might be faced [9].

Overview of Emotional Intelligence:

Liu & Liu [9], highlights the importance of the emotional intelligence theory which identifies that if a leader gives psychological support to subordinates such as mutual approval feelings in decision making, respect and care, this will give

subordinates the feeling back of stronger commitment and job satisfaction to the organization.

Results of O'Boyle *et al.* in his study [10] showed that emotional intelligence forecasts work performance, job satisfaction, work commitment and job involvement. It was found that overall emotional intelligence was highly related to several indicators of work attitudes [11].

Researchers have emphasized on the importance of emotion and emotional intelligence in employees career behavior, they also emphasized on the role of emotional intelligence in how they communicate, how do they express their emotions in the workplace and most importantly when they take their career decision [12]. Coetzee & Harry [12] also focused on the importance of how this leads to employee's better career behavior outcomes accordingly. Theoretically leaders should be capable of understanding and controlling their own self-emotions as well as the emotions of others this capability will allow them by time to increase the job satisfaction of their fellow employee [13].

Emotional Intelligence has seen to have a great effect on job satisfaction, as employees who control their emotions in their workplace leads to less negative emotions and therefore better performance and increased job satisfaction [14]. From this point we conclude that team emotional intelligence should facilitate teamwork in complex and large projects which includes challenges they might face, managing any resources, teaming together to reach goals with a joint mission, working together to resolve complex tasks in crisis moments this enables managers and employees create a climate of synergy and positivity between them [15].

Furthermore, the study by Cherniss [16] has found that high emotional intelligence improves organizational outcomes on various measures such as career building which includes transformational leadership, conflict resolution, political skill, success in job interviews and job performance while leads to job satisfaction [17]. Individuals with high levels of emotional intelligence are more excited about completing all the challenging tasks and are more likely to have a positive impact on their fellow team members and peers [18]. In Addition to that Emotional Intelligence enables managers to help employees better in their training practices, evaluation of assessment, employee's internal promotion and their participation in the organization [19].

Research [20] has also identified that emotional intelligence is directly related to higher levels of job satisfaction and perceived organizational justice as well as to lower turnover intentions and employee's burnout.

Another study focused on how employees efficiently control and utilize their emotions in their workplace they tend to be more satisfied, in addition to that it has been noted that emotion intelligence is an important variable to job satisfaction [14].

Employees working in an organization can compete with organizational issues they face more effectively if the staff they are working with have high emotional intelligence, it was identified that emotional intelligence help develop em-

employee satisfaction. Job Satisfaction is result of employees in an organization who manage to regulate their emotions and others' emotions this also enables employees to be more proactive in their work duties and positively affect work outcomes.

Managers who possess high Emotional Intelligence are more able to maintain their own communication and interpersonal skills which are a main component to develop strong and long-lasting relationships with subordinates [21].

The concept of Emotional Intelligence has always been thought as the best predictor of work and life success besides attributing the quality of being a good predictor of work outcomes such as job satisfaction, organizational commitment, turn-over and performance, this study gave attention not only to job satisfaction but also to other variables that increase an employee loyalty to the organization they are working in [22].

Emotional Intelligence has reached significant attention in both mainstream culture and the business world. It is currently considered a widely accepted practitioner tool for hiring, training, leadership development which was mentioned earlier on how transformational leadership is a variable in the study between emotional intelligence and job satisfaction and which will eventually lead to an enhanced team building by the business community [23]. Emotional Intelligence enables people to effectively manage relationships, build networks and develop common grounds and rapport; this leads to better team performance development because effective and smooth teamwork starts from knowing each other's strengths and weakness and leveraging these strengths [24].

When it comes to building careers, employees with high emotional intelligence might be better in planning and managing their professional goals and objectives which will make them more satisfied with their work outcomes and leads to better job satisfaction this was a study made by [25].

2.2. Emotional Intelligence and Job Satisfaction

Vasudevan [22] mentioned in his study the emotional intelligence and its four subcomponents as dominant skills in all fields of an individual social areas specifically workplace. Therefore, this affects the ability of employees to perform his or her job in the best manner by controlling feelings of self and others, managing and regulating emotions so this leads to the importance of emotional intelligence in helping employees growing a better organizational behavior which will eventually lead to better organizational outcomes.

Emotional Intelligence is a determinant factor in the workplace nowadays and how it has a notable and an obvious way on the performance of employees inside the organization which in turns increase employees' job satisfaction [15]. Therefore, this comes to an indication that emotional intelligence highlights an important role in achieving successful outcomes. Emotion Intelligence helps employees to change their attitudes and behaviors in jobs which will therefore help them reduce job stress and increase job satisfaction.

Emotional intelligence is a high determinant to job satisfaction, it was found that employees who have high emotional intelligence in work experience stress less in job situations and therefore they perform better in their job and become more satisfied. In this study, we use the four-dimensional definition of Emotional Intelligence through the literature in terms of sub-factors emotional intelligence [14].

Based on the previous discussion of emotional intelligence summarized in literature, it has been identified that emotional intelligence operates effectively with the four distinct components [26]:

- Appraisal and expression of emotion in the self (self-emotional appraisal [SEA]).
- Appraisal and recognition of emotion in others [OEA].
- Regulation of emotion in the self (REA).
- Use of emotion to facilitate performance (UOE).

2.3. Previous Studies on Emotional Intelligence Sub-Components

2.3.1. Self-Emotional Appraisal (Self-Awareness)

Self-Emotion Appraisal is “the capacity to see and show one’s feelings precisely” [14]. Work-place Self-Emotion Appraisal was explained as one’s capabilities, practices and aptitudes, self-emotion appraisal requires leaders to precisely self-watch and contrast one’s behavior with norms that define oneself self-emotional appraisal requires a person ability to deal ethically with others [27].

Self-Emotion Appraisal allows managers to maintain their own feelings well in the workplace which will accordingly affect their fellow employees in a positive way. It has also been noted that emotional intelligence and its first component self-awareness creates transformational leaders, it was said that “leaders cannot effectively manage emotions in anyone else without first handling their own.” [28]. Self-Emotion Appraisal is about the capacity to recognize, segregate between and precisely express feelings in oneself as well as other people [29].

People who are self-aware have a high potential to recognize and investigate openings in their surroundings and can understand their own potential which will help them become successful entrepreneurs [30].

2.3.2. Other Emotion Appraisal (Social Awareness)

Other Emotion Appraisal is defined as “an individual ability to recognize emotions in others, or the ability to know how another feels” [31]. Others Emotion Appraisal or social awareness as also known focuses on aspects such as compassion towards others, having full awareness of organization culture and always having the capability to service others.

This aspect of emotional intelligence focuses on an individual ability to perceive and understand the emotions and feelings of all people around, people who have high rating in this aspect accordingly will have the ability to be very sensitive to the emotions and feelings of others and this allows them to predict emotional responses of people around [32].

Other emotion appraisal is the ability to understand others and make emotional empathetic bonds with them, for example an employee might feel stressed and anxious about a specific work duty. Manager dealing in this situation with high others emotional appraisal will be capable of detecting this feeling the employee feels and provide solution the problem by giving assistance and support this gives a sense of empathy and consideration between the manager and the employee.

2.3.3. Regulation of Emotion (Self-Management)

Emotional Regulation is defined as “the ability to regulate emotions to promote both emotional and intellectual growth” [33]. Another definition is “regulation of emotions is the ability of an individual to regulate emotions in self and in others so that a desirable outcome can be attained” [17].

Any physiological distress or tension, [32] in their study identified that an individual with high abilities in this area can regulate these emotions quickly to retain back their negative feelings and therefore he or she will be able to manage and maintain his own emotions and will be eventually less likely to lose his or her temper.

Regulation of emotions help individuals to avoid any feelings or anger, anxiety and stress that can negatively affect an employee’s attitude in the workplace and leads to negative outcomes [31].

Individuals who can regulate their moods and their own emotional states this makes it easier for them to regulate the emotions of others in the workplace because they can better handle conflicts and any work stressful situations this creates a positive work environment which leads to better job satisfaction [33].

Managers Self-Regulation of emotions leads to better regulation of others’ emotions which help managers modify the emotions of their employees and team members which leads to higher achievements in group performance through the synergy that will be created and the harmony among teams.

2.3.4. Use of Emotion (Relationship Management)

Use of emotions is defined as “A person ability to analyze and evaluate complex emotions so that they can form emotional knowledge” [17]. The more a person able to control his emotions and feelings towards better activities and better performance the more he or she will be able to manage his emotions in a positive way [32].

Regulation of emotion focuses on an important aspect of emotional intelligence which is the ability to fully understand people needs in the workplace and interact accordingly with those needs, regulation of emotion must emphasize on managing positive work relationships [31]. The ability to manage conflicts in the workplace and building strong bonds between teams which enables high collaborative spirit among team members and their managers.

The ability to address emotions in the workplace is referred also as emotional management which is the same concept and meaning of use of emotion [34],

this enables individuals to understand and manage and make good use of their own emotions and others' emotions this eventually leads to better work attitudes and better work behavior which will in turn leads to better work success and therefore higher employees job satisfaction [15].

Use of emotions focuses on the ability of a person to label emotions and interpret them in dealing with difficult situations where emotions are based on the ability of a person to manage his usage of emotions and learn how to deal with the fact that emotions build one on another for example disgust can lead to anger [35].

2.4. Job Satisfaction

Job Satisfaction is defined as “an employee attitudes, including pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work and communication which is thought to be the full package that leads to employee job satisfaction” [36].

Another simple definition of Job Satisfaction is “an individual attitude towards his or her job” [14]. For an employee to be comfortable in his workplace and feels satisfied there must be a focus on training employees and managers on practicing emotional intelligence, therefore employees with higher job satisfaction also tend have higher work performance and this leads to better organizational commitment [26].

Employees who can recognize, manage and use their emotions to eliminate obstacles and advance therefore their career development than those with low emotional intelligence [31].

Transformational Leadership

Transformational leadership style occurs “when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality” [31]. The relation between transformational leadership and emotional intelligence was found to be high due to the following : first it was shown that individuals who are high in their emotional intelligence abilities are more prominent to use transformational attitudes, second they link the self-awareness components and the relationship management as factors for being the ideal role of a leader who can simply manage his or her own emotions and show self-control will accordingly have the ability to be a role model for their followers and enhance the relationship [31]. Leadership style plays a vital role in influencing job satisfaction, as a part of transformational leadership which leads to how a leadership style will be conducted inside the organization and eventually having a participative management system.

3. Research Methodology

In order to test the research hypotheses that underpin this study, the research methodology adopted is composed of the following:

3.1. Unit of Analysis

In this study, unit of analysis was individuals; those individuals include Academics and administrative staff members in two different universities public, Faculty of Commerce-Alexandria University, and private ones, Arab Academy for Science and Technology in Egypt.

3.2. Population and Sampling

A systematic sample was applied to select the nominated respondents randomly from the studied population, the multidimensional population is distributed into two different institutions (Arab Academy for Science and Technology and Maritime Transport and Faculty of Commerce, University of Alexandria), each distributed to two different categories (Academic and Administrative staff). Accordingly, the study aims to represent the population fairly, therefore 25% from the list of respondents were selected as displayed. As shown in “Table 1”.

The sampling criteria are selected upon the statistical “Equation (1)” below:

$$\sqrt{n} = \frac{S}{Se} \quad (1)$$

$$\sqrt{n} = 16.08$$

$$n = 16.08^2 = 258.57 = 259$$

S = Standard deviation of Dependent Variable = 0.86194.

Se = The Standard Error of Mean = 0.0536.

The recommended sample size is = 259, 295/1034 = 25%.

3.3. Data Collection and Analysis

Quantitative research technique was used to gather data in this research, in the form of a structured, close ended, self-administered questionnaire. The reason of using questionnaires is to test the relationship between the independent variables and the dependent variable. This research will help in learning about the managers who has intention to adopt to emotional intelligence practices in both public and private universities through conducting a comparative study to show the differences.

Questionnaire statements were adapted from previous studies that indicates the used scale of measurement for the dependent variable, independent variable

Table 1. Distribution of population.

Institutions	Categories	Number	Sample
AASTMT	Academic	345	89
	Administrative	275	69
Faculty of Commerce	Academic	145	36
	Administrative	260	65
Total		1034	259

and the mediating variable [14]-[37].

3.4. Research Framework

After previous research review of the “Four sub-components of emotional intelligence and its effect on job satisfaction through the mediating effect of transformational leadership the following model was proposed [31] as illustrated in Figure 1”.

3.5. Research Hypothesis

Self-Emotional Appraisal of employee’s emotional intelligence enable employees to monitor all types of stress they face in the workplace and increases their ability to overcome stressful situations which will lead to employee’s job satisfaction [14].

An organization ability to be fully aware of the feelings and emotions of its people, having the ability to learn from mistakes, encouraging senior managers and their employees to discuss feelings they have about actions conducted or decisions leads to them having job satisfaction.

Therefore, a positive relationship between self-emotion appraisal the first sub-component of emotional intelligence and job satisfaction is hypothesized. This research therefore hypothesizes [14]:

- H1: There is a positive relationship between Self-emotional appraisal and job satisfaction.
- H2: There is a positive relationship between Other-emotional appraisal and job satisfaction.
- H3: There is a positive relationship between Regulation of Emotion and job satisfaction.
- H4: There is a positive relationship between Use of Emotion and job satisfaction.
- H5: There is a positive relationship between Emotional Intelligence Sub-components and transformational leadership.

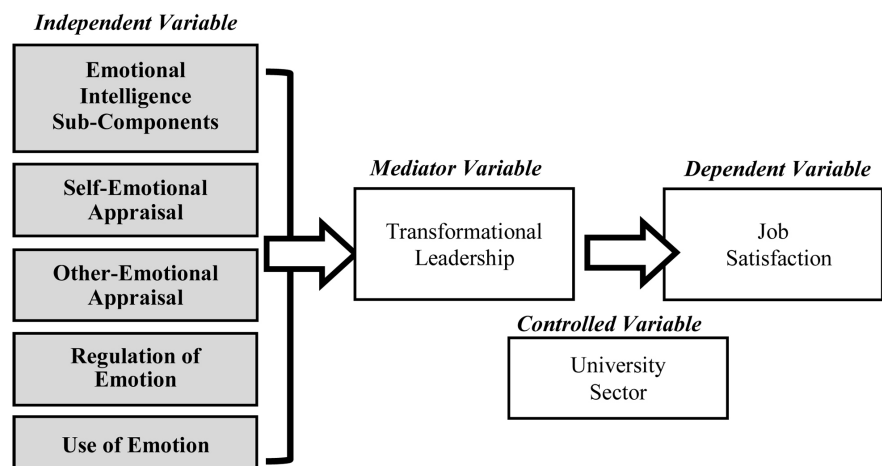


Figure 1. Transformational model.

- H6: There is a positive relationship between Transformational leadership and job satisfaction.
- H7: Managerial Transformational leadership mediates the positive relationship between employee's emotional intelligence and job satisfaction.
- H8: There is a significant difference between research variables according to the university sector.

3.6. Research Variables Measurement

This research, variables can be categorized into Emotional Intelligence and its four subcomponents (SEA, OEA, ROE, UOE) and The Mediating Variable (TIL) and The Dependent Variable (JS). The conceptual and operational definitions of the research variables are discussed in "Table 2". Emotional Intelligence Sub-components are self-emotion appraisal, use of emotion, regulation of emotion and other emotion appraisal [38], the scale for transformational leadership [37] and the job satisfaction scale [14] are also identified in "Table 2".

4. Research and Findings

4.1. Confirmatory Factor Analysis

In order to verify validity before proceeding to SEM, the researcher applied Confirmatory factor analysis (CFA). The model fit of the CFA were computed in "Table 3". They all comply with their recommended values range [39].

4.2. Validity and Reliability Analysis

Validity and reliability are used for data testing to prove that the data collected is good enough for testing the research hypotheses.

"Table 4" shows the validity and reliability test of the research variables, Emotional Intelligence sub variables, Transformational Leadership, and Job Satisfaction. It could be noticed that the data showed Kaiser-Meyer-Olkin measure of sampling adequacy (KMO) greater than 0.5, which was good, and a significant Bartlett's Sphericity test. The average variance extracted (AVE) was found to be more than 50%. Also, all Cronbach's alpha values are greater than 0.7. The values obtained implied an adequate convergent validity as well as an adequate reliability.

The above proposed research variables and hypotheses were investigated using descriptive, reliability, validity, correlation, regression analysis, as well as Structural Equation Modeling (SEM). Thus, both; SPSS version 24 and AMOS version 25 statistical packages were used.

4.3. Descriptive Analysis

The descriptive statistics is a tool in which it explains and gives a distinct understanding of the features of certain data set, by giving short summaries about samples and how to measure the data. The three major types of descriptive analysis are frequency, measures the central tendency such as averages, and measure

Table 2. Conceptual and operational definition of the variables.

Variable	Conceptual definition	Operational Definition
Emotional Intelligence		
Self-Emotion Appraisal	The capacity to see and show one's feelings precisely [14].	<p>Will be measured using a 3 item, 5-point Likert scale ranging from strongly disagree to strongly agree.</p> <ol style="list-style-type: none"> 1) I have a good sense of why I have certain feelings most of the time 2) I have good understanding of my own emotions. 3) I really understand what I feel [38].
Other-Emotion Appraisal	An individual ability to recognize emotions in others, or the ability to know how another feels [31].	<p>Will be measured using a 3 item, 5-point Likert scale ranging from strongly disagree to strongly agree.</p> <ol style="list-style-type: none"> 1) I am a good observer of others' emotions. 2) I am sensitive to the feelings and emotions of others. 3) I have good understanding of the emotions of people around me [38].
Regulation of emotion	The ability of an individual to regulate emotions in self and in others so that a desirable outcome can be attained [17].	<p>Will be measured using a 4 item, 5-point Likert scale ranging from strongly disagree to strongly agree.</p> <ol style="list-style-type: none"> 1) I can control my temper so that I can handle difficulties 2) I am quite capable of controlling my own emotions. 3) I have good control of my own emotions. 4) I can always calm down quickly when I am very angry [38].
Use of Emotion	A person ability to analyze and evaluate complex emotions so that they can form emotional knowledge [17].	<p>Will be measured using a 4 item, 5-point Likert scale ranging from strongly disagree to strongly agree.</p> <ol style="list-style-type: none"> 1) I always set goals for myself and then try my best to achieve them. 2) I always tell myself I am a competent person. 3) I am a self-motivating person. 4) I would always encourage myself to try my best [38].
Transformational Leadership		
Transformational Leadership	When one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality [31].	<p>Will be measured using a 4 item, 5-point Likert scale ranging from strongly disagree to strongly agree.</p> <ol style="list-style-type: none"> 1) Senior leadership in the organization provides clear direction for the future 2) I believe that the department heads are communicating effectively. 3) Senior leadership treat employees as the organizations most valued asset 4) Our leaders inspire me to do my best work every day (Dwivedi <i>et al.</i> 2020)
Job Satisfaction		
Job Satisfaction	An individual attitude towards his or her job [14].	<p>Will be measured using a 4 item, 5-point Likert scale ranging from strongly disagree to strongly agree.</p> <ol style="list-style-type: none"> 1) I like the people I work with 2) My job is enjoyable 3) I like doing the things I do at work 4) In general, I like working here (Jung and Yoon 2016)

Table 3. Fit indices and thresholds for measurement model.

Measure	Results	Threshold
Chi-square/df	2.284	<2 excellent; <3 good; <5 sometimes permissible
P-value	0.000	>0.05
GFI	0.855	>0.90
AGFI	0.811	>0.80
NFI	0.893	>0.90
TLI	0.924	>0.95
CFI	0.936	>0.95 great; >0.90 traditional; >0.80 sometimes permissible
RMR	0.041	<0.09
RMSEA	0.072	<0.05 good; 0.05 - 0.10 moderate; >0.10 bad
P-Close	0.000	>0.05

Table 4. Validity and reliability test.

Variables	KMO	AVE%	Cronbach's Alpha	Items	Factors loading
Self-Emotion Appraisal	0.728	84.349	0.907	Item 1	0.811
				Item 2	0.893
				Item 3	0.827
Use of Emotion	0.730	70.819	0.861	Item 1	0.661
				Item 2	0.683
				Item 3	0.722
				Item 4	0.766
Regulation of Emotion	0.847	81.057	0.918	Item 1	0.843
				Item 2	0.874
				Item 3	0.839
				Item 4	0.687
Other Emotion Appraisal	0.815	76.068	0.895	Item 1	0.781
				Item 2	0.820
				Item 3	0.682
				Item 4	0.759
Transformational Leadership	0.823	82.066	0.926	Item 1	0.781
				Item 2	0.864
				Item 3	0.805
				Item 4	0.833
Job Satisfaction	0.770	88.632	0.935	Item 1	Deleted
				Item 2	0.887
				Item 3	0.886
				Item 4	0.886

of variability such as standard deviation. Measures of variability describe the level of how different the scores are from the mean. Measures of central tendency suggest unique value that generally represents the entire scores set.

Frequency statistics sum how many times each variable is repeated. In the following section, means, standard deviations and frequency statistics will be conducted on both, demographic data and the research variables. “**Table 5**” shows the respondent profile. It could be observed that the number of Female respondents is higher than Male respondent as it got 57.3%, while the age group 26 - 35 is higher than other age groups with a percentage of 39%. Moreover, 10 years or more has the highest number of respondent as it got 46.7% of the sampling when asking about Years of Employment. Furthermore, Admin Employee had the highest number of respondents when asking about Occupation as it got 52%. Finally, Public sector is higher than Private sector with a percentage of 48.8%.

Table 5. Respondent profile.

	Frequency	Percent	Total
Gender			
Male	105	42.7	246
Female	141	57.3	
Age			
18 - 25	13	5.3	246
26 - 35	96	39	
36 - 45	80	32.5	
Above 45	56	22.8	
Missing	1	0.4	
Year of Employment			
5 years of fewer	46	18.7	246
6 - 9 years	84	34.1	
10 years or more	115	46.7	
Missing	1	0.4	
Occupation			
Academic Tutor/Doctoral Degree	77	31.3	246
Academic Tutor/Teaching Assistant	39	15.9	
Admin Employee	128	52	
Missing	2	0.8	
University Sector			
Public	120	48.8	246
Private	101	41.1	
Missing	25	10.2	

“Table 6” shows the Mean and Standard Deviation for Research variables. It could be observed that the mean and the frequencies of most responses are in the agreement zone, as the mean values for the research variables: Self-Emotion Appraisal, Use of Emotion, Regulation of Emotion, Other Emotion Appraisal, Transformational Leadership, and Job Satisfaction are 3.8496, 3.9919, 3.6504, 3.8740, 3.3374, and 3.8577.

4.4. Testing Research Hypotheses

In this section, the hypotheses under study are tested using the correlation and regression.

4.4.1. Testing the Relation between Emotional Intelligence Sub-Components and Job Satisfaction

This section investigates the relationship between Emotional Intelligence Sub-components and Job Satisfaction. “Table 7” shows the correlation matrix for the relationship between Emotional Intelligence Sub-components, Self-Emotion Appraisal, Use of Emotion, Regulation of Emotion, Other Emotion Appraisal, and Job Satisfaction. It could be noted that there is a significant positive relationship between Regulation of Emotion, Other Emotion Appraisal, and Job Satisfaction, as the corresponding P-values are less than 0.05 and correlation coefficients are 0.298, and 0.185 respectively. Meanwhile, there is an insignificant relationship between Self-Emotion Appraisal, Use of Emotion and Job Satisfaction, as the corresponding P-values are more than 0.05.

“Table 8” shows the regression model fitted for the effect of Emotional Intelligence Sub-components, Self-Emotion Appraisal, Use of Emotion, Regulation of Emotion, and Other Emotion Appraisal on Job Satisfaction. It could be noted that there is a significant positive effect of the Regulation of Emotion, and Other Emotion Appraisal on Job Satisfaction as the regression coefficients are 0.290, and 0.189 and P-values are less than 0.000, while there is an insignificant effect of Self-Emotion Appraisal, and Use of Emotion on Job Satisfaction as the P-values are more than 0.000. Moreover, the R square is 0.116 which means 11.6% of the variation of the Job Satisfaction can be explained by the Regulation

Table 6. Descriptive analysis for the research variables.

	N	Mean	Std. Deviation	Frequency				
				1	2	3	4	5
Self-Emotion Appraisal	246	3.8496	0.69233	0	3	71	132	40
Use of Emotion	246	3.9919	0.74501	1	1	60	121	63
Regulation of Emotion	246	3.6504	0.87116	6	13	76	117	34
Other Emotion Appraisal	246	3.8740	0.75888	1	1	79	112	53
Transformational Leadership	246	3.3374	0.99179	12	32	88	89	25
Job Satisfaction	246	3.8577	0.86194	3	8	69	107	59

Table 7. Correlation matrix between emotional intelligence sub-components and job satisfaction.

		1.	2.	3.	4.	5.
1) Self-Emotion Appraisal	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	246				
2) Use of Emotion	Pearson Correlation	0.164*	1			
	Sig. (2-tailed)	0.010				
	N	246	246			
3) Regulation of Emotion	Pearson Correlation	0.251**	0.134*	1		
	Sig. (2-tailed)	0.000	0.036			
	N	246	246	246		
4) Other Emotion Appraisal	Pearson Correlation	0.329**	0.287**	0.118	1	
	Sig. (2-tailed)	0.000	0.000	0.064		
	N	246	246	246	246	
5) Job Satisfaction	Pearson Correlation	0.060	0.100	0.298**	0.185**	1
	Sig. (2-tailed)	0.351	0.118	0.000	0.004	
	N	246	246	246	246	246

Table 8. Regression model of emotional intelligence sub-components on job satisfaction.

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	R-square
	B	Std. Error	Beta			
(Constant)	2.300	0.417		5.509	0.000	
Self-Emotion Appraisal	-0.090	0.082	-0.073	-1.101	0.272	
Use of Emotion	0.029	0.074	0.025	0.388	0.698	
Regulation of Emotion	0.290	0.062	0.293	4.658	0.000	0.116
Other Emotion Appraisal	0.189	0.075	0.167	2.518	0.012	

a. Dependent Variable: Job Satisfaction

of Emotion, and Other Emotion Appraisal.

4.4.2. Testing the Relation between the Transformational Leadership and the Job Satisfaction

This section investigates the relationship between Transformational Leadership and Job Satisfaction. “**Table 9**” shows the correlation matrix for the relationship between Transformational Leadership and Job Satisfaction. It could be noted that there is a significant positive relationship between Transformational

Table 9. Correlation matrix between transformational leadership and job satisfaction.

		1.	2.
1) Transformational Leadership	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	246	
2) Job Satisfaction	Pearson Correlation	0.262**	1
	Sig. (2-tailed)	0.000	
	N	246	246

Leadership and Job Satisfaction, as the corresponding P-value is less than 0.05 and correlation coefficient is 0.262.

“**Table 10**” shows the regression model fitted for the effect of Transformational Leadership on Job Satisfaction. It could be noted that there is a significant positive effect of Transformational Leadership and Job Satisfaction as the regression coefficient is 0.227 and P-value is less than 0.000. Moreover, the R square is 0.068 which means 6.8% of the variation of the Job Satisfaction can be explained by Transformational Leadership.

4.4.3. Testing the Relation between Emotional Intelligence Sub-Components and Transformational Leadership

This section investigates the relationship between Emotional Intelligence Sub-components and Transformational Leadership. “**Table 11**” shows the correlation matrix for the relationship between Emotional Intelligence Sub-components, Self-Emotion Appraisal, Use of Emotion, Regulation of Emotion, Other Emotion Appraisal, and Transformational Leadership. It could be noted that there is a significant positive relationship between Use of Emotion, Regulation of Emotion, and Transformational Leadership, as the corresponding P-values are less than 0.05 and correlation coefficients are 0.208, and 0.359 respectively. Meanwhile, there is an insignificant relationship between Self-Emotion Appraisal, Other Emotion Appraisal and Transformational Leadership, as the corresponding P-values are more than 0.05.

“**Table 12**” shows the regression model fitted for the effect of Emotional Intelligence Sub-components, Self-Emotion Appraisal, Use of Emotion, Regulation of Emotion, and Other Emotion Appraisal on Transformational Leadership. It could be noted that there is a significant positive effect of the Use of Emotion, and Regulation of Emotion on Transformational Leadership as the regression coefficients are 0.224, and 0.426 and P-values are less than 0.000. Furthermore, there is a significant negative effect of Self-Emotion Appraisal on Transformational Leadership as the regression coefficient is -0.261 and P-value less than 0.000. Meanwhile, there is an insignificant effect of Other Emotion Appraisal on Transformational Leadership as the P-value is more than 0.000. Moreover, the R square is 0.183 which means 18.3% of the variation of the Transformational Leadership can be explained by Self-Emotion Appraisal, Use of Emotion, and

Table 10. Regression model of emotional intelligence sub-components on job satisfaction.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	R-square
	B	Std. Error	Beta			
(Constant)	3.099	0.187		16.577	0.000	
Transformational Leadership	0.227	0.054	0.262	4.235	0.000	0.068

a. Dependent Variable: Job Satisfaction

Table 11. Correlation matrix between emotional intelligence sub-components and transformational leadership.

		1.	2.	3.	4.	5.
1) Self-Emotion Appraisal	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	246				
2) Use of Emotion	Pearson Correlation	0.164*	1			
	Sig. (2-tailed)	0.010				
	N	246	246			
3) Regulation of Emotion	Pearson Correlation	0.251**	0.134*	1		
	Sig. (2-tailed)	0.000	0.036			
	N	246	246	246		
4) Other Emotion Appraisal	Pearson Correlation	0.329**	0.287**	0.118	1	
	Sig. (2-tailed)	0.000	0.000	0.064		
	N	246	246	246	246	
5) Transformational Leadership	Pearson Correlation	-0.039	0.208**	0.359**	0.100	1
	Sig. (2-tailed)	0.545	0.001	0.000	0.117	
	N	246	246	246	246	246

Regulation of Emotion.

Therefore, based on the analysis third hypothesis that there is a positive relationship between Emotional Intelligence Sub-components and Transformational Leadership is partially supported. Testing the Mediation Role of Transformational Leadership between Emotional Intelligence Sub-components and Job Satisfaction

In addition, “**Table 13**” shows the effect of Transformational Leadership on Job Satisfaction, it was shown that there is a significant effect of Transformational Leadership on Job Satisfaction, which means that Transformational Leadership could mediate the relationship between Emotional Intelligence Sub-components and Job Satisfaction. Transformational Leadership partially mediates the relation between Regulation of Emotion, Other Emotion Appraisal and Job Satisfaction.

Table 12. Regression model of emotional intelligence sub-components on transformational leadership.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	R-square
	B	Std. Error	Beta			
(Constant)	1.551	0.462		3.359	0.001	
Self-Emotion Appraisal	-0.261	0.091	-0.182	-2.878	0.004	
Use of Emotion	0.224	0.081	0.168	2.753	0.006	0.183
Regulation of Emotion	0.426	0.069	0.374	6.194	0.000	
Other Emotion Appraisal	0.088	0.083	0.067	1.060	0.290	

a. Dependent Variable: Transformational Leadership

Table 13. Mediation role of transformational leadership.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.082	0.423		4.925	0.000
Self-Emotion Appraisal	-0.054	0.083	-0.043	-0.650	0.516
Use of Emotion	-0.003	0.074	-0.003	-0.039	0.969
Regulation of Emotion	0.230	0.066	0.232	3.469	0.001
Other Emotion Appraisal	0.177	0.075	0.156	2.372	0.018
Transformational Leadership	0.140	0.058	0.161	2.434	0.016

a. Dependent Variable: Job Satisfaction

Therefore, based on the analysis fourth hypothesis that Transformational Leadership mediate the relationship between Emotional Intelligence Sub-components and Job Satisfaction is partially supported.

4.5. Comparing Means Using Testing Difference

“Table 14” shows the T-Test for the difference between Public and Private sector. It shows that there is a significant difference of Regulation of Emotion according to sector, as the corresponding P-value is less than 0.05. On the other hand, Self-Emotion Appraisal, Use of Emotion, Other Emotion Appraisal, Transformational Leadership, and Job Satisfaction shows an insignificant difference according to sector, as the P-values are greater than 0.05. However, the mean value of Regulation of Emotion for “Public sector” (Mean = 3.7667) is higher than that of “Private sector” (Mean = 3.3960).

Table 14. T-Test analysis for the university sector.

	University Sector	N	Mean	Std. Deviation	P-value
Self-Emotion Appraisal	Public	120	3.8167	0.64799	0.470
	Private	101	3.8713	0.74382	
Use of Emotion	Public	120	4.1250	0.71670	0.511
	Private	101	3.7921	0.76573	
Regulation of Emotion	Public	120	3.7667	0.69492	0.000
	Private	101	3.3960	1.02058	
Other Emotion Appraisal	Public	120	3.8750	0.71670	0.390
	Private	101	3.8218	0.76676	
Transformational Leadership	Public	120	3.6250	0.89876	0.954
	Private	101	2.9010	0.95399	
Job Satisfaction	Public	120	3.7333	0.89568	0.408
	Private	101	3.9802	0.86000	

5. Conclusion and Recommendations

5.1. Conclusion

This study aims to deeply investigate the relationship between emotional intelligence sub-variables and their influence on job satisfaction through the mediating effect of managerial transformational leadership. The researcher also purposed to introduce the above relationship in the context of developing countries and the Universities sector. The data of the study were collected from academic and administrative staff in two different institutions (AASTMT and Faculty of Commerce, University of Alexandria) in Egypt.

This research contains four hypotheses which are: The first hypothesis, there is a significant relation between Emotional Intelligence Sub-components and Job Satisfaction. The second hypothesis, there is a significant relationship between Transformational Leadership and Job Satisfaction [10]. The third hypothesis, there is a significant relation between Emotional Intelligence Sub-components and Transformational Leadership. Finally, the fourth hypothesis, there is a mediating role of Transformational Leadership in the relationship between emotional intelligence sub-components and job satisfaction. The researcher made an analysis for those hypotheses. The results proved that the first hypothesis is partially supported; the results proved that the second hypothesis is fully supported. Moreover, the third hypothesis is partially supported, while the fourth hypothesis is partially supported [40].

5.2. Recommendation

This research provides some recommendations for the coming researchers. The recommendations include current recommendations and future recommendations. Those recommendations are provided according to the results that the re-

search reached that will help in developing emotional intelligence that will affect positively job satisfaction [31].

The current recommendations for decision makers are to focus on developing the emotional intelligence variables which are: self-emotion appraisal, use of emotion, regulation of emotion, other emotion appraisal and focus on managerial transformational leadership in order to improve the job satisfaction of both managers and employees.

The research also recommends that the decision makers should focus on the development of the emotional intelligence (self-emotion appraisal, use of emotion, regulation of emotion, and other emotion appraisal) of both managers and employees. This development can be operated through conducting training courses and workshops to them that are held by specialists and counselors to help those employees and managers to improve their emotional intelligence. On the other hand, courses and workshops also must be applied to leaders and managers in order to train them how to help each employee to be satisfied with his or her job, as the managers can play a significant role in controlling the emotional intelligence of their employees and by that can achieve job satisfaction of the employees which will improve their performance and therefore increasing the performance of the company.

The study also recommends that the human resources department administer an emotional intelligence test when recruiting new employees. This will help to assess candidates' abilities to control their emotions and feelings, as well as their ability to read and respond to the emotions of others. This test must be put into consideration as a significant factor while deciding the recruitment of new employees. Current employees must also apply this test in order to measure their abilities to understand and control their emotional intelligence in order to introduce if they need to take courses that will help them regarding controlling their own emotions and feelings. The current recommendation for future research is to put more focus on the independent variables which are self-emotion appraisal, use of emotion, regulation of emotion, other emotion appraisal and the mediating variable which is managerial transformational leadership that will improve the effect on the dependent variable which is job satisfaction. This improvement will lead to achieving more benefits for the company and increasing job performance. The research also recommends that future research should include and measure new variables not included in this research that may affect job satisfaction.

Furthermore, future research should expand its focus to developing countries, as most previous studies have only examined developed countries. This study specifically addresses Egypt as a developing country and recommends investigating other developing countries in future research. The researcher also suggests comparing results between developed and developing countries. Additionally, this study exclusively examines the education sector, specifically public and private universities. Therefore, future studies should explore other sectors in de-

veloping countries to determine if similar results are found. Finally, the researcher recommends extending the study period and increasing the sample size for future studies.

Conflicts of Interest

The author declares no conflicts of interest.

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