

Arab American University
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Master Program in Human Resources
Management



**The Impact of Emotional Intelligence on Job Performance: The Mediating
Role of Job Satisfaction in the Municipal Jenin Area in Palestine**

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**This Thesis Was Submitted in Partial Fulfillment of the Requirements for the
Master Degree in Human Resource Management**

Palestine, Feb/2025

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Declaration

I declare that, except where explicit reference is made to the contribution of others, this thesis is substantially my own work and has not been submitted for any other degree at the Arab American University or any other institution.

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Acknowledgments

First of all, I am thankful to Almighty Allah for granting me the clarity, strength and good health throughout my life, and I would like to express my sincere gratitude to my academic supervisor Prof. Shaher Obeid, Dr. Emad Walad Ali, Prof. Zahi Yassen for his continuous support, knowledge, motivation, wisdom and patience, his guidance helped in the writing of this Study.

I would also like to thank the Dean of the graduate studies faculty for his support and guidance, as well as all my academic professors in Arab American University for their knowledge and support.

I would also like to thank my father for all his love, support and guidance throughout my life, without him I would not be who I am today, and my mother for her unconditional love and support, and my brothers and sisters for having a positive impact on me.

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Abstract

This study aimed to investigate the impact of emotional intelligence on job performance among municipal employees in the Municipal Jenin Area, Palestine, while exploring the mediating role of job satisfaction in this relationship. Using a quantitative research methodology, the study surveyed a stratified random sample of (262) employees from a population of (821), employing advanced statistical analysis tools (Smart PLS4 and SPSS) for data evaluation. The results revealed that emotional intelligence had a mean score of (3.47), job performance a mean of (3.43), and job satisfaction a mean of (3.15). Emotional intelligence significantly and positively influenced job performance, with social awareness being the only dimension with a direct effect. However, self-awareness and social skills positively impacted job satisfaction, which, in turn, mediated their influence on job performance. Conversely, self-motivation showed no significant effect on either job satisfaction or performance. Job satisfaction emerged as a partial mediator, underscoring its critical role in translating emotional intelligence into improved performance. Based on the findings, the study recommends conducting regular training programs to develop emotional intelligence, focusing on self-awareness, social skills, and social awareness. Organizations are encouraged to enhance job satisfaction by addressing fair compensation, career advancement, and supportive work environments while integrating emotional intelligence assessments into recruitment and development processes. Promoting teamwork through workshops and activities, establishing effective feedback mechanisms, and fostering a positive organizational culture are also recommended to indirectly boost performance through improved satisfaction and emotional engagement.

Keywords: Emotional Intelligence, Job Satisfaction, Job Performance, Municipal Employees

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List of Definitions of Abbreviations

| Abbreviations | Title |
|---------------|------------------------------|
| AVE | Average Variance Extracted |
| R^2 | The R-squared value |
| f^2 | Assessment of Effect Size |
| Q^2 | Predictive Relevance. |
| SEM | Structural Equation Models |
| CR | Composite Reliability |
| GoF | Goodness of Fit of the Model |

Chapter One: Introduction

1.1 Background of study

In today's competitive, globalized environment, organizations increasingly recognize the importance of the human element in achieving a competitive advantage. Emotional Intelligence (EI), which refers to the ability to perceive, understand, and regulate emotions (Mayer, Salovey, & Caruso, 2004), has become a key factor in organizational behavior (Robbins & Judge, 2013). EI plays a crucial role in managing stress, enhancing task performance, and improving job satisfaction, all of which contribute to better job outcomes (Shamsuddin & Rahman, 2014).

Given its perceived positive impact on job performance, EI has garnered attention from scholars and practitioners alike. It is particularly relevant for employees in service industries who must manage both their own emotions and those of customers during emotionally charged interactions (Hanzaee & Mirvaisi, 2013).

Job performance, a critical determinant of organizational success, encompasses various factors such as productivity, efficiency, and creativity (Viswesvaran & Ones, 2000). While factors like motivation and leadership have traditionally been linked to job performance, emotional intelligence has emerged as an underexplored but vital determinant (Miao, Humphrey, & Qian, 2017). Research shows that emotionally intelligent employees are better equipped to handle stress, manage relationships, and resolve conflicts, leading to improved job performance (Côté, 2014).

A key mediator in the relationship between EI and job performance is job satisfaction, which refers to employees' contentment and fulfillment at work. Higher EI contributes to greater job satisfaction, which in turn boosts motivation and performance (Judge et al., 2001; Lopes et al., 2006).

Despite the growing recognition of EI's impact on job satisfaction and performance, there remains limited understanding of how specific EI dimensions influence these outcomes in different cultural and organizational contexts. This study aims to address this gap by examining the mediating role of job satisfaction in the relationship between EI and job performance, focusing on municipal employees in Jenin, Palestine.

1.2 Problem statement

Emotional Intelligence (EI) refers to the ability to recognize, manage, and respond to emotions effectively (Mayer, Salovey, & Caruso, 2004). It is considered essential for personal and professional success, leading many educational systems to integrate EI through programs focused on emotional awareness and interpersonal skills. In Palestine, however, EI is not systematically included in the national curriculum, with only some institutions offering related workshops. This lack of formal training may hinder employees' ability to handle workplace challenges, particularly in demanding public sector environments.

In the municipal sector of Jenin, there are clear signs of deficiencies in employee performance, particularly in productivity, job satisfaction, and employee retention. According to the Palestinian Central Bureau of Statistics (PCBS), the unemployment rate in Palestine in 2022 stood at 24%, with significant regional variations: 45% in Gaza and 13% in the West Bank. In Jenin, the unemployment rate reached 16.8%, reflecting economic challenges that could directly affect public sector productivity (Palestinian Central Bureau of Statistics, 2022).

Moreover, public sector employees in Palestine face issues such as wage inequality, long working hours, and limited employment contracts. These conditions contribute to lower job satisfaction and underperformance in the workplace. Particularly relevant are the findings that job underutilization

is high, with many employees experiencing insufficient working hours or suboptimal employment conditions. Such factors exacerbate performance deficiencies, further emphasizing the need to explore solutions for enhancing job satisfaction and performance.

These challenges are compounded by the unique socio-political context in Jenin, where employees face pressures from political instability, resource shortages, and increasing workloads. As a result, these factors have led to higher absenteeism and reduced job efficiency, further highlighting the need to improve employee performance within the municipal sector.

EI is emerging as a key factor in addressing these performance issues. Research shows that individuals with higher levels of EI are better equipped to manage stress, communicate effectively, and maintain motivation, all of which lead to better job performance (Mayer, Salovey, & Caruso, 2004). However, despite the growing body of research on EI, the relationship between EI and job performance in the public sector, particularly in underdeveloped regions like Palestine, remains underexplored.

1.3Significant of study

This study is significant in both theoretical and practical contexts. It addresses a gap in the literature by exploring the mediating role of job satisfaction in the relationship between emotional intelligence (EI) and job performance in the municipal sector of Jenin, Palestine. This contributes to a deeper understanding of how EI influences organizational outcomes, especially in underexplored socio-cultural contexts. In government institutions in Palestine, EI is becoming increasingly important because employees face high levels of stress, political instability, and resource constraints (Abraham, 2020). EI helps employees manage stress, make effective

decisions, and maintain collaboration, which are critical for delivering quality public services (Goleman, 1995).

Practically, the study provides insights for municipal leaders and policymakers to develop EI-based interventions aimed at enhancing job satisfaction and improving employee performance. This, in turn, can lead to more effective public sector management. The findings are particularly useful for non-profit institutions developing training programs, researchers investigating EI in the public sector, policymakers designing employee well-being policies, and professional development providers offering tailored EI workshops.

The discussion presented in this paper can be beneficial for Non-profit institutions, researchers, policymakers, decision makers, and professional development providers in Non-profit institutions.

1.4 Research objective

The study aimed to examine the impact of emotional intelligence on job performance among municipal employees in the Municipal Jenin Area in Palestine, while investigating the mediating role of job satisfaction in this relationship.

The sub objective:

1. To identify the impact of emotional intelligence on job performance in the Municipal Jenin area in Palestine.
2. To explore the impact of emotional intelligence on job satisfaction in the Municipal Jenin area in Palestine.
3. To determine the impact of job satisfaction on job performance in the Municipal Jenin area in Palestine.

4. To examine the mediating role of job satisfaction between emotional intelligence and job performance in the Municipal Jenin area in Palestine.

1.5 Research Questions

The study answered the following questions

1. Does emotional intelligence have an impact on job performance in the Municipal Jenin area in Palestine?
2. Does emotional intelligence affect job satisfaction in the Municipal Jenin area in Palestine?
3. Does job satisfaction influence job performance in the Municipal Jenin area in Palestine?
4. Does job satisfaction mediate the relationship between emotional intelligence and job performance in the Municipal Jenin area in Palestine?

1.6 Hypothesis

The following Hypotheses were tested in this study:

H1: There is a significant impact of emotional intelligence on job performance in the Municipal Jenin area in Palestine.

H1.1: There is a significant and positive relationship between Self-awareness, Self-motivation, Social Awareness, Social skill and job performance.

H2: emotional intelligence has a positive and significant effect on job satisfaction.

H2.1: There is a significant relationship between Self-awareness, Self-motivation, Social Awareness, Social skill and job satisfaction.

H3: There is a positive impact of job satisfaction on job performance.

H4: Job satisfaction mediates the relationship between emotional intelligence and job performance.

H4.1: Job satisfaction mediates the relationship between Self-awareness, Self-motivation, Social Awareness, Social skill and job performance.

1.7 Scope of the Study

The study is limited to determining the impact of emotional intelligence on job performance, with job satisfaction as a mediating factor, in the municipal sector of Jenin, Palestine. The study gathers data from employees and managers working in the municipal sector during the first semester of the 2024/2025 academic year.

1.8 Conceptual framework

The study focuses on three key constructs: emotional intelligence (EI), job satisfaction, and job performance. EI refers to the ability to perceive, understand, and manage emotions, while job performance is defined by factors like productivity and efficiency. Job satisfaction is seen as a mediating factor influencing the relationship between EI and job performance. The study will be conducted during the first semester of the academic year 2024/2025, ensuring current and relevant findings. The study will be confined to municipal employees in the Jenin area, Palestine, allowing for an in-depth examination of the unique socio-political and organizational challenges faced by this workforce. A diverse sample will be selected to reflect the diverse demographic and professional backgrounds within the workforce. The research will use structured questionnaires and potential interviews to gather both quantitative and qualitative data for a comprehensive analysis.

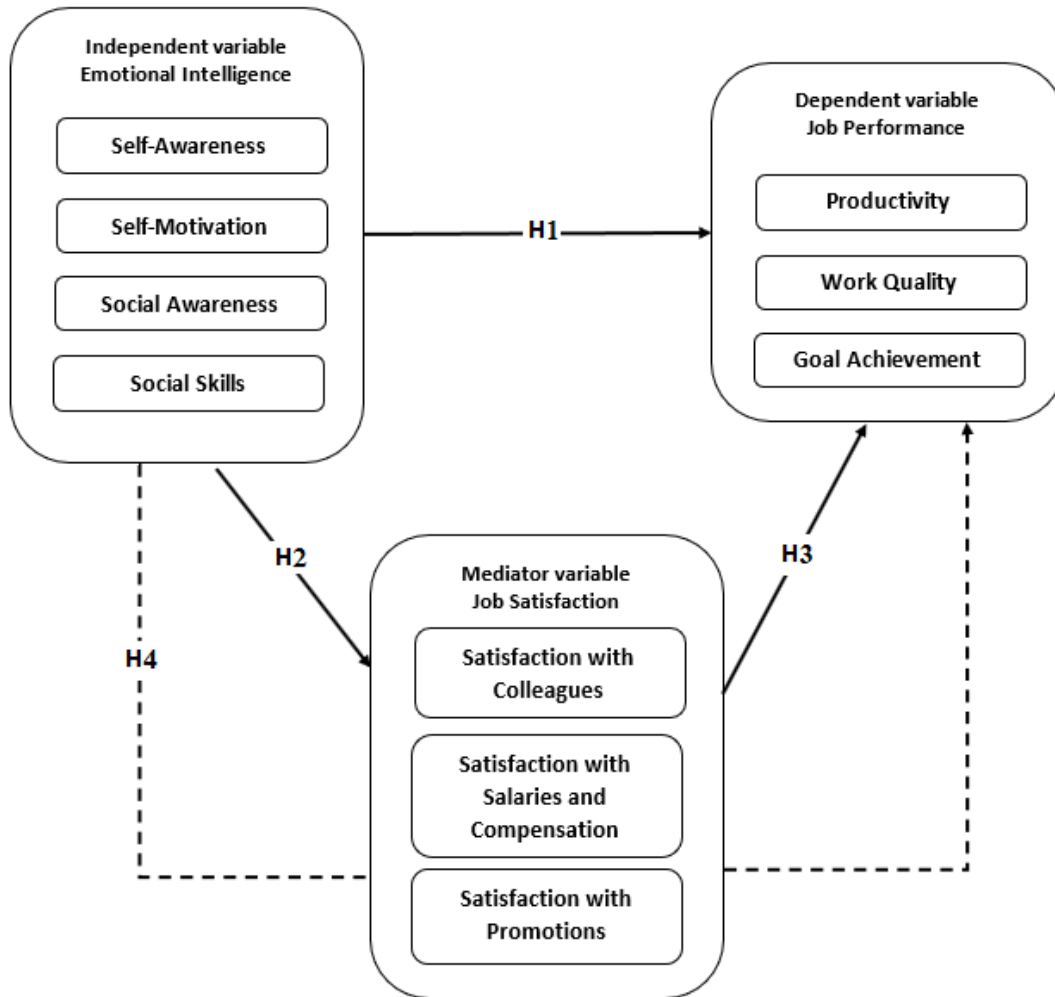


Figure (1.1): Conceptual framework

Chapter Two: Literature Review and Previous Studies

This chapter aims to provide a thorough exploration of contemporary research on Emotional Intelligence, Job Performance, and Job Satisfaction. It emphasizes the significance of Emotional Intelligence, evaluates various models of Emotional Intelligence, and consolidates findings from prior studies on the three constructs (Emotional Intelligence, Job Performance, and Job Satisfaction), encompassing investigations into their interrelationships.

2.1 Emotional Intelligence

Emotional intelligence (EI) is a multi-dimensional construct that has been defined by researchers in many different ways. Emotional intelligence, as delineated by Abebe and Singh (2023) study, is characterized as the capacity to observe, comprehend, and manage emotions in both oneself and in others; its vital importance in the cultivation of job satisfaction and improvement of performance within the context of public institutions is undeniable. As per Alsughayir (2021) emotional intelligence is the ability to manage many interpersonal relationships intelligently and with empathy, and he argued that it has a considerable impact on organizational commitment through the influence it has on job satisfaction.

Chong et al. (2020) Recognizing the significant influence of emotional intelligence in professional settings around the world, described emotional intelligence as the capacity to reason with emotions, thus facilitating essential emotional processing to direct thoughts and actions at work. According to Matthews et al. (2020) emotional intelligence is a trainable skill that includes being aware of emotions (high self-awareness), managing emotions (high self-regulation), and stimulating and motivating others, laying the foundation to connect and translate skills into improved job performance of aged care workers. Soriano-Vázquez et al. (2023) predicted the

power of job satisfaction in and their importance in conflict management and organizational coherence

The researcher defines it from her perspective as the most important psychological mechanism determining your emotional and behavioral capacities, your motivational drive states, and your overall success at work and life. It acts as a glue that aligns individual performance and strengthens collective identity and agility. Workplace stress, interpersonal relationships, and organizational changes are common areas of concern for employees (Rasool et al., 2021); emotional intelligence in the workplace assists employees respond with high levels of job satisfaction and performance (Funminiyi, 2018).

Many studies have shown that high emotional intelligence provides us with the capacity to take a constructive approach to the challenges at work, thus reducing tendencies of turnover intention and job security perception (Giao et al, 2020). The implications of this dynamic necessitate an emotionally intelligent work environment that fosters an alignment between organizational ambition and personal motivation; the best interest of both parties need to be met. In addition, emotional intelligence can protect employees from work-related stressors which allows them to function well even in high pressure situations (Kwon et al., 2023). The needs for nurturing a compassionate climate and enhancing performative works of inquiry and investigations by Sembiring et al. (2020) It applies across a whole range of professional domains.

Emotional intelligence works as a driver in organizational commitment and forms an integral part of the psychological contract between the employees and the employer (Funminiyi, 2018). According to Alsughayir (2021), emotional intelligence promotes engagement and loyalty among employees by creating a sense of belonging and purpose in the organization. This involvement will

be increased if emotional intelligence is paired with a supporting organizational culture as identified in (Cash et al., 2021; Naqvi and Siddiqui, 2023).

In short, emotional intelligence is a learnable skill, one of many that can be cultivated through successful interventions and training programs (relatively rare) from a developmental perspective and field of study. According to Karimi et al. (2020) the practical gains of this training are evident, with participants demonstrating higher job performance, because this behavior is malleable, emotional intelligence is a strategic asset for organizations focused on building human capital to achieve sustainable competitive advantages.

To summarize, emotional intelligence is not a simple trait but rather multi-dimensional construct, which is important not just for an individual but also for an organization, and in today world is one of the key definitions of personal satisfaction and corporate success. Thus, its incorporation into organizational strategies not only promotes employee health but also ensures individual and collective success as well, making it an essential element of modern workplace dynamics. The universal nature and extensive implications of emotional intelligence highlight its significance as an academic and practical concern in a wide range of sectors.

2.1.1 The Importance of Emotional Intelligence

Emotional intelligence is important as it plays a key role in the success of a person and in his well-being because if a person is able to manage and understand feelings, he will be successful in every sphere of life be it personal or professional (Abebe & Singh, 2023). Emotional intelligence can be the bedrock of communication, decision-making, and relationship building (Awad & Ashour, 2020). And it gives people the skills to deal with high-stress social outcomes, toxicity, and narcissism and have a better mindset at the same time (Chong et al., 2020).

Developing emotional intelligence also encourages personal development by improving self-awareness and self-regulation, both which are necessary for properly managing emotional responses, and for making the best decisions (Naqvi & Siddiqui, 2023). It facilitates awareness of one as a person while empowering them to easily determine their strengths and weaknesses which results in setting achievable and realistic expectations from themselves (Suleman et al., 2020). Furthermore, emotional intelligence fosters empathy, which closes the gap created by distance, as it allows people to relate to the feelings of others (Yousaf et al., 2023). This capacity for emotional connection encourages collaboration and respect in interpersonal and workplace environments (Winton, 2023).

Additionally, emotional intelligence is one of the significant factors that drive effective leadership and teamwork. Leaders with high emotional intelligence can inspire and motivate their teams better, settle conflicts in a constructive manner, and establish a positive workplace atmosphere (Coronado-Maldonado & Benítez-Márquez, 2023). They are able to deal with shifting sand, to navigate their teams through uncertainty, to do so with conviction and purpose. The emotive intelligence improves communication abilities, grows versatility, and raises job satisfaction levels that subsequently enhance the job performance of the employees. It lowers the stress hormones by providing a person with the tools to manage pressure and get the work-life balance that is required (Abebe & Singh, 2023).

At the organizational level, emotional intelligence enables a climate of trust and collaboration – the pillar for success. It works towards reducing confusion and tensions in workplace and forms a stronger, cohesive team (Awad & Ashour, 2020). Unique to organizations with a higher value for emotional intelligence, they see increased employee engagement, lower turnover, and a positive impact on productivity (Caruso et al., 2019).

So in daily life emotional intelligence adds colors to emotions because it allows for both to verbalize your emotions constructively and to respond to others with care and concern. It opens a doorway to real relationships and offers the keys for conflict resolution without jeopardizing peace and dignity. Emotional intelligence is a skill that can enhance the lives of everyone, and the communities they live and work in — so it should be cultivated and practiced by all who desire a full life, and a better society (Karimi et al., 2020).

2.1.2 The Dimensions of Emotional Intelligence

A knowledge of emotional intelligence dimensions can be helpful in understanding how people use emotions to interact and manage their social lives. Self-awareness, self-motivation, social awareness and social skills are these dimensions that contribute to the ability of others to recognize and regulate their own constructions of self in ways that are not only meaningful in their lives, but those of other individuals as well. All these different dimensions serve excellently in making us better humans, better communicators, and better professionals! Both play an important part in strengthening resilience, adaptability, and harmonious relationships together, and in essence, being emotional and social competence (Naqvi & Siddiqui, 2023).

1. Self-awareness

Self-awareness, the first component of emotional intelligence, is the capacity to be aware of oneself — to understand oneself, recognize your emotions and thoughts, and know how they affect other people. This is a basic premise of emotional intelligence, without this dimension, person can find it difficult to comprehend their inner states, their triggers and their emotional patterns. Conscious of strengths and weaknesses as well as an accurate perception of one self- personal values, motives, and capabilities (Prentice et al., 2020).

It starts by helping you label emotions, which contributes to self-awareness itself — a skill necessary to get more in touch with your inner world. Therefore, this relationship lays emphasis on a feeling of control over the emotions, and not a feeling of being submissive to the overly high fluctuating emotions (Rajesh et al., 2019). Understanding the root cause behind your emotions helps manage how you react, helps you act based on your decision, not on what is happening to you, and respond rather than react (Soriano-Vázquez et al., 2023). For instance, if the person tends to become frustrated, which can lead to aggressive behavior, being mindful of taking a moment to breathe and realize they are frustrated will stop an impulsive act from happening and control the situation more effectively (Mursaleen & Munaf, 2020).

Working on self-awareness makes it easier to make reflections and self-assessments, which contribute to personal and professional growth. Highly self-aware people are able to pinpoint what they need to work on and take action, whether that's developing new skills, changing their behavior, or asking others for input. Such a willingness to learn makes a person more resilient, adaptable and confident to deal with what life throws their way (Abebe & Singh, 2023).

Not also does self-awareness have a direct bearing on just how you interact with others. Individuals with strong self-awareness are able to communicate more authentically and with empathy because they understand how their emotions and actions affect others. They have more skills to listen, speak and relate to others (Ahad et al., 2021). In the context of teamwork, self-awareness allows individuals to contribute more effectively in the form of knowing their role and respecting other perspectives and ideas of the other individuals involved, and creating an overall positive dynamic (Caruso et al., 2019).

This makes self-awareness a crucial element in running a business or leading a team. Emotionally-aware leaders are able to demonstrate emotional stability, build trust, and foster a culture of

openness and mutual respect. This empowers them to realize how their behavior affects team morale and performance, thus making them more conscious in their decision making and conflict resolving process (Giao et al., 2020).

In the end, self-awareness is a powerful skill that allows us to live our lives from a place that aligns our feelings and actions with our values and goals. With greater self-awareness, we can create more emotional intelligence, find more personal and professional satisfaction and contribute more.

2. Self-motivation

Self-motivation, one of the essential components of emotional intelligence, is the ability to motivate oneself to get to the goal and to do this despite obstacles and setbacks. It is the inner drive to succeed and desire to grow, learn and achieve. It extends beyond tangible incentives or social obligations to prioritize intrinsic motivation based on meaningful personal beliefs, goals, and a need to experience self-actualization (Prentice et al., 2020).

Self-motivation is knowing exactly what you want to achieve and remaining committed to your goals amidst the distractions and hardships that lie ahead of you. It asks people to be mindful of their energy and emotions, directing them to be the lubricant that keeps the wheels turning when things get tough (Sembiring et al., 2020). Self-motivated individuals are also very resilient and positive, which helps them to have faith and keep a positive perspective even when they may feel stuck and are not seeing results and are getting hit with a lot of obstacles. Take a self-motivated person for example — they will see failure as an opportunity to learn. Instead of viewing it as the end, they will see it as a step closer towards their next chance at success (Winton, 2023).

Self-regulation, as this dimension is sometimes called, includes self-discipline as well as the ability to delay gratification. Self-motivated individuals can focus on long-term gains rather than cozy in

the short-term and make sure that their actions are aligned with their higher purpose. He displays great initiative and doesn't wait for others to show him the way but looks for opportunities to continue to grow (Bhatnagar & De, 2021).

Self-motivation is often highly regarded in the workplace, as it leads to productivity, alignment, and creativity. Highly self-motivated employees are great at being initiative driven, working independently to solve problems and performing consistently under pressure. Self-Motivated: Leaders who show self-motivation inspire their teams by leading by example, showing dedication, and always pushing for the best (Chong et al., 2020).

Self-motivation improves personal well-being as it brings about a feeling of purpose and accomplishment. A life where it urges you to follow your passions, face your fears and continually push yourself, for a more enriching and rewarding experience. Self-motivation — the final piece of the puzzle that makes up this pillar of emotional intelligence — is what pushes people through the hard times to be successful or at their best.

3. Social awareness

Social awareness is the ability to accurately perceive, understand and react to others and their emotions, needs and concerns, and one of the essential elements of emotional intelligence. It is being sensitive to the social context, reading feelings, yourself and others, and acting with care and consideration. This ability allows you to create friendly relationships, develop trust and, consequently, effectively develop social dynamics (Edward & Purba, 2020).

When you are socially aware, you are understanding others through empathy. Learning to step into another person's shoes, to allow their own feelings of what they believe is relevant matter (Giao et al., 2020). Listening with empathy helps people connect on a deeper level, which in turn makes

them more likely to offer support and build rapport with others. In this scenario, a manager with strong empathic skills would be able to recognize when one of their employees is facing challenges and would be able to step in with the right advice and encouragement to propel them toward success (Karimi et al., 2020).

This includes an awareness of social norms and dynamics, which is what helps us engage with groups of people respectfully and sensitively. That includes being sensitive to nonverbal indicators – body language and tone of voice, which often express feelings that words do not. Awareness here makes communication much more effective and genuine (Prentice et al., 2020).

So social awareness is critical in the context of leadership and teamwork. Those leaders who have social awareness can help inspire and persuade more of their team by understanding what issues they are having, and by creating a culture and environment that their team feels consistency helps and supports one another (Suleman et al., 2020). Likewise, members who have social awareness facilitate healthy group dynamics through respect of differing viewpoints, constructive conflict resolution, and cooperative relationships (Sembiring et al., 2020).

On larger scales, social awareness enables people to participate more fully in their communities and societies. It promotes awareness of cultural sensitivity and societal issues in general that may lead to behaviors that will enhance social harmony and social cohesion. For example, those with social awareness may be more likely to seek out fairness and access for all because of their recognition of the benefit of diversity (Ahad et al., 2021).

Social awareness allows people to connect more effectively among friends and colleagues. Socially aware people help create strong relationships and communities by recognizing and

respecting other people's feelings and experiences. Again, this dimension is part of emotional intelligence — it helps to make our interactions fair, compassionate, and effective.

4. Social Skills

An important section of emotional intelligence such as the interpersonal is the social skill which is the capacity of relating, building rapport, and interacting with others. Such skills help in easy navigation of the social dynamics which ensures cooperation between people, issue resolution, and positive engagement (Bhatnagar & De, 2021). Emotional intelligence is not just knowing how to be well, but applying that knowledge to our interactions with others and thus becoming functional social beings who are fully aware of themselves (self-awareness), are aware of others (empathy), and are capable of regulating their emotions (emotional self-control) (Maillet & Read, 2021).

The foundation of social skills is also known as the ability to communicate clearly and convincingly. People who have good interpersonal skills can communicate experiences as well as context, and they can frame ideas and even feelings to make sure that the message is received, and intent is well understood (Yousaf et al., 2023). Active listening is another area where they shine; they are genuinely interested in what others have to say and also provide their full attention to them during a conversation, which fosters respect and trust (Baker et al., 2022).

Social skills encompass responding to conflict and negotiation too. Socially skilled people have the ability to mediate disputes in difficult times, finding ways to bring about compromise to achieve a compromise and redirect conversations toward win-win solutions (Vega et al., 2022). Socially adept people, such as a manager from a workplace setting, can take two employees who are not getting along and create the openness to discuss the disagreement and brainstorm ways to move forward together (Abebe & Singh, 2023).

Relationship building is another vital key to social skill. Such as networking and working as a team and building trust over time. People pleasing, collaboration, networking — people with good social ability are open, supportive and adept at developing relationships that foster career and life success. They can flex to different social situations, whether it be leading a team, in a group discussion, or engagements (Coronado-Maldonado & Benítez-Márquez, 2023).

Social skills help with yet another role: leadership. Great leaders utilize their social skills to inspire, motivate and lead their teams. By knowing what drives them and what they want out of life, they can help others positively which brings everyone as a collective closer together (Naqvi & Siddiqui, 2023).

Social skills will help to build relationships in daily life through understanding, empathy, and mutual help. They help us traverse the intricacies of each social situation, bring relationships to life, and ensure a positive atmosphere. In the end, social skills are a foundational component of emotional intelligence where internally understood emotions manifest to effect outward change, both individually and together (Soriano-Vázquez et al., 2023).

From the researcher's perspective, understanding the dimensions of emotional intelligence—self-awareness, self-motivation, social awareness, and social skills—is essential for comprehending how individuals effectively manage their emotions and social interactions. These dimensions collectively enhance an individual's ability to regulate emotions, foster meaningful relationships, and build resilience in both personal and professional contexts. Self-awareness allows individuals to identify and manage their emotions, promoting thoughtful responses rather than impulsive reactions. Self-motivation drives individuals to pursue goals with persistence and positivity, even in challenging circumstances. Social awareness enables empathy and understanding of others' emotions, fostering trust and collaboration. Lastly, social skills facilitate effective communication,

conflict resolution, and leadership, ensuring harmonious relationships and successful teamwork. Together, these dimensions not only contribute to personal growth and professional excellence but also cultivate emotional and social competence, making them integral to overall well-being and interpersonal effectiveness.

2.2 Job Satisfaction

Job satisfaction is something deeply personal that connects how individuals feel about their work with the experiences they have in their workplace (Pratama et al., 2022). It isn't just about the paycheck or completing daily tasks—it's about finding meaning and fulfillment in what one does (Sabtoni et al., 2024). Some people find satisfaction in achieving goals, others in being part of a team, or even in the challenges that push them to grow. It's an emotional and mental connection that influences not only how people perform but also how they view themselves and their careers. Understanding job satisfaction requires looking beyond the surface and appreciating how it touches every aspect of a person's professional and personal life (Yousaf et al., 2023).

There are many ways to define job satisfaction, and researchers have explored this concept from different angles. One definition describes it as the emotional reaction an individual has when they evaluate their job experiences (Susanto et al., 2023). This perspective focuses on how people feel about their work and how those feelings shape their overall satisfaction. Another approach considers job satisfaction as the degree to which someone likes or dislikes their job, highlighting the personal and subjective nature of this experience (Ateeq et al., 2023). It's not about the job itself but how it aligns with the individual's expectations and emotions.

Another common definition frames job satisfaction as the balance between what a job offers and what an employee expects (Marta et al., 2021). When the rewards, such as pay, recognition, or

growth opportunities, meet the employee's needs, satisfaction increases. However, when there's a gap—when expectations aren't met—dissatisfaction can arise (Falatah et al., 2021). A more comprehensive view defines job satisfaction as a combination of several elements, such as relationships with colleagues, the work environment, salary, and opportunities for development. This shows how complex and multifaceted job satisfaction can be, as different people value these factors differently (Gheitani et al., 2019).

From my perspective as a researcher, job satisfaction can be best described as a state of harmony between a person's expectations, values, and the realities of their job. It is a dynamic and evolving process that reflects not just the external rewards of work but also the emotional and social dimensions that make work meaningful. True job satisfaction is about more than liking what you do—it's about feeling appreciated, challenged, and connected to a purpose. It's about finding a sense of balance where professional goals and personal fulfillment meet, creating an experience that supports not just career growth but overall well-being.

2.2.1 The importance of Job Satisfaction

Job satisfaction is an essential element that plays an important role in shaping an employee's personal and professional wellbeing along with the success of the organization they work for. For an individual, job satisfaction is much more than task completion; it includes aspects like finding meaning, balance, and fulfillment throughout his/her day-to-day work. Simply put, workers who enjoy their jobs are more motivated, productive, and positive (Chegini et al., 2019). Such a contentment diminishes stress, boosts mental health, and creates general health. This does not only mean being happy in the office — it is eavesdropped to personal life, affecting relationships and greater life satisfaction in modern life (Chan, 2019).

Job satisfaction is one of the pillars of success for organizations. If employees are happy in their work, they will stick around longer, saving the company money on turnover, recruiting and training (Gerich & Weber, 2020). They are also more engaged and willing to go that extra mile, which in turn reflects on the productivity and effectiveness of the company. Not only does a happy workforce stick around — they are energetic, creative, and collaborative, fostering an atmosphere where teams click with each other and morale is perpetually high (Goestjahjanti et al., 2020).

Happy employees take sense of ownership upon the job and bring innovative ideas and solutions. Such an initiator mindset can fuel innovation and have the organization on a constant improvement mode. In addition to that, when your employees are happy, your work environment becomes a more peaceful one. When working in an atmosphere where they are respected, supported, and valued, people are more likely to collaborate, conflict is reduced and team chemistry is heightened (Gerich & Weber, 2020).

Ultimately, getting the most out of one career is a win-win situation. It provides employees with a reason and a solid ground to stand on, and it helps organizations thrive with loyalty, productivity, and innovation. By prioritizing job satisfaction, you and your people can create a more fulfilling and meaningful relationship with work and the people around you. And not only is it a workplace priority — it's a key ingredient for a more balanced and happier life.

2.2.2 The Role of Emotional Intelligence in Enhancing Job Satisfaction

Understanding the impact of emotional intelligence (EI) on job satisfaction is a relatively simple yet complex thing. Your skills to recognize and control your emotions and appreciate the feelings of others – a concept known as emotional intelligence – can make or break how people feel about their work. It is more than just managing stress or dealing with people—it is about restoring and

meaning at work, and naturally making people feel better engaged in what they do (Sembiring et al., 2020).

Another example of how emotional intelligence enhances job satisfaction is being self-aware. Knowing how they feel and why they feel that way allows a person to more effectively cope with their emotions (Bradberry, 2017). A self-aware employee, for instance, is aware of their strengths and weaknesses such as when an employee knows that they are overwhelmed by pressures, they take precautionary measures to stay calm and centered (Rajesh et al., 2019). This alleviates pressure, as well as keeps them more in command of their jobs, along with enjoying the assignment completion. With no self-awareness, you can be hijacked by frustrations or negative emotions which will make it difficult to feel fulfilled in your work (Suleman et al., 2020).

Also a huge portion of emotional intelligence, self-regulation directly links to job satisfaction. Things go wrong, there are tight deadlines, and conflicts sometimes arise. Self-regulators do not allow these challenges to ruin their day. Rather instead, they simply pause for a moment, take the time to gather their thoughts and respond rather than react emotionally to the situation. The capacity of dealing with the negative spheres of the workplace in a non-exaggerated fashion diminishes stress and helps maintain a positive atmosphere at work, hence ensuring job satisfaction (Sembiring et al., 2020).

Another great factor is, motivation especially the one that comes from inside. Internally driven: Individuals with a high degree of emotional intelligence want to perform well because it is important to them, not just for a promotion or bonus (Chong et al., 2020). It provides the type of motivation necessary to keep going when the work becomes difficult. When you feel like your work is aligned with your values and what you want to achieve personally, it is easier to maintain satisfaction in your work, instead of seeing it as something you have to do (Vega et al., 2022).

Finally, social skills are the adhesive that holds it all together. Good communication, conflict resolution, and teamwork skills makes work more fun and less painful. When everyone knows they can trust each other, voice their ideas honestly and collaborate without hesitation, it makes for an ambience of satisfaction that will only flourish. In conclusion, emotional intelligence is very important in increasing job satisfaction. Knowing this enables others to cope their emotions, discover real-connections, and stay inspired even when it goes south. Being proficient in your craft is one thing but feeling good while performing your craft is something else which is what makes work a contribution to life.

2.3 Job performance

Job performance is one of those concepts that we discuss regularly, but do not always take the time to define explicitly. It is ultimately about how well a person does his job, but this cannot be captured by the simple to-do list approach (Chong et al., 2020). Job performance is the level of output of an employee and how well an employee fulfills their duties, responsibilities, and their role in the organization, including how they interact with other employees and the work environment (Sabuhari et al., 2020). It is not just about what gets done but also about how it gets done, which is balancing quality, efficiency and attitude. Performance can vary among different focal points — and the definition of good performance is dependent upon the context of the job (Karimi et al., 2020).

This has led researchers and professionals to struggle in their attempts to define job performance in a neat and tidy matter, as job performance is far from simple. While many definitions have been proposed, one of the most widely accepted is that job performance refers to the total expected value that an employee contributes to the organization (Ateeq et al., 2023). This definition is both

outward-facing — the things employees do — and inward-facing — the outcomes of their actions. For example, an outcome for a sales representative might be the number of clients brought in to the company, while his behavior would be how he relates to those clients (Peiró et al., 2020).

One thing gives a definition of job performance, which is an extent to which an employee is required to meet the expectations of his or her job role. By this definition, performance is linked directly to the standards or objectives defined by the organization (Pamungkas & Wulandari, 2021). It conveys that performance is about congruence or alignment — the degree to which what an employee does and achieves aligns to what is expected of them. And coupled with that view, having clarity of your expectations is paramount in performing well (Ravikumar et al., 2020).

A different perspective views job performance as a dynamic process, arguing that rather than being static it varies over time with experience, training, and work environments. It looks at performance as an ongoing process and teaches organizations that development of employees is a necessity to have them perform at a high level, and not just a one time thing.

As a researcher, I see the job performance best represented when it is a truly nuanced combination of behaviors, outcomes, and attitudes which relates directly to the goals both of the individual and ultimately of the organization. It's not only about results but also about how we achieve those results – in partnership, in leadership, with excellence. Those are performance-related behaviours that may vary with skills, motivation or the work environment. In the end, it is the reflection of the value an employee contributes to the company, weighed against how effectively that value contributes to the goals of the organization.

2.3.1 Importance of Measuring Job Performance

Measuring job performance is extremely important to the strategy of every organization as this indicates how employees are helping the organization achieve the goals set, and identify the areas that need improvement (Sabtoni et al., 2024). Tracking the quantity of work done on the job is not a measure of job performance; while quantitative records are important because they minimize subjectivity in appraisals, they do not provide information on the quality and effectiveness of an employee's work in the context of organizational objectives (Kwon et al., 2023).

The most important reason to measure performance is to establish clear expectations. Your employees are going to perform better when they know what is expected of them – and regular performance measurements give you a formula for establishing and communicating these expectations. It builds transparency between employees and management — everyone on the same page, knowing goals and priorities. Being clear on this is critical for staying focused and motivated through the teams (Deb et al., 2023).

A final, key part of it would be recognizing what the strengths and weaknesses of the work force are. Performance measurement also reveals where employees are performing well, so that managers can acknowledge and reward these contributions (Wafa'a et al., 2020). It reveals, at the same time, challenges or gaps of skills that are limiting the individuals from advancing. Such insights are crucial to tailor training programs and to provide beneficial feedback to employees for their career advancement (Darmawan et al., 2020). By working on shortcomings and leveraging strong suits, organizations can develop a better equipped and confident workforce.

Job performance measurement also has an importance in decision-making. It gives managers data, not anecdotes, to assess their decisions regarding who should be promoted, receive a raise, or

become a target for resources (Davidescu et al., 2020). This incentivizes them to perform better, and such decisions are based on merit and scoring points, motivating employees. Not only this, but performance metrics can also direct the organizational plans so that leaders get to know which departments or processes require tweaking in order to make efficiency and productivity top-notch (Abebe & Singh, 2023).

The other advantage is that accountability grows while a culture for continuous improvement is created. Another aspect of employee ownership comes from knowing that their output is being evaluated, thus motivating them to perform an excellent job. This fosters personal responsibility, making sure every person knows what they can do within the organizational whole. Also, performance measurement solicits feedback but it also gives employees avenues on how they can sharpen their skill set, which cultivates a learning culture (Hajiali et al., 2022).

Ultimately, assessing job performance affects overall organizational performance. This gives leaders visibility into how individual efforts help achieve broader goals while helping them identify bottlenecks or areas of stagnation. It ensures effective use of resources and that every team member is on the same page with the mission of the organization. Consistent measuring of performance makes it a whole lot simpler to adjust to the evolving market, enhance methods, and maintain a competitive edge.

2.3.2 The Role of Emotional Intelligence in Enhancing Job Performance

With employers realizing that workplace success requires more than just technical skills, the contributions of emotional intelligence (EI) to job performance have taken center stage. Emotional intelligence – the ability to recognize and respond to our own feelings and those of others – plays a key role in how we address our work, relate to colleagues and others in the workplace, and react

when faced with conflict (Karimi et al., 2020). Emotional intelligence develops self-awareness, self-regulation, motivation, empathy, and social skill which is an extremely important component of productivity, teamwork, and finally the achievement of organizational goals (Sembiring et al., 2020).

For example, one of the most effective ways EI correlates with job performance is through self-awareness which will help you to understand your own emotions and how they influence your choices and behaviours. Being self-aware is a great asset to employees — they know their strengths and weaknesses, which allows them to play to their strengths and lean on others for support where necessary. A self-aware employee who understands how stress affects their work will find ways to cope with their stressors so they can continue to perform well. Awareness guides employees towards efficiency in work as well as ensuring they never confront a problem with a rash and chaotic mind.

Another vital element of EI is self-regulation, which is a key factor in being consistent and professional in the workplace. Self-regulation or managing emotions: Emotionally poker-faced workers less likely to be swept by the winds of the moment into unthinking action, averting tantrums that could upset their work or relationships even in the heat of the moment (Ateeq et al., 2023). For example, a manager who manages their anger in a difficult meeting can direct the team more effectively and can help in maintaining a conducive environment for better results. Employees also have high levels of emotional control, which neutralises external pressure on their performance and allows them to remain true to their goals and produce consistently, high quality work (Sabuhari et al., 2020).

The wisdom of employing emotional intelligence to develop aspects of job performance. Fostering self-awareness, emotional regulation, self-motivation, empathy and social skills, it enables greater

navigation of the workplace complexities. In some cases, the importance of it reaches a phenomenal high when in others it is the necessity of the hour to the extent that it enhances the individual and also alludes to the fact that a successful team or organization consists of people with high emotional intelligence.

2.3.3 The Role of Job Satisfaction in Enhancing Job Performance

Job performance is fundamentally driven and increased due to job satisfaction. Satisfaction with their work pushes employees to exert effort, participate actively, and have a favorable disposition towards their job-related tasks and responsibilities. Job satisfaction provides an atmosphere that motivates the individuals, makes them feel important, and relates them to the goals of the organization that will directly have an impact on the quality and efficiency of their performance (Ateeq et al., 2023).

Job satisfaction improves performance in many ways, one of the ways is it increases motivation. Happy employees tend to be loyal to their job and can put in that extra effort to meet expectations or go above and beyond them (Peiró et al., 2020). This inherent motivation results in increased productivity and creativity, as employees become more likely to take initiative, find solutions, and contribute novel ideas. As an example, an employee that is appreciated and recognized for their work will likely put more effort into projects and exceed expectations (Pamungkas & Wulandari, 2021).

Third, the important connection between job satisfaction and job performance is lower stress and burnout. When employees like their work environment and work role, they are less subject to work-related stress. It enables them to concentrate, time-manage, and perform without losing much of the initial efficiency over time. On the other hand, dissatisfaction cause: fatigue, irritation and

indifference, which all diminish productivity and the quality of work as a whole (Ravikumar et al., 2020).

Job satisfaction is also a source of a good environment to work, which is the key to teamwork and cooperation. A satisfied employee is a communicator and freely supports his colleagues to develop a short track workplace environment. In professional environments, the same collaborative spirit can boost group performance, learn to leverage each other more effectively and manage conflict better (Kwon et al., 2023). Team happiness is a common predictor of team alignment — A happy team is one that would typically be willing to align their efforts towards common aims which almost always results in better outcomes and better results for the organization.

Job satisfaction is a power source of steady and high-quality work. The cycle continues such that increasing job satisfaction leads to higher engagement, better performance in job related activities, and a stronger connection with the objectives of the organization. With an atmosphere of appreciation, employees will inherently perform their tasks to the best of their ability and align themselves with the expectations of their roles, thereby forming a synergy that would benefit both individuals and organizations. Put simply, job satisfaction is not a result of performing well, but rather an essential element towards driving performance.

2.4 Previous Studies

The section on previous studies provides an in-depth review of existing research related to the topic, highlighting key findings, methodologies, and theoretical perspectives. By examining these studies, this section aims to establish a foundation for the current research, identify gaps in knowledge, and position the study within the broader academic context. This review not only

underscores the relevance of the research problem but also demonstrates how the present study contributes to advancing understanding in the field.

The study of (Soriano-Vázquez et al., 2023) titled “Emotional intelligence as a predictor of job satisfaction: the mediating role of conflict management in nurses”

The purpose of this study was to evaluate, among nurses, the mediating effect of conflict management on the link between emotional intelligence and job satisfaction. Using a cross-sectional study STROBE checklist, We used a cross-sectional and explanatory design. Emotional intelligence, conflict management, and work satisfaction were measured using self-reported questionnaires for data collecting. Proposed hypotheses were tested using structural equation modeling (SEM). Participating were 208 nurses ranging in age from 18 to 65 years ($M = 41.18$, $SD = 8.942$). The results verified a favorable link between emotional intelligence and conflict management ($\beta = 0.64$, $p = 0.001$). In a same vein, a favorable link between job satisfaction and conflict management was discovered ($\beta = 0.37$, $p = 0.001$). Furthermore confirmed as a mediator in the link between emotional intelligence and job satisfaction ($\beta = 0.77$, $p = 0.002$) was conflict management. The study emphasizes as determinants of job satisfaction in nurses emotional intelligence and conflict management are quite important. Particularly when conflict management techniques are used, the findings imply that treatments meant to improve emotional intelligence might be a good path to raise job satisfaction.

The study of (Deb et al., 2023) titled “Mediating effect of emotional intelligence on the relationship between employee job satisfaction and firm performance of small business”

This paper investigated the essential success elements and major path of emotional intelligence as well as its mediating influence on small company job satisfaction and company performance. This

paper examines relevant papers from the esteemed small business magazine. Theoretical foundation and components of this study were derived from small firm emotional intelligence research. 355 respondents also supplied information with a 73.95% validity rate. The hypothesis and theoretical framework were evaluated as well as validity using SEM-PLS. This study finds that job happiness and firm success depend critically on infrastructure, leadership and management, salary, working hours, working environment, and emotional intelligence. Emotional intelligence mediated five job satisfaction factors: working hours, organizational design, leadership and management, working environment, salary and other advantages; company success was then mediated by emotional intelligence. This research can therefore increase small business growth and enhance corporate performance.

The study of (Naqvi & Siddiqui, 2023) titled “The Impact of Emotional Intelligence on Job Performance with a Mediating Role of Job Satisfaction”

This paper investigated elements influencing job performance as well as the "mediating impact of job satisfaction on emotional intelligence and job performance." We gathered a 382 local SME sample and conducted data analysis using Smart PLS. The study revealed "self-awareness, self-regulation, emotional intelligence, and job satisfaction positively affect job performance." While work happiness mediates "emotional intelligence and job performance," emotional intelligence "affects job satisfaction." Job performance is not much affected, nevertheless, by "social skills, motivation, and empathy". Emotional intelligence solves difficult problems and allows one to understand and control the emotions of others. Companies must so routinely plan lectures and workshops on emotional intelligence for their staff. Social skills and empathy are crucial antecedents to job-related outcomes even if we did not discover a notable impact on job performance; companies should thus concentrate on these areas as well.

The study of (Yousaf et al., 2023) titled “The Role of Emotional Intelligence in the Relationship Between Emotional Labor and Job Satisfaction in the Telecom Industry of Pakistan”

This study sought to establish a thorough framework for comprehending the ways in which emotions affect job satisfaction in aggressive and violent workplace conduct. Data collecting and processing underwent a quantitative research approach. On a 7-point Likert Scale, emotional labor, emotional intelligence, and job satisfaction data was gathered beginning from (1 = Strongly Disagree to 7 = Strongly Agree). Data gathered from Pakistan's telecom industry underwent SPSS analysis. The results revealed that Surface Acting (SA) and Job Satisfaction (JS) are favorably and substantially correlated; Surface Acting (SA) and Work Hassles (WH) are likewise positively and significantly linked. Positively and strongly correlated with Work Hassles (WH) and Negative Affectivity (NA). Job satisfaction (JS) and negative affectivity (NA) have a positive and quite substantial correlation. Between Surface Acting and Job Satisfaction, Work Hassles and Negative Affectivity have a mediation effect. Emotional intelligence also helps to balance negative affectivity with work demands.

The study of (Winton, 2023) titled “Disaggregating emotional intelligence: building job satisfaction through emotional abilities”

This research seeks to show proof that one's emotional intelligence directly affects their level of job satisfaction. This work aims to investigate the various components of emotional intelligence and the influence each one has on job satisfaction, therefore transcending these higher-order results. This research investigates a disaggregated emotional intelligence model and its hypothesized correlations with job satisfaction using structural equation modeling (SEM) by means of a quantitative survey performed among 427 US-based workers. Two-stage common

method variance assessment and confirmatory factor analysis (CFA) are also included in extra investigation. The findings verified how favorably the aspects of emotional intelligence affect work satisfaction. Interactive effects in situ, however, also revealed indications of reciprocal suppression and prevented a clear confirmation that all four emotional intelligence categories greatly and favorably correlated with job satisfaction.

The study of (Abebe & Singh, 2023) titled “The Relationship between Emotional Intelligence, Job Satisfaction, and Job Performance: Empirical Evidence from Public Higher Education Institutions”

This study aimed to look at in higher education environments the relationships between emotional intelligence, work happiness, and job performance. The demographic from which our sample was taken comprised the academic staff of Ethiopian universities. Participants selected at random were handed a total of 388 questionnaires. Using 315 surveys from these, the analysis was place. Though the link between job happiness and job performance was shown to be negligible, employees' emotional intelligence was found to be both favorably and strongly connected with both. In a same line, job happiness has no effect on the relationship between emotional intelligence and job performance at the workplace. The results emphasize the need of emotional intelligence and how it affects professional environments. Service sectors should give great thought to adopting an Emotional Intelligence test to evaluate a person's ability to manage their emotions and identify those of others, therefore raising work satisfaction and performance during the recruiting stage.

The study of (Anand et al., 2023) titled “The effect of job security, insecurity, and burnout on employee organizational commitment”

This study sought to investigate the negative consequences of job security—that is, staying in the same position—job insecurity—that is, worries about maintaining the present employment—and exhaustion on employees' organizational commitment. Examining this background helps the study also look at how structural leadership lessens these unfavorable consequences. We investigate the consequences of work insecurity, job security, and burnout as events connected with the COVID-19 epidemic and how they may affect employees' organizational commitment using systematic event theory. Based on the findings, work burnout and job uncertainty severely affected employees' organizational engagement even with structural leadership acting as a mediator. Moreover, the mediating action of structural leadership lowered employment stability. The results of the research have significant consequences for companies and managers handling next crises.

The study of (Kwon et al., 2023) titled “Job satisfaction and job security as moderators in the relationships among job demands, musculoskeletal symptoms, and work performance”.

This study sought to investigate how work security and job satisfaction can help to attenuate the impact of physical demands and job stress on job performance impairment via upper extremity musculoskeletal symptoms (MSUE). Five paths of moderating effects were investigated: the link between job stress and MSUE, job stress and job performance, physical demands and their impact on MSUE and job performance, and lastly the influence of MSUE on job performance. The research comprised six thousand full-time employees from three hospitals and nine manufacturing plants. Health interviews, physical exposure evaluations, and self-administered questionnaires with an eye toward psychosocial elements gathered data. Each path's moderating influence was evaluated using structural modeling and regression analysis. Through MSUE, the findings revealed

that work security and job happiness can help to offset the detrimental consequences of job stress and physical demands on job performance. The findings highlight the need of workplace interventions aiming at workers' job happiness and security to support their musculoskeletal health and job performance, therefore offering a fresh perspective on how functional and physical elements interact in defining job performance.

The study of (FEBRINA et al., 2021) titled “The Impact of Organizational Culture and Emotional Intelligence on Employee Performance: An Empirical Study from Indonesia”

This study sought to ascertain, via work satisfaction, organizational commitment at commercial banks in the Great Malang, the impact of corporate culture, job participation, and emotional intelligence on employee performance. This study obtained data from 240 out of 600 employees of four commercial banks using the purposive sample technique; thereafter, the SEM was used for analysis. The findings revealed that employee performance via work satisfaction is not much influenced by company culture, job participation, emotional intelligence, or any other factor. Through organizational commitment, job participation, emotional intelligence, organizational culture, and work performance is much influenced by each other. Through job happiness, organizational commitment, job participation, and emotional intelligence, organizational culture, job performance is much influenced. This study increases the body of knowledge by means of a better awareness of organizational culture, job engagement, emotional intelligence on job satisfaction, organizational commitment, employee performance concurrently in this study. The results of this study may provide accurate information for HRD practice since the HRD literature lacks publications on organizational culture, job involvement, and emotional intelligence. This will inspire researchers to investigate research on these subjects.

The study of (Alsughayir, 2021) titled “The effect of emotional intelligence on organizational commitment: Understanding the mediating role of job satisfaction”

This paper sought to investigate the relationship between work satisfaction and emotional intelligence (EI) as well as how these two factors affect organizational commitment. This study's data collection consisted of a courteous, pre-validated, self-structured questionnaire. Furthermore taken into account were ethical concerns guaranteed by anonymity. Using the convenience sampling technique, the research also gathered samples from staff members in customer service departments of Saudi banks spread around Riyadh. It uses the structural equation modeling approach also for data analysis using AMOS 22.0 program. The measurement model and support the study by means of a confirmatory factor analysis prior to looking at the structural model framework and hypotheses. Results revealed that emotional intelligence considerably and favorably influences organizational commitment as well as work satisfaction. Furthermore, studies shown that EI and organizational commitment are significantly indirectly influenced by work satisfaction as a mediator. Saudi commercial banks' emotionally intelligent customer service staff members showed great psychological empowerment shown by their view of work as meaningful, higher sense of competence, assured freedom of choice, and major influence on the workplace.

The study of (Sembiring et al., 2020) titled “The effects of emotional intelligence and organizational justice on job satisfaction, caring climate, and criminal investigation officers’ performance”

The purpose of this study was to investigate how organizational justice and emotional intelligence affected job satisfaction and caring environment and thus affected the performance of Criminal Investigation agents. With individuals (2016 data) in all Polres and the Criminal Investigation Directorate of Polda Metro Jaya, the population of this research was all criminal investigation

officers. Path analysis was applied here. The partial least squares technique helped to solve the path modeling. According to this study, officer performance and work happiness have a good correlation. Emotional intelligence and job satisfaction; organizational justice and job satisfaction; emotional intelligence and officers' performance; organizational justice and officers' performance; caring environment and officers' performance; emotional intelligence and officers' performance; caring environment and officers' performance; Generally speaking, emotional intelligence has clearly direct influence on performance, job happiness, and caring environment. Furthermore indirectly influencing performance is emotional intelligence through a caring environment and job happiness.

The study of (Giao et al., 2020) titled “The Effect of Emotional Intelligence on Turnover Intention and the Moderating Role of Perceived Organizational Support: Evidence from the Banking Industry of Vietnam”

The objective of this study was to examine the influence of emotional intelligence on turnover intention, with a focus on the mediating functions of work-family conflict and job fatigue, as well as the moderating effect of perceived organizational support. The evidence was derived from the analysis of survey data collected from 722 employees at institutions in Vietnam. The SmartPLS 3.0 program's partial least squares structural equation modeling (PLS-SEM) results demonstrated that emotional intelligence had a detrimental impact on employees' attrition intentions. This effect was partially mediated by work-family conflict and job fatigue. Additionally, the results of this study suggested that employees' intentions to leave the organization, job fatigue, and work-family conflict may be reduced by their perceptions of organizational support. It has the potential to moderate the relationship between work-family conflict and emotional intelligence. In a supportive environment, employees were more susceptible to this adverse correlation. Some empirical

implications for the Vietnamese financial industry were derived from the primary findings of this research. It suggested that service industry organizations should strive to enhance their employees' work-family balance, mitigate job fatigue, and capitalize on these supportive environments and emotional balances to achieve advantageous results.

The study of (Chong et al., 2020) titled “Emotional Intelligence and Job Performance of Academicians in Malaysia”

The predictive value of an emotional intelligence evaluation grounded on the Role-Based Performance Scale (RBPS) measure of work performance is investigated in this paper. This study is to find whether work performance of every academic staff member in the chosen private higher education institutions influences their degree of emotional intelligence score. In order to gather as much data as possible, this study used a quantitative technique approach to widen the net and include certain higher education institutions. The findings show a strong correlation between emotional intelligence and job performance of academic employees in private universities. These important results therefore confirm the notion that emotional intelligence is responsible for and might forecast work success, thereby clarifying the theoretical and pragmatic value of the concept of emotional intelligence and job performance.

The study of (Karimi et al., 2020) titled “The effects of emotional intelligence training on the job performance of Australian aged care workers”

This study looked at how emotional intelligence training affected staff well-being and psychological empowerment as well as resident care quality in an Australian elderly care facility. We apply Bar-On's (1997) EI conception. In 2014–2015, we used a quasiexperimental design with 60 participants in each of two geographically isolated sites in both experimental (training) and

control (nontraining) groups. For the training group, our final poststudy sample size was 27 individuals; for the control group, it was 17. Applying skills in EI, we investigated whether staff members improved their well-being, psychological empowerment, and work performance measured as enhanced quality of care (self-rated and client-rated). Workers in the EI training group exhibited notable increases in overall well-being, psychological empowerment, quality of care, and EI scores. Regarding the control group, there were not any notable variations.

The study of (Edward & Purba, 2020) titled “The Effect Analysis of Emotional Intelligence and Work Environment on Employee Performance with Organizational Commitment as Intervening Variables in PT Berkat Bima Sentana”

This study is to investigate, at PT. Berkat Bima Sentana, the influence of emotional intelligence and work environment on employee performance via organizational commitment. Starting from August 2019 and running for six (six) months, this study was carried out at PT. Berkat Bima Sentana. This work applies structural equation modeling (SEM) analytical methods in a quantitative associative approach. The Slovin formula is applied in the proportionate stratified random sampling method. At PT. Berkat Bima Sentana, the study's participants numbered as many as 98 staff members. Data on factors of emotional intelligence, work environment, organizational commitment, and employee performance characteristics was gathered using a questionnaire. Descriptive analysis findings for the variables of emotional intelligence, work environment, organizational commitment, employee performance at PT. Berkat Bima Sentana show a good category. SEM study indicates that, via organizational commitment at PT. Berkat Bima Sentana, emotional intelligence and work environment have a positive and substantial influence on employee performance. By 0.818 or 81.8%, contributions from the factors of emotional intelligence, work environment, and organizational commitment explain varied employee

performance. Other independent factors not looked at in this study affect the remaining 0.182 or 18.2%.

The study of (Suleman et al., 2020) titled “Correlating Emotional Intelligence With Job Satisfaction: Evidence From a Cross-Sectional Study Among Secondary School Heads in Khyber Pakhtunkhwa, Pakistan”

This study looked at how work satisfaction and emotional intelligence related among heads of secondary schools in Khyber Pakhtunkhwa. Using a multistage sampling method, 402 out of 884 secondary school heads overall were selected for this study. The study was quantitative in character, correlative, descriptive, and correlative; information was gathered from the participants using survey research developed. Applied were statistical methods like mean, standard deviation, Pearson's product-moment correlation, multiple linear regression, and analysis of variance. According to the results, work happiness and emotional intelligence had a somewhat favorable relationship. Apart from emotional stability, where the association was likewise positive and the impact size was minor, all the subdimensions of emotional intelligence and work satisfaction had a modest positive link. Moreover, five elements of emotional intelligence—managing interactions, emotional stability, self-development, integrity, and altruistic behavior—found to be quite important predictors of work satisfaction. Consequently, it is essential to focus on those strategies that enhance emotional intelligence among heads of secondary schools.

The study by Al-Khalil (2017), titled "Job Security in Improving Employee Performance,"

This study sought to investigate how job security may improve faculty members' performance at Al-Jouf University by means of an evaluation of the link between job security and work performance and thus identification of the elements affecting this connection. Comprising 1,239

university faculty members, the study population comprised a sample of 554 individuals. Apart from gathering main data about the sample members, the study used a descriptive-analytical technique using a questionnaire having two dimensions: job security and work performance. The results showed a positive link between job security and work performance, meaning that higher job security helps faculty members to perform better. The survey also revealed that attaining employment stability at Al-Jouf University depends much on economic conditions. Higher degrees of job stability and performance reported among women, PhD holders, and deans; statistically significant variations were detected among members depending on gender, academic qualification, and administrative post. These results led the research to advise raising faculty wages in line with their academic credentials and tackling the growing cost of living by including certain allowances into pay to reflect these rises. It also underlined the need of giving faculty members material and moral resources to assist in their academic activities, including authorship and publication, and of building good relationships inside the university to create a conducive working environment that helps to improve job performance.

Table (2.1): Empirical literature review

| Study | Aim of the Study | Study Design | Variables | Main Result | Main Recommendation |
|-------------------------------|---|---|---|--|---|
| Soriano-Vázquez et al. (2023) | To assess the mediating role of conflict management in the relationship between emotional intelligence and job satisfaction among nurses. | Cross-sectional explanatory design with SEM analysis. | Emotional intelligence, conflict management, and job satisfaction. | Positive relationships among emotional intelligence, conflict management, and job satisfaction; conflict management mediates the relationship. | Enhance emotional intelligence through interventions to improve job satisfaction, integrating conflict management strategies. |
| Deb et al. (2023) | To examine the mediating role of emotional intelligence on small company job satisfaction and firm performance. | Cross-sectional with SEM-PLS for hypothesis testing. | Infrastructure, leadership, working hours, working environment, salary, emotional intelligence. | Emotional intelligence mediates the relationship between job satisfaction factors and firm performance. | Focus on emotional intelligence and workplace environment to improve firm performance. |
| Naqvi & Siddiqui (2023) | To explore the mediating impact of job satisfaction on emotional intelligence and job performance. | Cross-sectional design with SmartPLS analysis. | Emotional intelligence, job satisfaction, job performance. | Job satisfaction mediates the relationship; emotional intelligence positively affects job satisfaction and performance. | Organize workshops on emotional intelligence to improve job outcomes. |

| | | | | | |
|----------------------|--|--|---|---|--|
| Yousaf et al. (2023) | To understand how emotions influence job satisfaction in the telecom industry. | Quantitative methodology with SEM and SPSS analysis. | Surface acting, work hassles, negative affectivity, emotional intelligence, job satisfaction. | Emotional intelligence moderates the effect of work hassles on negative affectivity and job satisfaction. | Implement workplace interventions targeting emotional intelligence to reduce job-related stress. |
| Winton (2023) | To analyze how emotional intelligence directly impacts job satisfaction through its dimensional aspects. | Quantitative survey with SEM and CFA. | Dimensions of emotional intelligence, job satisfaction. | Positive impact of emotional intelligence dimensions on job satisfaction, with interactive effects observed. | Focus on dimensional aspects of emotional intelligence to enhance satisfaction. |
| Abebe & Singh (2023) | To examine the relationship between emotional intelligence, job satisfaction, and performance in public higher education institutions. | Quantitative analysis using SEM. | Emotional intelligence, job satisfaction, job performance. | Positive relationship between emotional intelligence and performance; job satisfaction does not mediate the relationship. | Use emotional intelligence assessments during recruitment to enhance performance. |
| Anand et al. (2023) | To study the effects of job security, insecurity, and burnout on organizational commitment. | Systematic event theory with quantitative analysis. | Job security, job insecurity, burnout, organizational commitment. | Job insecurity and burnout negatively impact commitment; structural leadership mitigates some effects. | Strengthen leadership strategies to support organizational commitment. |

| | | | | | |
|-----------------------|---|--|---|---|--|
| Kwon et al. (2023) | To explore the moderating effects of job satisfaction and security on job demands and performance through musculoskeletal symptoms. | Structural modeling and regression analysis. | Job demands, job satisfaction, job security, MSUE, job performance. | Job satisfaction and security mitigate the negative effects of demands on performance through MSUE. | Develop workplace interventions targeting satisfaction and security to enhance health and performance. |
| Febrina et al. (2021) | To examine the effects of organizational culture, job involvement, and emotional intelligence on performance through satisfaction and commitment. | SEM analysis with purposive sampling. | Organizational culture, job involvement, emotional intelligence, job satisfaction, commitment, performance. | Organizational culture and emotional intelligence affect performance through commitment and satisfaction. | Enhance organizational culture and emotional intelligence for improved outcomes. |
| Alsughayir (2021) | To understand how emotional intelligence impacts organizational commitment through job satisfaction. | Quantitative analysis using SEM. | Emotional intelligence, job satisfaction, organizational commitment. | Job satisfaction mediates the relationship between emotional intelligence and commitment. | Provide training to enhance emotional intelligence to strengthen commitment. |
| Al-Khalil (2017) | To explore the role of job security in enhancing the performance of faculty | Descriptive-analytical approach using a questionnaire. | Job security, job performance. | Job security positively correlates with performance; economic | Improve salaries and provide resources to support academic activities. |

| | | | | | |
|-------------------------|---|---|---|--|---|
| | members at Al-Jouf University. | | | factors play a significant role. | |
| Sembiring et al. (2020) | To examine the effects of emotional intelligence and organizational justice on job satisfaction and caring climate. | Path analysis using partial least squares. | Emotional intelligence, organizational justice, job satisfaction, caring climate. | Emotional intelligence and organizational justice positively affect satisfaction, caring climate, and performance. | Promote emotional intelligence and organizational justice for better workplace performance. |
| Giao et al. (2020) | To investigate the impact of emotional intelligence on turnover intention in the banking sector. | PLS-SEM analysis using survey data. | Emotional intelligence, turnover intention, work-family conflict, job burnout. | Emotional intelligence negatively affects turnover intention; mediated by burnout and work-family conflict. | Enhance work-life balance and emotional intelligence to reduce turnover. |
| Chong et al. (2020) | To explore the relationship between emotional intelligence and job performance among academicians. | Quantitative method with role-based performance scale. | Emotional intelligence, job performance. | Significant relationship between emotional intelligence and job performance. | Leverage emotional intelligence for improved academic performance. |
| Karimi et al. (2020) | To assess the effects of emotional intelligence training on aged care workers' performance. | Quasi-experimental design with training and control groups. | Emotional intelligence, psychological empowerment, quality of care. | Significant improvement in emotional intelligence and quality of care for the training group. | Implement emotional intelligence training programs in aged care settings. |

| | | | | | |
|--------------------------|---|--|--|---|---|
| Edward & Purba (2020) | To analyze the effect of emotional intelligence and work environment on performance through commitment. | SEM analysis with associative method. | Emotional intelligence, work environment, organizational commitment, employee performance. | Emotional intelligence and work environment positively impact performance through commitment. | Focus on work environment and emotional intelligence to boost commitment and performance. |
| Suleman et al. (2020) | To study the correlation between emotional intelligence and job satisfaction among school heads. | Correlational descriptive study using surveys. | Emotional intelligence, job satisfaction. | Moderate positive correlation between emotional intelligence and satisfaction; managing relations is a key predictor. | Develop practices to enhance emotional intelligence among school heads. |

2.5 Study Contribution

This study offers a significant contribution by addressing several gaps and contextual specificities not fully explored in previous studies:

1. Although previous studies have linked emotional intelligence with job performance and job satisfaction across different sectors and geographical areas, the current study is focused on the Palestinian sector specifically in Municipal Jenin area. By illustrating the dynamics between these variables and considering how cultural, social, and organizational factors unique to Palestine shape these relationships – which are primarily missing in the broader literature that focuses on Western contexts with generalized conclusions - this adds to what is already known.
2. Many prior studies, especially those in education, healthcare or corporate settings, have not explored public service organizations such as municipalities. The municipal sector — with its own kind of pressure on public employees such as ways to deal with bureaucratic red tape, lack of resources and have-to-account-for-it-to-the-public pressure — gives it a whole new context for the role of emotional intelligence and job satisfaction.
3. It can also explore the extent to which emotional intelligence buffers local challenges as political instability, economic hardships and social constraints on job performance. This is expected to provide a practical guidance for municipalities experiencing conflict, on leadership and people function strategies.
4. This analysis specifically examines job satisfaction as a mediator of this relationship and identifies unique predictors (social responsibility, community involvement and goal congruence) of satisfaction--specifically among municipal employees. It is this focus which fills an important gap left by studies with less specific results.

5. The findings will be immediately applicable, contributing to policy when it comes to addressing staff-experience underlying feelings promoting municipal productivity through their employment. Programs focus on emotional intelligence training, leadership experience and job satisfaction which then can enhance public service delivery outcomes throughout Palestine.
6. The research contributes to the existing knowledge on theoretical perspectives of emotional intelligence job performance by testing in a new geographic and sectoral context. It builds on the evidence base that supports the mediating role of job satisfaction, and tests the relationships reported in other parts of the world and industries to know if they are similar in Palestine municipal context.

This study provides both academic and practical significance by expanding the knowledge of emotional intelligence and job satisfaction based on global data but at the same time offering local recommendations for betterment within Palestinian municipalities.

Chapter Three: Research Methodology

This chapter contains the research design, questionnaire validity and reliability, Population and sample, and the data collection tool.

3.1 Research Design

The current study used the quantitative research methodology, which is “a scientific analysis and explanation technique, to collect data and then analyze that data with the aim of elucidating a specific social, humanitarian, or other issue” (Al-Hamlan & Baniabdelrahman, 2015). The main tool used to gather the data required for the study was a questionnaire. A questionnaire was created in order to examine The Impact of Emotional Intelligence on Job Performance: The Mediating Role of Job Satisfaction in the Municipal Jenin Area in Palestine.

3.2 Data Collection Method

For this study, the research instrument was developed by combining items from three established scales. These scales measure job satisfaction, emotional intelligence, and Job performance, respectively. Each was carefully selected based on its psychometric properties, relevance, and applicability to the research context. Table (3.1) shows the study variables and the corresponding literature:

Table (3.1): Study Variables

| Variable | Components | Cited From |
|------------------------|---|--|
| Emotional Intelligence | - Self-Awareness | Abebe & Singh (2023); Chong et al. (2020); Naqvi & Siddiqui (2023) |
| | - Self-Motivation | Edward & Purba (2020); Soriano-Vázquez et al. (2023); Baker et al. (2022) |
| | - Social Awareness | Coronado-Maldonado & Benítez-Márquez (2023); Suleman et al. (2020) |
| | - Social Skills | Bhatnagar & De (2021); Bradberry (2017) |
| Job Performance | - Productivity | Darmawan et al. (2020); Sabuhari et al. (2020); Susanto et al. (2023) |
| | - Work Quality | Karimi et al. (2020); Hajiali et al. (2022); Peiró et al. (2020) |
| | - Goal Achievement | Pamungkas & Wulandari (2021); Sabtoni et al. (2024) |
| Job Satisfaction | - Satisfaction with Colleagues | Ahad et al. (2021); Chegini et al. (2019); Suleman et al. (2020) |
| | - Satisfaction with Salaries and Compensation | Gheitani et al. (2019); Falatah et al. (2021); Goestjahjanti et al. (2020) |
| | - Satisfaction with Promotions | Alsughayir (2021); Deb et al. (2023); Awad & Ashour (2020) |

Instrument Adaptation

To suit the study's specific context, the items from these scales were integrated into a unified questionnaire. This adaptation process involved:

- Ensuring cultural and contextual relevance for participants in Palestine.
- Refining item wording for clarity and comprehension.
- Aligning response formats to maintain consistency across the combined instrument.

The finalized questionnaire retains the psychometric rigor of the original scales, ensuring reliable and valid measurement of job satisfaction, emotional intelligence, and job performance. These combined measures enable a comprehensive examination of the study's variables and their interrelations (Appendix A).

The responses to the questionnaire were analyzed using a Likert scale with five points of differentiation. According to the table (3.2) that follows, the responses ranged from strongly agree (5) to strongly disagree (1). This can be seen in the agreement strength column. Indicators of the equal interval between scales or absolute quantities are not the numbers that are assigned to degrees of importance (1, 2, 3, 4, 5). They are merely labels with numbers on them.

Table (3.2) Likert Scale

| Scale | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|---------------|-----------------------|--------------|----------------|-----------------|--------------------------|
| weight | 5 | 4 | 3 | 2 | 1 |

3.3 Questionnaire Validity

A measurement's validity can be defined as the "degree to which it measures what it should measure" (Zikmund et al., 2012). Validity can be evaluated using a wide variety of methodologies and components. Validity of an instrument, whether it be internal or external, is examined through the lens of statistical validity (Easterby-Smith et al., 2002).

In order to ensure that the questionnaire is accurate to a sufficient degree, it was distributed to multiple experts who are affiliated with nearby universities. They were kind enough to provide their feedback regarding the questionnaire's organization and content. The final copy of the questionnaire was modified so that it better reflected their recommendations (see Appendix B).

3.4 Questionnaire Reliability

The degree to which a measuring instrument maintains its consistency as well as its precision or accuracy is referred to as its reliability. The higher an instrument's level of reliability becomes, the less variation in results it produces in repeated measurements of the same attribute it produces. When discussing reliability, the terms dependability, stability, and predictability are

often used interchangeably (Zikmund et al., 2012). The Cronbach's Alpha Method is the technique that is utilized to determine the reliability of the questionnaire (Bougie & Sekaran, 2019). The reliability was computed, and the results showed a high reliability as displayed in table (3.3) as follows:

Table (3.3): Cronbach's Coefficient Alpha

| Factor | Number of items | Cronbach's Alpha value |
|--|------------------------|-------------------------------|
| Emotional Intelligence | 20 | 0.940 |
| Self-Awareness | 5 | 0.934 |
| Self-Motivation | 5 | 0.957 |
| Social Awareness | 5 | 0.934 |
| Social Skills | 5 | 0.879 |
| Job Performance | 15 | 0.933 |
| Productivity | 5 | 0.926 |
| Work Quality | 5 | 0.903 |
| Goal Achievement | 5 | 0.931 |
| Job Satisfaction | 15 | 0.879 |
| Satisfaction with Colleagues | 5 | 0.949 |
| Satisfaction with Salaries and Compensation | 5 | 0.898 |
| Satisfaction with Promotions | 5 | 0.940 |

Source: Researcher Analysis using SPSS

3.5 Research Population and Sample

This research was carried out in Palestine in the year 2024. The population of this study consisted of all of the employees working in the municipal Jenin area in Palestine table (3.4) shows the study population according to (APLA, 2024):

Table (3.4): Study Population

| Municipality | Employee Count |
|--------------------|----------------|
| Jenin | 550 |
| Qabatiya | 43 |
| Burqin | 15 |
| Al-Yamun | 29 |
| Silat al-Harithiya | 20 |
| Ya'bad | 38 |
| Arraba | 45 |
| Kafr Rai | 14 |
| Jaba | 7 |
| Meithalun | 36 |
| Zababdeh | 17 |
| Silat al-Dhahr | 9 |
| Total | 821 |

The study sample will be determined using the stratified random sampling method, and the following Stephen Thompson formula was applied to calculate the sample size (Thompson, 2012):

$$n = \frac{N \times p(1 - p)}{\left[\left[N - 1 \times \left(d^2 \div z^2 \right) \right] + p(1 - p) \right]}$$

Where:

- **N:** Population size, representing the number of employees in the population (821).
- **Z:** Standard score corresponding to the significance level (0.95), which equals (1.96).
- **d:** Margin of error, which equals (0.05).
- **P:** Proportion of the characteristic availability or neutrality, which equals (0.50).

By substituting the above values into the formula, the sample size was calculated to be (262) participants which represents (31.9%) of the population, table (3.5) shows the distribution of the study sample:

Table (3.5) Study Sample

| Municipality | Employee Count | Percentage | Study Sample | |
|--------------------|----------------|------------|--------------|------------|
| Jenin | 550 | 31.91% | 176 | |
| Qabatiya | 43 | | 14 | |
| Burqin | 15 | | 5 | |
| Al-Yamun | 29 | | 9 | |
| Silat al-Harithiya | 20 | | 6 | |
| Ya'bad | 38 | | 12 | |
| Arraba | 45 | | 14 | |
| Kafr Rai | 14 | | 4 | |
| Jaba | 7 | | 2 | |
| Meithalun | 36 | | 11 | |
| Zababdeh | 17 | | 5 | |
| Silat al-Dhahr | 9 | | 3 | |
| Total | 821 | | | 262 |

3.6 Participant Profile

In all, 265 questionnaires were issued to the research sample, of which 264 were collected, yielding a response rate of 99.6%; two questionnaires were discarded due to missing data during the data entry procedure taking the total to (262) questionnaires; the table below offers a descriptive analysis of the sample:

Table (3.6) Sample Demographic Variable Distribution

| Variable | Variable level | Number | Percentage |
|------------|--------------------|------------|----------------|
| Sex | Male | 193 | 73.66% |
| | Female | 96 | 36.64% |
| | Total | 262 | 100.00% |
| Age | less than 30 years | 39 | 14.89% |
| | 30-35 years | 57 | 21.76% |
| | 36-40 | 53 | 20.23% |
| | Above 40 | 113 | 43.13% |
| | Total | 262 | 100.00% |

| | | | |
|-----------------------------|--------------------|------------|----------------|
| Experience | less than 5 years | 17 | 6.49% |
| | 5-10 years | 63 | 24.05% |
| | 11-15 years | 96 | 36.64% |
| | more than 15 years | 86 | 32.82% |
| | Total | 262 | 100.00% |
| Education | bachelors | 198 | 75.57% |
| | masters | 46 | 17.56% |
| | PHD | 18 | 6.87% |
| | Total | 262 | 100.00% |
| Administrative Level | Mayor | 12 | 4.58% |
| | Department Manager | 28 | 10.69% |
| | Section Head | 54 | 20.61% |
| | Employee | 168 | 64.12% |
| | Total | 262 | 100.00% |

The demographic distribution of the sample presented in Table (3.6) reveals significant insights into the characteristics of the respondents. Regarding sex, the sample is predominantly male (193, 73.66%) compared to females (96, 36.64%). In terms of age, the largest group consists of respondents above 40 years (113, 43.13%), followed by those aged 30-35 years (57, 21.76%), 36-40 years (53, 20.23%), and less than 30 years (39, 14.89%). Experience distribution shows that most participants have 11-15 years of experience (96, 36.64%), followed by more than 15 years (86, 32.82%), 5-10 years (63, 24.05%), and less than 5 years (17, 6.49%). Education-wise, the majority hold bachelor's degrees (198, 75.57%), while others have master's degrees (46, 17.56%) or PhDs (18, 6.87%). Finally, the administrative levels show that the majority are employees (168, 64.12%), with fewer respondents being section heads (54, 20.61%), department managers (28, 10.69%), or mayors (12, 4.58%).

3.7 Statistical Methods

The data was processed and evaluated using an advanced statistical analysis program using quantitative data analysis techniques (Smart PLS4). The research used the following statistical instruments (Easterby-Smith et al., 2002; George, 2003; Zikmund et al., 2012):

1. **Cross loading:** “Examines that the loading of an indicator on its assigned latent variable should be higher than its loadings on all other latent variables”.
2. **Composite reliability:** “to test the reliability of the questionnaire which must be greater than (0.7)”.
3. **Average Variance Extracted (AVE):** “It examines the correlations between the constructs”.
4. **The R-squared value (R^2):** “It represents the proportion of variation in the dependent variable(s) that can be explained by one or more predictor variable”.
5. **Assessment of Effect Size (f^2):** “Measuring the effect size indicates the relative effect of a particular exogenous latent variable on endogenous latent variable(s) by means of changes in the R-squared”.
6. **Q^2 :** Testing Predictive Relevance.
7. **T value:** “is used to determine whether a specific association is significant or not, depending on the *P* value”.
8. Structural Equation Models (SEM).

Chapter Four: Data Analysis and Discussion

This chapter analyzes the data, reports the findings, uses structural equation modeling (SEM) to evaluate the study hypothesis, and analyzes the data using Smart-PLS4. A questionnaire that was prepared especially for the validation of the study model was used to collect the data up until this point.

4.1 Descriptive Statistics

A. Emotional Intelligence

Table (4.1): Means, standard deviation, for Emotional Intelligence

| Item | Mean | Standard Deviation | Rank |
|---|---------------|--------------------|------|
| <i>Self-Awareness</i> | | | |
| I am aware of my strengths and weaknesses at work. | 3.45 | 0.760 | 5 |
| I recognize how my emotions affect my performance at work. | 3.43 | 0.849 | 2 |
| I understand how my emotions impact my interactions with others. | 3.52 | 0.829 | 4 |
| I can easily identify the causes of my emotions in workplace situations. | 3.45 | 0.855 | 1 |
| I take responsibility for my emotional reactions in challenging situations. | 3.53 | 0.847 | 3 |
| <i>Self-Awareness</i> | 3.4733 | 0.73603 | |
| <i>Self-Motivation</i> | | | |
| I set goals to improve my work performance and strive to achieve them. | 3.90 | 0.910 | 1 |
| I remain focused on tasks despite workplace challenges or obstacles. | 3.47 | 0.676 | 3 |
| I am driven to succeed at work without external rewards or recognition. | 3.56 | 0.668 | 2 |
| I take the initiative to complete tasks beyond what is required. | 3.41 | 0.611 | 4 |
| I maintain a positive attitude towards my work even during difficult times. | 3.41 | 0.654 | 5 |
| <i>Self-Motivation</i> | 3.5496 | 0.51003 | |
| <i>Social Awareness</i> | | | |
| I can empathize with my colleagues when they face challenges. | 3.46 | 0.584 | 2 |
| I understand the unspoken dynamics within my workplace. | 3.47 | 0.572 | 1 |
| I can accurately interpret the emotions of others during interactions. | 3.45 | 0.550 | 3 |
| I am attentive to how my actions affect the feelings of my coworkers. | 3.39 | 0.595 | 5 |
| I adapt my communication style to suit the emotional state of others. | 3.44 | 0.639 | 4 |
| <i>Social Awareness</i> | 3.4427 | 0.53506 | |
| <i>Social Skills</i> | | | |
| I build and maintain strong professional relationships with my coworkers. | 3.52 | 0.623 | 1 |
| I manage conflicts in the workplace effectively and constructively. | 3.44 | 0.582 | 3 |
| I collaborate effectively with others to achieve common goals. | 3.47 | 0.591 | 2 |
| I influence others positively through my communication and actions. | 3.31 | 0.574 | 4 |
| I foster teamwork and encourage collaboration among my colleagues. | 3.28 | 0.529 | 5 |
| <i>Social Skills</i> | 3.4038 | 0.48847 | |
| Emotional Intelligence | 3.4674 | 0.44288 | |

The analysis of Table (4.1) shows the means and standard deviations of items measuring Emotional Intelligence across four dimensions. For Self-Awareness, the highest mean was recorded for "I take responsibility for my emotional reactions in challenging situations" (3.53), indicating strong acknowledgment of emotional accountability, while the lowest mean was for "I recognize how my emotions affect my performance at work" (3.43). The overall mean for Self-Awareness was (3.47), showing moderate self-awareness among respondents.

In Self-Motivation, the highest mean was observed for "I set goals to improve my work performance and strive to achieve them" (3.90), reflecting strong goal orientation, whereas the lowest mean was shared by "I take the initiative to complete tasks beyond what is required" and "I maintain a positive attitude towards my work even during difficult times" (3.41 each). The dimension had an overall mean of (3.55), showing relatively high self-motivation.

For Social Awareness, the highest mean was for "I understand the unspoken dynamics within my workplace" (3.47), signifying strong situational awareness, and the lowest mean was for "I am attentive to how my actions affect the feelings of my coworkers" (3.39). The overall mean for this dimension was (3.44), indicating moderate social awareness.

In Social Skills, the highest mean was for "I build and maintain strong professional relationships with my coworkers" (3.52), demonstrating effective relationship-building, while the lowest mean was for "I foster teamwork and encourage collaboration among my colleagues" (3.28). The dimension's overall mean was (3.40), indicating moderate proficiency in social skills.

Overall, Emotional Intelligence had a mean of (3.47), with Self-Motivation showing the highest mean among the dimensions (3.55) and Social Skills the lowest (3.40). This indicates that while respondents show strong motivation and goal-setting abilities, there is room for improvement in fostering teamwork and collaboration.

B. Job Performance

Table (4.2): Means, standard deviation, for job Performance

| Item | Mean | Standard Deviation | Rank |
|---|---------------|--------------------|------|
| <i>Productivity</i> | | | |
| I complete assigned tasks within the specified deadlines. | 3.34 | 0.555 | 5 |
| I work effectively to achieve the required results efficiently. | 3.52 | 0.623 | 3 |
| I can manage my time to accomplish a large volume of work without compromising quality. | 3.61 | 0.562 | 1 |
| I handle work pressure well without it affecting my productivity. | 3.55 | 0.563 | 2 |
| I strive to continuously improve my productivity. | 3.51 | 0.552 | 4 |
| Productivity | 3.5046 | 0.46804 | |
| <i>Work Quality</i> | | | |
| I ensure that my work is error-free and of the highest level of accuracy. | 3.51 | 0.559 | 1 |
| I pay attention to details to meet the required quality standards. | 3.45 | 0.577 | 3 |
| I adhere to professional standards to execute tasks in the best possible way. | 3.46 | 0.571 | 2 |
| I listen to feedback and directions to improve the quality of my work. | 3.35 | 0.677 | 5 |
| I provide innovative solutions to enhance work performance and quality. | 3.39 | 0.637 | 4 |
| Work Quality | 3.4313 | 0.54253 | |
| <i>Goal Achievement</i> | | | |
| I set clear goals and work effectively to achieve them. | 3.37 | 0.676 | 4 |
| I contribute to achieving the organization's goals by performing my tasks diligently. | 3.39 | 0.639 | 1 |
| I work with dedication to exceed the expectations associated with my assigned tasks. | 3.38 | 0.642 | 2 |
| I regularly review my performance to ensure I meet the required objectives. | 3.38 | 0.655 | 3 |
| I take responsibility for achieving the professional goals assigned to me. | 3.32 | 0.596 | 5 |
| Goal Achievement | 3.3687 | 0.57250 | |
| Job Performance | 3.4349 | 0.48002 | |

The data in Table (4.2) highlights the means and standard deviations for Job Performance across three dimensions: Productivity, Work Quality, and Goal Achievement.

For Productivity, the highest mean was recorded for "I can manage my time to accomplish a large volume of work without compromising quality" (3.61), suggesting strong time management skills among respondents. Conversely, the lowest mean was for "I complete assigned tasks within the specified deadlines" (3.34), indicating a relative challenge in meeting deadlines. The overall mean for this dimension was (3.50), reflecting a moderately high level of productivity.

In Work Quality, the highest mean was for "I ensure that my work is error-free and of the highest level of accuracy" (3.51), showing a strong focus on precision and accuracy. The lowest

mean was for "I listen to feedback and directions to improve the quality of my work" (3.35), suggesting a need to enhance receptivity to feedback. The overall mean for Work Quality was (3.43), indicating a moderate emphasis on maintaining work standards.

For Goal Achievement, the highest mean was observed for "I contribute to achieving the organization's goals by performing my tasks diligently" (3.39), reflecting a commitment to organizational objectives. The lowest mean was for "I take responsibility for achieving the professional goals assigned to me" (3.32), highlighting a potential area for improvement in personal accountability. The overall mean for this dimension was (3.37), indicating a moderate level of goal achievement.

Overall, the aggregate mean for Job Performance was (3.43). Among the dimensions, Productivity had the highest mean (3.50), showing respondents' strengths in managing workload efficiently, while Goal Achievement had the lowest mean (3.37), suggesting room for improvement in setting and achieving objectives. These findings indicate that while respondents generally exhibit solid performance, specific areas like meeting deadlines and leveraging feedback could be enhanced.

C. Job Satisfaction

Table (4.3): Means, standard deviation, for Job Satisfaction

| Item | Mean | Standard Deviation | Rank |
|---|---------------|--------------------|------|
| <i>Satisfaction with Colleagues</i> | | | |
| I feel supported and collaborated with by my colleagues in the work environment. | 3.21 | 0.634 | 4 |
| My colleagues treat me with respect and appreciation. | 3.26 | 0.644 | 2 |
| I feel comfortable working as part of a team with my colleagues. | 3.25 | 0.641 | 3 |
| My colleagues contribute to creating a positive and motivating work environment. | 3.20 | 0.642 | 5 |
| I feel supported and collaborated with by my colleagues in the work environment. | 3.35 | 0.688 | 1 |
| <i>Satisfaction with Colleagues</i> | 3.2534 | 0.57098 | |
| <i>Satisfaction with Salaries and Compensation</i> | | | |

| | | | |
|--|---------------|----------------|---|
| I feel that my salary reflects the effort I put into my work. | 3.13 | 0.832 | 2 |
| I believe that the financial incentives provided by the organization are fair and adequate. | 3.03 | 0.780 | 4 |
| I benefit from additional financial compensation that meets my professional and personal needs. | 3.03 | 0.787 | 5 |
| I believe that the salaries in the organization are competitive compared to other organizations. | 3.08 | 0.807 | 3 |
| I am satisfied with the system for disbursing salaries and incentives. | 3.18 | 0.487 | 1 |
| <i>Satisfaction with Salaries and Compensation</i> | 3.0885 | 0.66995 | |
| <i>Satisfaction with Promotions</i> | | | |
| I believe that the promotion system in the organization is fair and transparent. | 3.18 | 0.518 | 1 |
| I think I have clear opportunities for professional development and promotion. | 3.13 | 0.521 | 2 |
| I feel that promotions are granted based on competence and achievements. | 3.12 | 0.496 | 3 |
| I can discuss my expectations for future promotions with management. | 3.10 | 0.490 | 5 |
| I believe that the organization provides equal opportunities for everyone to achieve professional growth. | 3.09 | 0.517 | 4 |
| <i>Satisfaction with Promotions</i> | 3.1221 | 0.43104 | |
| Job Satisfaction | 3.1547 | 0.45585 | |

The data in Table (4.3) illustrates the means and standard deviations for Job Satisfaction across three dimensions: Satisfaction with Colleagues, Satisfaction with Salaries and Compensation, and Satisfaction with Promotions.

For Satisfaction with Colleagues, the highest mean was recorded for "I feel supported and collaborated with by my colleagues in the work environment" (3.35), highlighting strong perceptions of teamwork and collaboration. The lowest mean was for "My colleagues contribute to creating a positive and motivating work environment" (3.20), indicating a potential need for improved workplace motivation. The overall mean for this dimension was (3.25), reflecting moderate satisfaction with colleagues.

In Satisfaction with Salaries and Compensation, the highest mean was for "I am satisfied with the system for disbursing salaries and incentives" (3.18), showing some contentment with the payment system. Conversely, the lowest means were for "I believe that the financial incentives provided by the organization are fair and adequate" and "I benefit from additional financial compensation that meets my professional and personal needs" (both 3.03), suggesting

dissatisfaction with financial rewards. The overall mean for this dimension was (3.09), indicating relatively lower satisfaction compared to other dimensions.

For Satisfaction with Promotions, the highest mean was for "I believe that the promotion system in the organization is fair and transparent" (3.18), showing trust in the fairness of the system. The lowest mean was for "I can discuss my expectations for future promotions with management" (3.10), indicating a lack of openness or communication about career progression. The overall mean for this dimension was (3.12), reflecting moderate satisfaction with promotion opportunities.

Overall, Job Satisfaction had an aggregate mean of (3.15). Among the dimensions, Satisfaction with Colleagues had the highest mean (3.25), indicating stronger interpersonal satisfaction, while Satisfaction with Salaries and Compensation had the lowest mean (3.09), highlighting dissatisfaction with financial rewards. These findings suggest that while respondents are moderately satisfied overall, financial and career advancement aspects require attention.

4.2 Hypotheses Testing

Structural Equation Modeling (SEM) is a way of testing complex relationships between variables. This is a chi-fi technique for multivariate analysis, combining factor analysis and regression so that you can actually test the theoretical models. SEM is employed when there are intricate models which cannot be studied using simple regression techniques (such as relationships between multiple independent and dependent variables). It is popular in social sciences and especially marketing research, where complex relationships between variables are often used. SEM tests a model using mathematical equations, which gives researchers the opportunity to examine and refine theories/hypotheses regarding relationships amidst variables (Hair Jr., Hult,

Ringle & Sarstedt 2016) because it accurately measures constructs as well as SEM tends to identify complex multivariable models with multiple independent predictors of each outcome; Therefore due to proper fulfillment for this feature by the Smart-PLS4 software package utilized within data analysis process related questionnaires SEM was intentionally selected.

The study assesses the two models generated by using Smart-PLS4 as follows:

1. **Measurement Model Assessment:** is the part of a structural equation model that deals with the research variables and their indicators; it describes the validity and consistency of the indicators, as well as the relationships between the observed variables and the latent variables.
2. **Structural Model assessment:** is the model that elucidates the nature of the connection between independent and dependent variables, as well as the ratio of impact and interpretation factor to each independent factor in the dependent factor, and thus explains the existence of causal relationships between the research variables. The findings of the structural model help to shed light on the significance of relationships and the signs they provide, confirming or refuting the research hypotheses (positive or negative).

4.2.1 Assessment of the Measurement Model

In this part of the study, the convergent and discriminant validity of the model were investigated in order to provide an answer to the research's hypotheses and questions, which are as follows:

Convergent Validity

According to Hair Jr. et al., (2016), convergent validity, also known as the degree of consistency, can be determined by employing the following three indicators: Factor loading: Internal consistency, Composite Reliability (CR): Reliability, Average Variance Extracted (AVE)

The following table (4.4) outlines the requirements that must be fulfilled in order for convergent validity indicators to be accepted:

Table (4.4) Criteria for the Indicators of Convergent validity

| Indicator | Accepted values |
|----------------------------------|-----------------|
| Average Variance Extracted (AVE) | ≥ 0.5 |
| Composite Reliability (CR) | ≥ 0.7 |
| Factor Loading | ≥ 0.5 |

Source: (Hair Jr et al., 2016)

A. Internal consistency – Factor loading

Because they are all tied to the same latent (not directly measured) variable, multiple observed variables will always share the same response patterns; this is the central idea behind factor analysis. The factor loadings represent the degree to which each independent variable is correlated with the common factor, figure (4.1) and table (4.5) show the study’s factor loadings as follows:

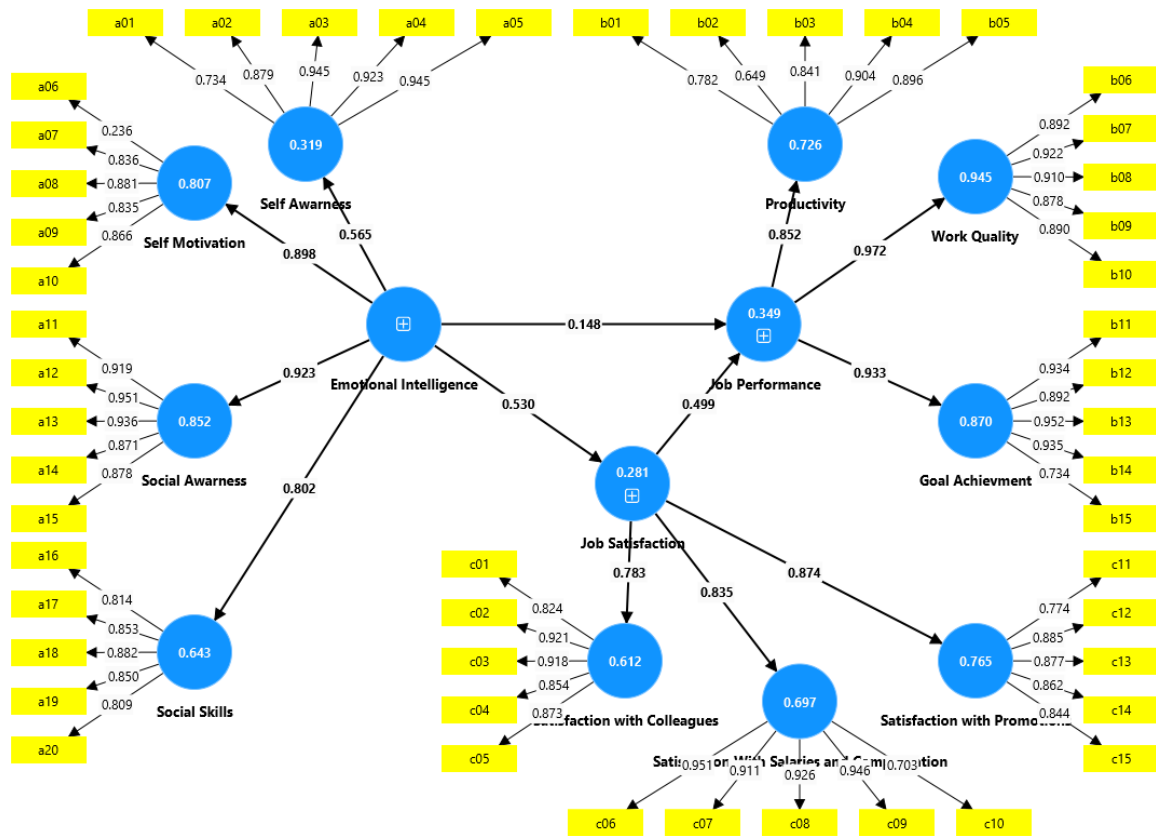


Figure (4.1) Factor loadings

Table 4.5 Factor loadings

| Variable | | Item | Symbol | Loading |
|-------------------------------|-------------------------------------|---|--------|---------|
| Emotional Intelligence | Self-Awareness | I am aware of my strengths and weaknesses at work. | a01 | 0.734 |
| | | I recognize how my emotions affect my performance at work. | a02 | 0.879 |
| | | I understand how my emotions impact my interactions with others. | a03 | 0.945 |
| | | I can easily identify the causes of my emotions in workplace situations. | a04 | 0.923 |
| | | I take responsibility for my emotional reactions in challenging situations. | a05 | 0.945 |
| | Self-Motivation | I set goals to improve my work performance and strive to achieve them. | a06 | 0.236 |
| | | I remain focused on tasks despite workplace challenges or obstacles. | a07 | 0.836 |
| | | I am driven to succeed at work without external rewards or recognition. | a08 | 0.881 |
| | | I take the initiative to complete tasks beyond what is required. | a09 | 0.835 |
| | | I maintain a positive attitude towards my work even during difficult times. | a10 | 0.866 |
| | Social Awareness | I can empathize with my colleagues when they face challenges. | a11 | 0.919 |
| | | I understand the unspoken dynamics within my workplace. | a12 | 0.91 |
| | | I can accurately interpret the emotions of others during interactions. | a13 | 0.936 |
| | | I am attentive to how my actions affect the feelings of my coworkers. | a14 | 0.871 |
| | | I adapt my communication style to suit the emotional state of others. | a15 | 0.878 |
| | Social Skills | I build and maintain strong professional relationships with my coworkers. | a16 | 0.814 |
| | | I manage conflicts in the workplace effectively and constructively. | a17 | 0.853 |
| | | I collaborate effectively with others to achieve common goals. | a18 | 0.882 |
| | | I influence others positively through my communication and actions. | a19 | 0.850 |
| | | I foster teamwork and encourage collaboration among my colleagues. | a20 | 0.809 |
| Job Satisfaction | Satisfaction with Colleagues | I feel supported and collaborated with by my colleagues in the work environment. | c01 | 0.824 |
| | | My colleagues treat me with respect and appreciation. | c02 | 0.921 |
| | | I feel comfortable working as part of a team with my colleagues. | c03 | 0.918 |
| | | My colleagues contribute to creating a positive and motivating work environment. | c04 | 0.854 |
| | | I receive support and assistance from my colleagues when needed. | c05 | 0.873 |
| | Satisfaction with Salaries | I feel that my salary reflects the effort I put into my work. | c06 | 0.951 |
| | | I believe that the financial incentives provided by the organization are fair and adequate. | c07 | 0.911 |

| | | | | | |
|---|-------------------------------------|---|---|-------|-------|
| | and Compensation | I benefit from additional financial compensation that meets my professional and personal needs. | c08 | 0.926 | |
| | | I believe that the salaries in the organization are competitive compared to other organizations. | c09 | 0.946 | |
| | | I am satisfied with the system for disbursing salaries and incentives. | c10 | 0.703 | |
| | Satisfaction with Promotions | I believe that the promotion system in the organization is fair and transparent. | c11 | 0.774 | |
| | | I think I have clear opportunities for professional development and promotion. | c12 | 0.885 | |
| | | I feel that promotions are granted based on competence and achievements. | c13 | 0.877 | |
| | | I can discuss my expectations for future promotions with management. | c14 | 0.862 | |
| | | I believe that the organization provides equal opportunities for everyone to achieve professional growth. | c15 | 0.844 | |
| | Job Performance | Productivity | I complete assigned tasks within the specified deadlines. | b01 | 0.782 |
| | | | I work effectively to achieve the required results efficiently. | b02 | 0.649 |
| | | | I can manage my time to accomplish a large volume of work without compromising quality. | b03 | 0.841 |
| | | | I handle work pressure well without it affecting my productivity. | b04 | 0.904 |
| | | | I strive to continuously improve my productivity. | b05 | 0.896 |
| | | Work Quality | I ensure that my work is error-free and of the highest level of accuracy. | b06 | 0.892 |
| | | | I pay attention to details to meet the required quality standards. | b07 | 0.922 |
| I adhere to professional standards to execute tasks in the best possible way. | | | b08 | 0.910 | |
| I listen to feedback and directions to improve the quality of my work. | | | b09 | 0.878 | |
| I provide innovative solutions to enhance work performance and quality. | | | b10 | 0.890 | |
| Goal Achievement | | I set clear goals and work effectively to achieve them. | b11 | 0.934 | |
| | | I contribute to achieving the organization's goals by performing my tasks diligently. | b12 | 0.892 | |
| | | I work with dedication to exceed the expectations associated with my assigned tasks. | b13 | 0.952 | |
| | | I regularly review my performance to ensure I meet the required objectives. | b14 | 0.935 | |
| | | I take responsibility for achieving the professional goals assigned to me. | b15 | 0.734 | |

According to figure (4.1) and table (4.5), as well as the factor loading criteria to assess convergent validity proposed by (Hair Jr et al., 2016; Hulland, 1999), the indicators show a high factor loading except for (A06) was less than (0.50) and it was removed.

B. Composite Reliability (CR)

Comparable to Cronbach's alpha, composite reliability (also known as construct reliability) assesses the consistency between individual scale scores. It's comparable to the proportion of total true score variance to total scale score variance. A different way to put it is that it is a "indicator of the shared variance among the observed variables used as an indicator of a latent construct." Table (4.6) shows the composite reliability of the study variables as follows:

Table (4.6) Composite Reliability

| Variable | CR |
|--|-----------|
| Emotional Intelligence | 0.950 |
| Self-Awareness | 0.943 |
| Self-Motivation | 0.966 |
| Social Awareness | 0.936 |
| Social Skills | 0.925 |
| Job Performance | 0.931 |
| Productivity | 0.933 |
| Work Quality | 0.905 |
| Goal Achievement | 0.934 |
| Job Satisfaction | 0.882 |
| Satisfaction with Colleagues | 0.951 |
| Satisfaction with Salaries and Compensation | 0.905 |
| Satisfaction with Promotions | 0.940 |

Source: Researchers analysis using Smart PLS4

It can be seen from table (4.6) and according to (Hair Jr. et al., 2016; Hulland, 1999), the CR must be greater than 0.7. Since all of the indicators are above the standard criteria, this indicates that the CR has been met.

C. Average Variance Extracted (AVE)

The average variance extracted (AVE) is a measure that is used in statistics (classical test theory) to determine the amount of variance that is recorded by a construct in comparison to the amount of variance that is caused by estimation errors (Hair Jr et al., 2016; Hulland, 1999). It is common practice to evaluate validity by applying the following "rule of thumb" to the average variance that was extracted: the positive square root of the AVE for every one of the latent variables should be greater than the highest correlation to any other latent construct, table (4.7) shows the (AVE) values of the study variables:

Table (4.7): Average Variance Extracted (AVE)

| Variable | AVE |
|--|------------|
| Emotional Intelligence | 0.595 |
| Self-Awareness | 0.797 |
| Self-Motivation | 0.644 |
| Social Awareness | 0.522 |
| Social Skills | 0.672 |
| Job Performance | 0.796 |
| Productivity | 0.772 |
| Work Quality | 0.721 |
| Goal Achievement | 0.790 |
| Job Satisfaction | 0.734 |
| Satisfaction with Colleagues | 0.831 |
| Satisfaction with Salaries and Compensation | 0.709 |
| Satisfaction with Promotions | 0.807 |

Source: Researchers analysis using SmartPLS4

Table (4.7) determines that the variables that were utilized in this study are reliable because they had an Average Variance Extracted (AVE) value that was greater than 0.5, which is within the acceptable range. Furthermore, all of the variable values were found to be within the acceptable range, leading us to the conclusion that the variables have good reliability.

Discriminant Validity

The concept of discriminant validity was introduced in the discussion by Campbell and Fiske (1959) on how to determine if a test is valid. They also stressed the importance of using discriminant and convergent validation procedures when assessing new tests, as this was absolutely necessary. A concept has satisfactorily passed tests of its discriminant validity (i.e., it is not highly related to other constructs that should theoretically be different concepts) A value less than 0.50 would indicate there may be discriminant validity between the two scales. On the other hand, if this outcome is more than 0.50 then it suggests that there was a lot of common ground between two conceptions and as such we are measuring roughly speaking the same thing

in both cases. As such, discriminant validity would not be claimed between them (Campbell & Fiske 1959). Table 4.8 confirms the discriminant validity among constructs in this study.

Table (4.8) Measures of validity and Correlations among variables

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|-------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Emotional Intelligence | 0.703 | | | | | | |
| Job Performance | 0.402 | 0.802 | | | | | |
| Job Satisfaction | 0.528 | 0.577 | 0.722 | | | | |
| Self-Awareness | 0.554 | 0.259 | 0.351 | 0.889 | | | |
| Self-Motivation | 0.698 | 0.312 | 0.425 | 0.393 | 0.857 | | |
| Social Awareness | 0.625 | 0.362 | 0.398 | 0.347 | 0.845 | 0.912 | |
| Social Skills | 0.408 | 0.350 | 0.537 | 0.239 | 0.613 | 0.676 | 0.842 |

Source: Researchers analysis using Smart PLS3

Table (4.8) displays the AVE and cross component loading extracted for all latent variables. In this approach, the loading of each item on its associated construct is larger than the loadings of any other item on any other construct. In order to prove the model's discriminant validity, the AVE of each factor was found to be greater than the squared correlation between those factors (Fornell & Larcker, 1981).

4.2.2 Assessment of the Structural Model

The results of the structural model evaluation are accepted after those of the measurement model's convergent validity have been accepted. Examining the predictive power of the model and the connections between the independent and dependent variables is essential. The structural model should be assessed using a tried-and-true set of criteria. Coefficient of determination (R^2), Effect size (f^2), Predictive Relevance (Q^2), Goodness of Fit (GoF), and Hypothesis testing are the fundamental criteria for testing the structural model. All of the criteria used to evaluate the structural validity of the models are listed in Table (4.9):

Table (4.9) Criteria for Assessment of the Structural Model

| | Range | Value |
|--|-------------------|--------------------------|
| Coefficient of determination R^2 | above 0.67 | high |
| | between 0.33-0.67 | moderate |
| | between 0.19-.033 | weak |
| | below 0.19 | not acceptable |
| Effect size f^2 | above 0.35 | large effect size |
| | between 0.15-0.35 | Medium effect size. |
| | Between 0.02-0.15 | small effect size |
| | less than 0.02 | NO effect size |
| Predictive Relevance Q^2 | more than zero | has predictive relevance |

Source: (Cohen, 1988)

A. Coefficient of determination (R^2)

Also known as R-squared, is a statistical measure that represents the proportion of the variance in the dependent variable that is predictable from the independent variable(s). It is a value between 0 and 1, where 0 indicates that the model does not explain any of the variability in the dependent variable, and 1 indicates that the model explains all of the variability. The study found that R^2 for the structural model for this research was 34.7%, Thus, the independent variables adequately described the dependent variable of interest (job Performance).

B. Effect size f^2

By examining table (4.10), we can see that all of the independent factors have a sizable effect on the dependent variable (as measured by effect size).

Table (4.10) Effect size f^2

| | value | Result |
|--|-------|-------------------|
| Emotional Intelligence -> Job Satisfaction | 0.360 | large effect size |
| Emotional Intelligence -> Job Performance | 0.387 | large effect size |
| Job Satisfaction -> Job Performance | 0.383 | large effect size |

Source: Researchers analysis using Smart PLS4

Table (4.10) shows the impact of emotional intelligence and Job satisfaction on Job Performance. Emotional intelligence has a high effect, demonstrating its strong influence on Job Performance. Similarly, job satisfaction also has a high impact, indicating it significantly affects Job Performance, though to a slightly lesser extent than emotional intelligence.

C. Predictive Relevance Q^2

Unlike R^2 values, which measure predictive accuracy, Q^2 values, which "suggest the model's predictive relevance, also known as 'Stone- Q^2 Geisser's value" were developed by Hair Jr. and colleagues (2016). More than zero Q^2 values for a single reflective endogenous variable demonstrate the path model's predictive utility for the construct (Hair, Ringle, & Sarstedt, 2013). Table (4.11), which shows the results of our blindfold test with an omission Distance (D) of 7, shows that our path model has a strong predictive relevance, suggesting that our Q^2 values are greater than zero.

Table (4.11) Predictive Relevance Q^2

| Total | RMSE | MAE | $Q^2 (=1-SSE/SSO)$ |
|------------------------|-------|-------|--------------------|
| Job Performance | 0.927 | 0.821 | 0.153 |

Source: Researchers analysis using Smart PLS4

Table (4.11) presents the predictive relevance (Q^2) of the model for Job Performance. The Q^2 value of 0.153 indicates a small but meaningful predictive relevance, suggesting that the model has some capability to explain variations Job Performance. The root mean square error (RMSE) 0.927 and the mean absolute error (MAE) of 0.821 reflect the average discrepancies between predicted and observed values, showing a moderate level of accuracy in the predictions for Job Performance.

4.3 Path Analysis

Path analysis is used to estimate a system of equations with all variables observed. In contrast to regression models, path models allow for multiple dependent variables (system of

regression models). Path model variables can be included in SmartPLS as single-item constructs. To calculate the construct scores for a variable that is dependent on several indicators, the indicators are all given equal weights (Hair Jr et al., 2016). This study tested the hypotheses, the following figures show the P-values and T-values of all the Hypothesis tested:

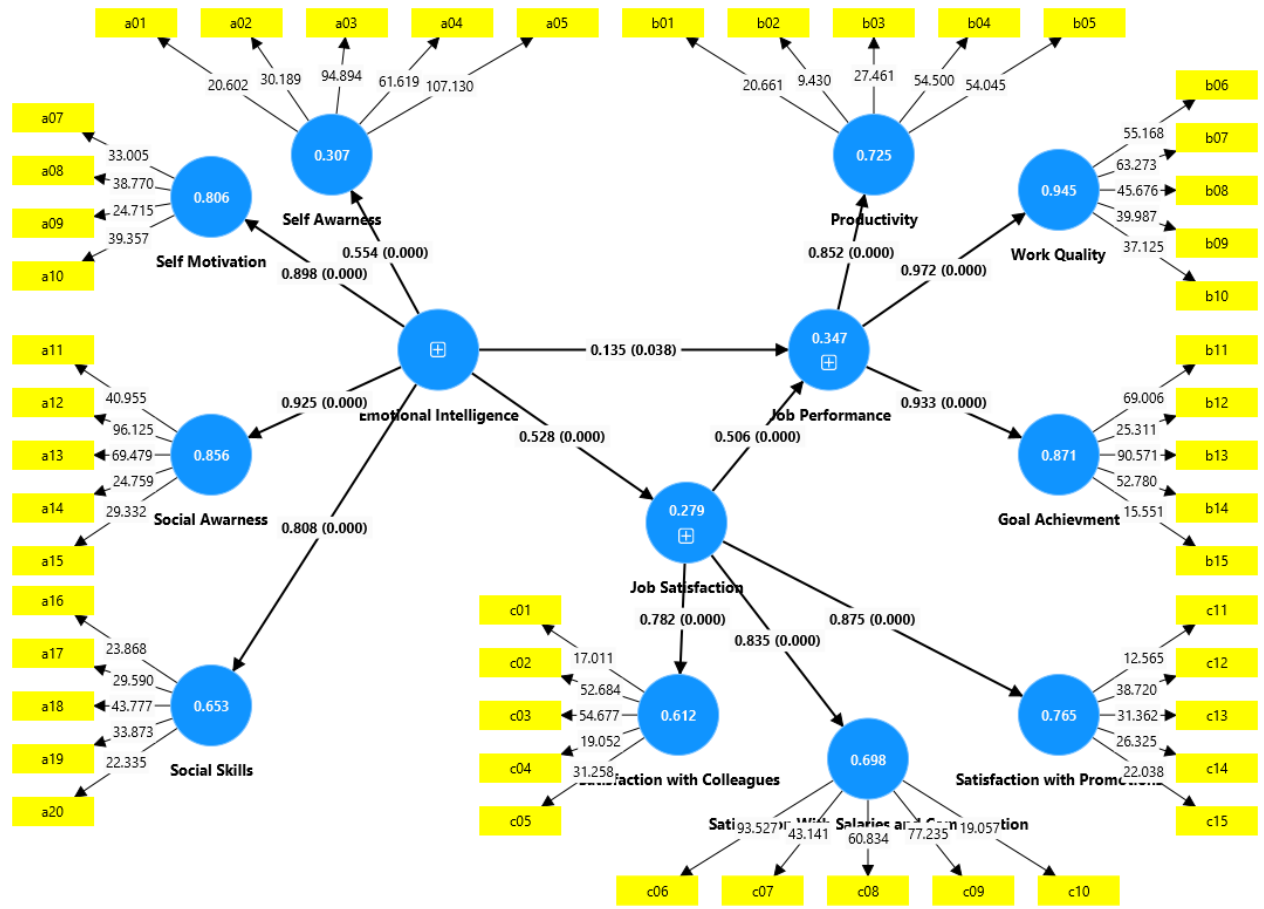


Figure (4.2) P-Values for the main Hypothesis

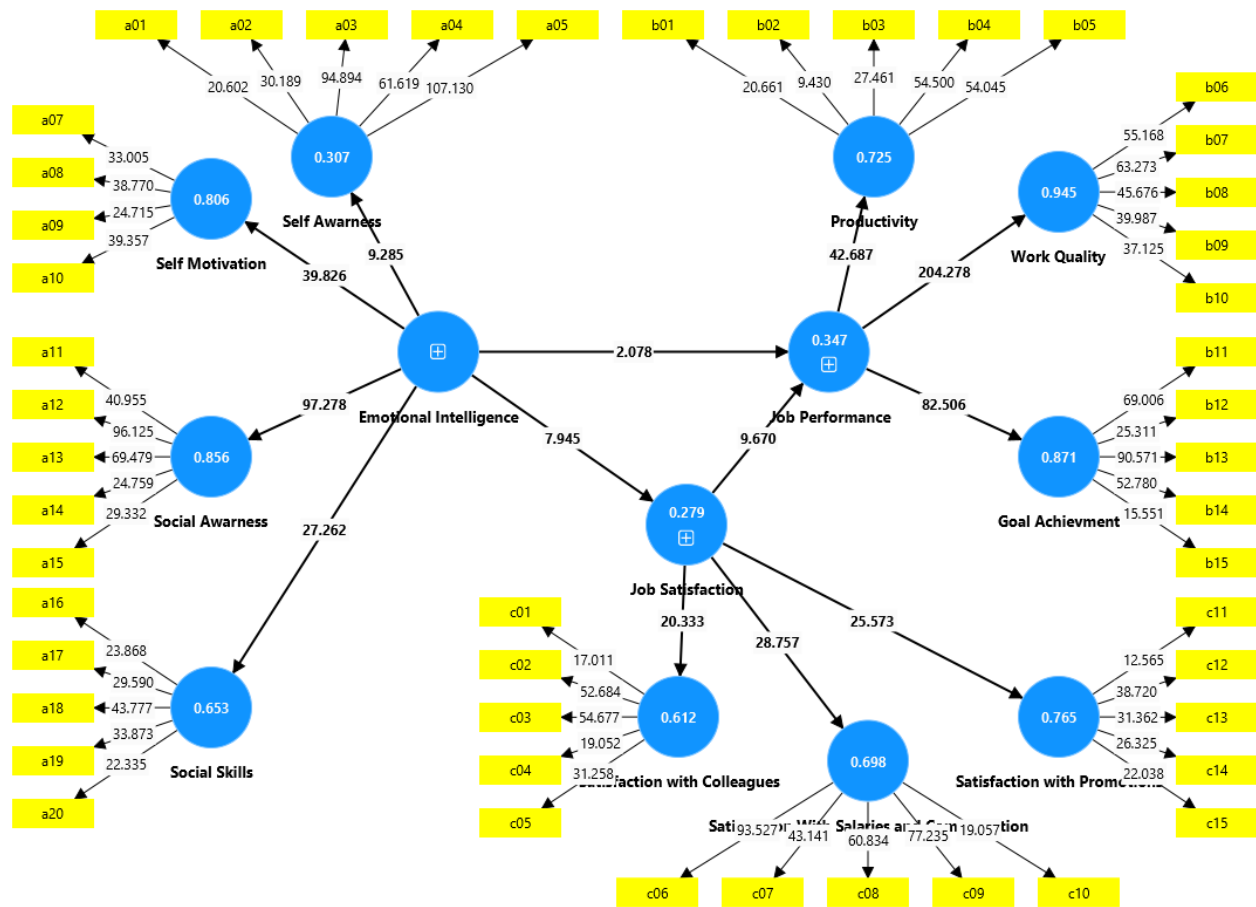


Figure (4.3) T-Values for the main Hypothesis

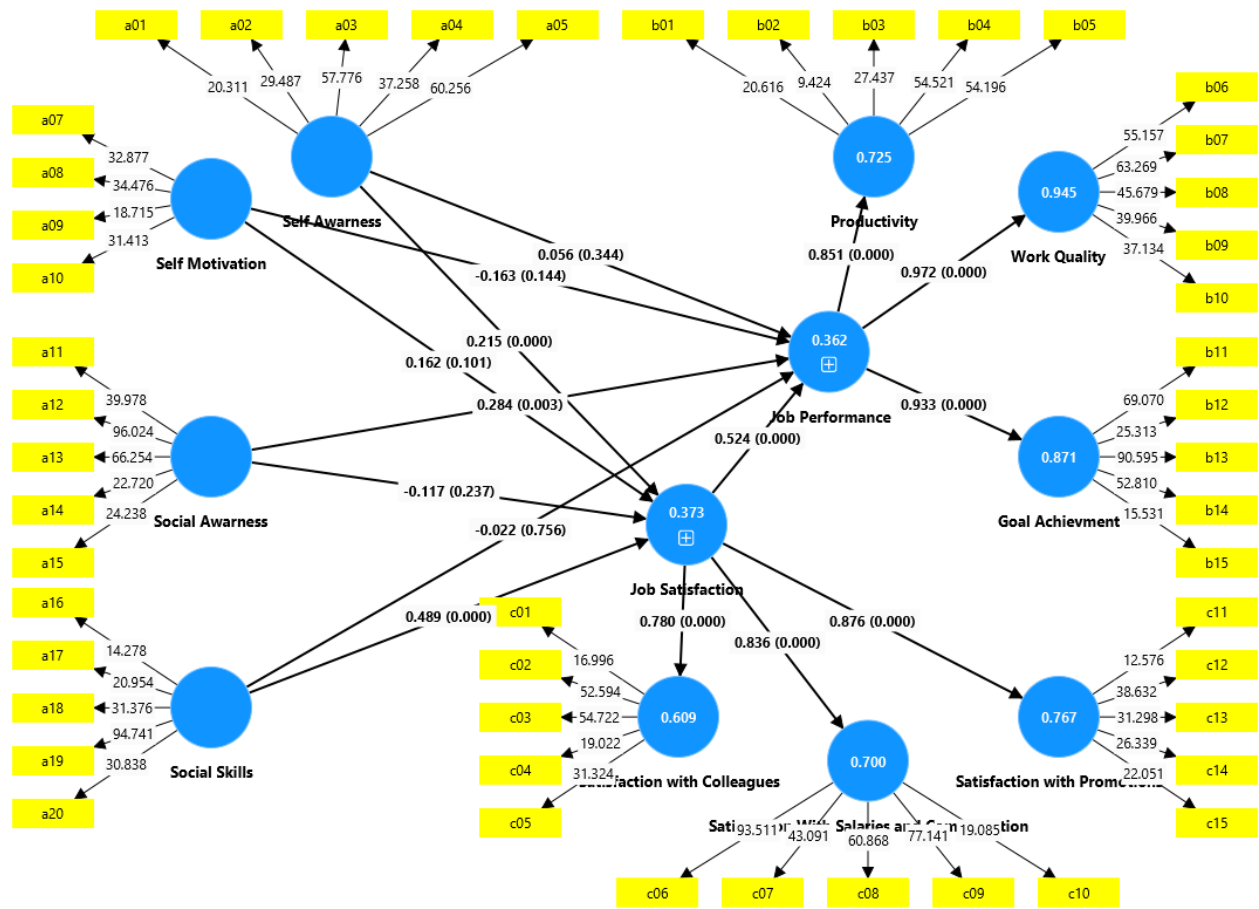


Figure (4.4) P-Values for the Sub-Hypothesis

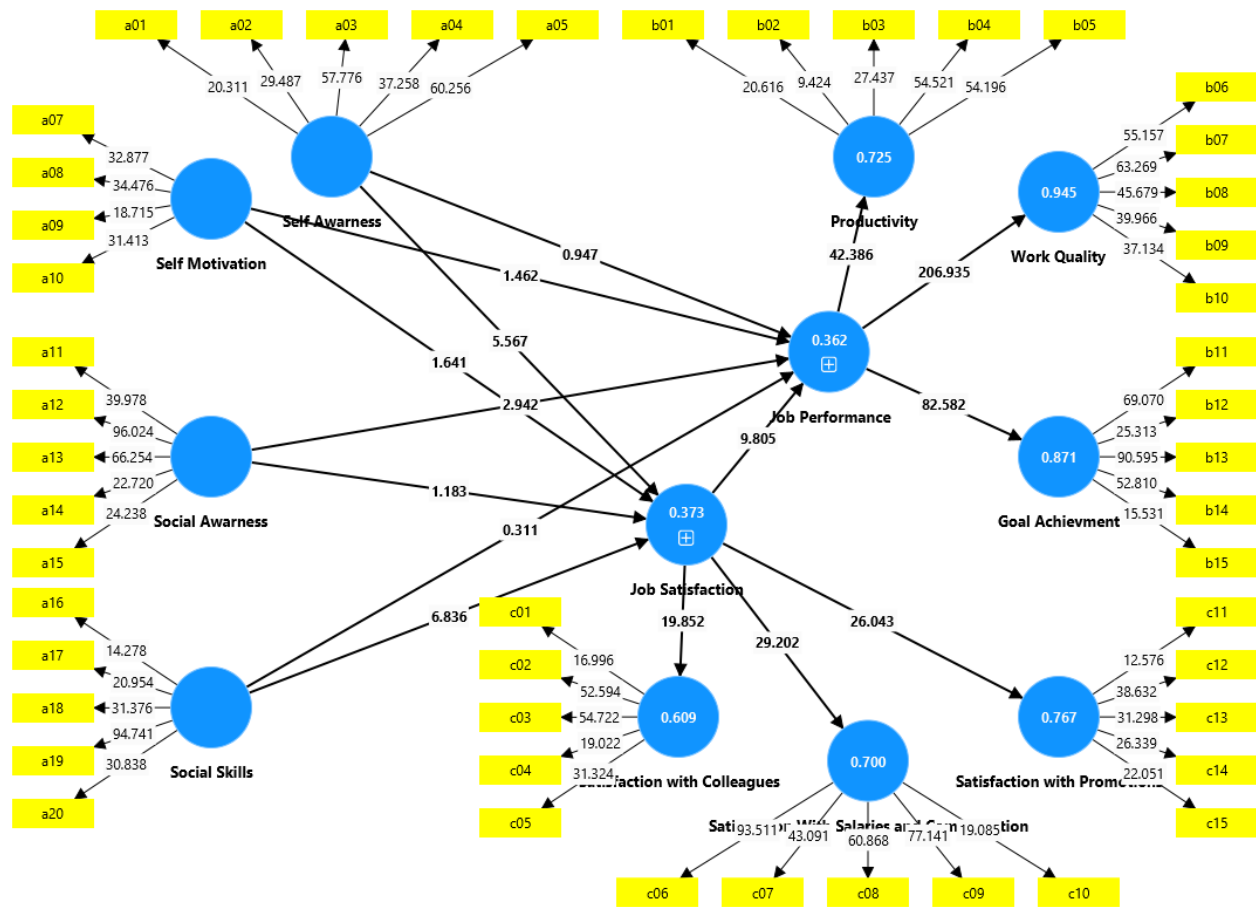


Figure (4.5) T-Values for the Sub-Hypothesis

From figures (4.2) and Figure (4.3) and figure (4.4) and figure (4.5) the results of the hypothesis are as follows:

A. First Main Hypotheses

Table (4.12): First Main Hypotheses path analysis

| | | Path coefficient | Standard Deviation | T-Value | P-Value |
|-------------|--|------------------|--------------------|---------|---------|
| H1 | Emotional Intelligence -> Job Performance | 0.135 | 0.065 | 2.078 | 0.038* |
| | Self-Awareness -> Job Performance | 0.056 | 0.059 | 0.947 | 0.344 |
| H1.1 | Self-Motivation -> Job Performance | -0.163 | 0.112 | 1.462 | 0.144 |
| | Social Awareness -> Job Performance | 0.284 | 0.096 | 2.942 | 0.003** |
| | Social Skills -> Job Performance | -0.022 | 0.070 | 0.311 | 0.756 |

Source: Researchers analysis using Smart PLS4

Significant **P ≤ 0.01, *P ≤ 0.05

The results in Table (4.12) provide insights into the hypotheses testing for the relationships between emotional intelligence dimensions, job performance.

H1: Emotional Intelligence → Job Performance

The results show a significant impact of emotional intelligence on job performance, as indicated by the path coefficient (0.135), a T-value of (2.078), and a P-value of (0.038*). This supports H1, confirming that emotional intelligence significantly influences job performance in the Municipal Jenin area.

H1.1: Dimensions of Emotional Intelligence → Job Performance

The sub-hypotheses examining the relationship between emotional intelligence dimensions and job performance reveal mixed results:

- **Self-Awareness → Job Performance:** This relationship is not significant, with a path coefficient of (0.056), T-value of (0.947), and P-value of (0.344).
- **Self-Motivation → Job Performance:** The result is also insignificant, with a negative path coefficient (-0.163), T-value of (1.462), and P-value of (0.144), suggesting no strong influence.
- **Social Awareness → Job Performance:** This is significant, with a path coefficient of (0.284), T-value of (2.942), and P-value of (0.003**), indicating that social awareness positively impacts job performance.
- **Social Skills → Job Performance:** The relationship is insignificant, with a path coefficient of (-0.022), T-value of (0.311), and P-value of (0.756).

Thus, H1.1 is partially supported, with **social awareness** being the only dimension significantly affecting job performance.

B. Second Main Hypotheses

Table (4.13): Second Hypotheses path analysis

| | | Path coefficient | Standard Deviation | T-Value | P-Value |
|-------------|--|------------------|--------------------|---------|---------|
| H2 | Emotional Intelligence -> Job Satisfaction | 0.528 | 0.066 | 7.945 | 0.000** |
| | Self-Awareness -> Job satisfaction | 0.215 | 0.039 | 5.567 | 0.000** |
| H2.1 | Self-Motivation -> Job satisfaction | 0.162 | 0.098 | 1.641 | 0.101 |
| | Social Awareness -> satisfaction | -0.117 | 0.099 | 1.183 | 0.237 |
| | Social Skills -> Job satisfaction | 0.489 | 0.072 | 6.836 | 0.000** |

Source: Researchers analysis using Smart PLS4 Significant **P ≤ 0.01, *P ≤ 0.05

The results in Table (4.13) provide clear evidence supporting **H2**, which posits that emotional intelligence has a positive and significant effect on job satisfaction.

The path coefficient of (0.528) indicates a strong positive relationship, with a high T-value of (7.945), and a highly significant P-value of (0.000**). These findings confirm that higher levels of emotional intelligence are strongly associated with increased job satisfaction among employees in the context of the study.

This result emphasizes the critical role of emotional intelligence in enhancing employees' satisfaction with their jobs, likely through improved interpersonal relationships, better handling of workplace emotions, and overall positive workplace experiences. It reinforces the importance of integrating emotional intelligence development into organizational practices to foster a more satisfied workforce.

H2.1: Dimensions of Emotional Intelligence → Job Satisfaction

The sub-hypotheses examining the relationship between emotional intelligence dimensions and job satisfaction reveal the following:

- **Self-Awareness → Job Satisfaction:** This relationship is significant, with a path coefficient of (0.215), T-value of (5.567), and P-value of (0.000**), showing a strong positive effect.

- **Self-Motivation → Job Satisfaction:** This is not significant, with a path coefficient of (0.162), T-value of (1.641), and P-value of (0.101).
- **Social Awareness → Job Satisfaction:** The relationship is insignificant, with a negative path coefficient (-0.117), T-value of (1.183), and P-value of (0.237).
- **Social Skills → Job Satisfaction:** This relationship is significant, with a path coefficient of (0.489), T-value of (6.836), and P-value of (0.000**), indicating a strong positive effect.

Thus, H1.2 is also partially supported, with self-awareness and social skills significantly influencing job satisfaction, while self-motivation and social awareness do not.

C. Third Main Hypotheses

Table (4.14): Third Hypotheses path analysis

| | Path coefficient | Standard Deviation | T-Value | P-Value |
|--|-------------------------|---------------------------|--|----------------|
| H3 Job Satisfaction -> Job Performance | 0.524 | 0.053 | 9.805 | 0.000** |
| Source: Researchers analysis using Smart PLS4 | | | Significant **P ≤ 0.01, *P ≤ 0.05 | |

The results in Table (4.14) strongly support **H3**, which hypothesizes that job satisfaction positively impacts job performance.

The path coefficient of (0.524) demonstrates a robust positive relationship between job satisfaction and job performance. The T-value of (9.805) is significantly high, and the P-value of (0.000**) confirms the statistical significance of this relationship.

These findings indicate that higher levels of job satisfaction lead to enhanced job performance among employees. This relationship highlights the critical importance of fostering job satisfaction through factors such as fair compensation, supportive work environments, and career development opportunities to improve overall employee performance. It suggests that organizations aiming to enhance performance should prioritize initiatives that boost job satisfaction.

D. Fourth Main Hypotheses

Table (4.15): Fourth Main Hypotheses path analysis

| | | Path coefficient | Standard Deviation | T-Value | P-Value |
|-------------|---|------------------|--------------------|---------|---------|
| H4 | Emotional Intelligence -> Job satisfaction -> Job Performance | 0.267 | 0.051 | 5.247 | 0.000** |
| | Self-Awareness-> Job satisfaction -> Job Performance | 0.113 | 0.026 | 4.334 | 0.000** |
| H4.1 | Self-Motivation-> Job satisfaction -> Job Performance | 0.085 | 0.052 | 1.616 | 0.106 |
| | Social Awareness-> Job satisfaction -> Job Performance | -0.062 | 0.052 | 1.183 | 0.237 |
| | Social Skills-> Job satisfaction -> Job Performance | 0.256 | 0.051 | 5.002 | 0.000** |

Source: Researchers analysis using Smart PLS4

Significant **P ≤ 0.01, *P ≤ 0.05

The results in Table (4.15) provide comprehensive insights into the mediation role of **job satisfaction** in the relationship between emotional intelligence and job performance.

H4: Job Satisfaction Mediates the Relationship Between Emotional Intelligence and Job Performance

The path analysis for this hypothesis reveals a significant mediation effect, with a path coefficient of (0.267), a T-value of (5.247), and a P-value of (0.000**). These results confirm that **job satisfaction** partially mediates the relationship between emotional intelligence and job performance, emphasizing that emotional intelligence enhances job performance indirectly by increasing job satisfaction.

H4.1: Mediation of Job Satisfaction in the Relationship Between Emotional Intelligence Dimensions and Job Performance

The mediation effects of job satisfaction for the individual dimensions of emotional intelligence show mixed results:

- **Self-Awareness → Job Satisfaction → Job Performance:** This relationship is significant, with a path coefficient of (0.113), a T-value of (4.334), and a P-value of (0.000**). This indicates that self-awareness indirectly improves job performance through its positive impact on job satisfaction.
- **Self-Motivation → Job Satisfaction → Job Performance:** The mediation effect is not significant, with a path coefficient of (0.085), a T-value of (1.616), and a P-value of (0.106), suggesting that self-motivation does not significantly influence job performance through job satisfaction.
- **Social Awareness → Job Satisfaction → Job Performance:** This relationship is insignificant, with a negative path coefficient (-0.062), a T-value of (1.183), and a P-value of (0.237), indicating no meaningful mediation effect.
- **Social Skills → Job Satisfaction → Job Performance:** The results show a significant mediation effect, with a path coefficient of (0.256), a T-value of (5.002), and a P-value of (0.000**), confirming that social skills enhance job performance indirectly via job satisfaction.

The results confirm the overall mediation role of job satisfaction in the relationship between emotional intelligence and job performance (H4). Additionally, for the individual dimensions (H4.1), **self-awareness** and **social skills** significantly contribute to job performance through job satisfaction, while **self-motivation** and **social awareness** do not. These findings highlight the nuanced roles of different emotional intelligence dimensions in influencing job performance and underscore the importance of fostering job satisfaction to maximize performance outcomes.

Direct and Indirect Effects

Table (4.16): Total Effects Main Hypothesis

| | | Path coefficient | Standard Deviation | T-Value | P-Value |
|------------------------|---|-------------------------|---------------------------|----------------|----------------|
| Direct Effect | | | | | |
| H1 | Emotional Intelligence -> Job Performance | 0.135 | 0.065 | 2.078 | 0.038* |
| Indirect Effect | | | | | |
| H4 | Emotional Intelligence -> Job satisfaction -> Job Performance | 0.267 | 0.051 | 5.247 | 0.000** |
| Total Effect | | 0.402 | | | |

The results in Table (4.16) highlight the significant total effects of emotional intelligence on job performance, comprising both direct and indirect pathways. The direct effect of emotional intelligence on job performance is moderate yet significant, with a path coefficient of (0.135), a T-value of (2.078), and a P-value of (0.038), indicating that emotional intelligence directly enhances job performance. However, the indirect effect mediated by job satisfaction is more substantial, with a path coefficient of (0.267), a T-value of (5.247), and a highly significant P-value of (0.000). This demonstrates that emotional intelligence significantly contributes to job performance by increasing job satisfaction, which in turn positively impacts performance. Combining these effects, the total effect of emotional intelligence on job performance is (0.402), suggesting that job satisfaction plays a critical role in amplifying the influence of emotional intelligence. These findings emphasize the importance of nurturing both emotional intelligence and job satisfaction to achieve optimal employee performance.

Table (4.17): Total Effects Sub-Hypotheses (Self Awareness)

| | | Path coefficient | Standard Deviation | T-Value | P-Value |
|------------------------|--|-------------------------|---------------------------|----------------|----------------|
| Direct Effect | | | | | |
| H1.1 | Self-Awareness-> Job Performance | 0.056 | 0.059 | 0.947 | 0.344 |
| Indirect Effect | | | | | |
| H4.1 | Self-Awareness-> Job satisfaction -> Job Performance | 0.113 | 0.026 | 4.334 | 0.000 |
| Total Effect | | 0.169 | | | |

The results in Table (4.17) reveal the total effects of Self-Awareness on Job Performance, incorporating both direct and indirect pathways. The direct effect of self-awareness on job performance is insignificant, with a path coefficient of (0.056), a T-value of (0.947), and a P-value of (0.344), indicating that self-awareness does not independently contribute to job performance. However, the indirect effect mediated by job satisfaction is highly significant, with a path coefficient of (0.113), a T-value of (4.334), and a P-value of (0.000). This demonstrates that self-awareness enhances job performance indirectly by positively influencing job satisfaction, which in turn impacts performance. The total effect of self-awareness on job performance is (0.169), underscoring the importance of job satisfaction as a mediating factor in translating self-awareness into improved job performance.

Table (4.18): Total Effects Sub-Hypotheses (Self-Motivation)

| | | Path coefficient | Standard Deviation | T-Value | P-Value |
|------------------------|---|-------------------------|---------------------------|----------------|----------------|
| Direct Effect | | | | | |
| H1.1 | Self-Motivation-> Job Performance | -0.163 | 0.112 | 1.462 | 0.144 |
| Indirect Effect | | | | | |
| H4.1 | Self-Motivation-> Job satisfaction -> Job Performance | 0.085 | 0.052 | 1.616 | 0.106 |
| Total Effect | | No effect | | | |

The results in Table (4.18) indicate that Self-Motivation has no significant total effect on Job Performance. The direct effect of self-motivation on job performance is not significant, with a path coefficient of (-0.163), a T-value of (1.462), and a P-value of (0.144), suggesting no direct positive relationship. Similarly, the indirect effect, mediated through job satisfaction, is also not significant, with a path coefficient of (0.085), a T-value of (1.616), and a P-value of (0.106). These findings indicate that self-motivation neither directly nor indirectly influences job performance, highlighting its limited role in this context. The lack of a total effect suggests that self-motivation does not contribute meaningfully to job performance in the study's setting.

Table (4.19): Total Effects Sub-Hypotheses (Social Awareness)

| | | Path coefficient | Standard Deviation | T-Value | P-Value |
|------------------------|--|------------------|--------------------|---------|---------|
| Direct Effect | | | | | |
| H1.1 | Social Awareness-> Job Performance | 0.284 | 0.096 | 2.942 | 0.003** |
| Indirect Effect | | | | | |
| H4.1 | Social Awareness-> Job satisfaction -> Job Performance | -0.062 | 0.052 | 1.183 | 0.237 |
| Total Effect | | No effect | | | |

The results in Table (4.19) indicate that **Social Awareness** does not have a significant total effect on **Job Performance**. The direct effect of social awareness on job performance is significant, with a path coefficient of (0.284), a T-value of (2.942), and a P-value of (0.003**), showing that social awareness directly enhances job performance. However, the indirect effect mediated through job satisfaction is not significant, with a path coefficient of (-0.062), a T-value of (1.183), and a P-value of (0.237). This suggests that job satisfaction does not mediate the relationship between social awareness and job performance effectively. Despite the significant direct effect, the lack of a significant indirect effect results in no meaningful total effect, indicating that social awareness's contribution to job performance is primarily direct rather than mediated.

Table (4.20): Total Effects Sub-Hypotheses (Social Skills)

| | | Path coefficient | Standard Deviation | T-Value | P-Value |
|------------------------|---|------------------|--------------------|---------|---------|
| Direct Effect | | | | | |
| | Social Skills-> Job Performance | -0.022 | 0.070 | 0.311 | 0.756 |
| Indirect Effect | | | | | |
| | Social Skills-> Job satisfaction -> Job Performance | 0.256 | 0.051 | 5.002 | 0.000 |
| Total Effect | | 0.234 | | | |

The results in Table (4.20) highlight the total effects of **Social Skills** on **Job Performance**, combining both direct and indirect pathways. The direct effect of social skills on job performance is not significant, with a path coefficient of (-0.022), a T-value of (0.311), and a P-value of (0.756), indicating that social skills do not directly influence job performance. However, the indirect effect, mediated through job satisfaction, is highly significant, with a path coefficient of (0.256), a T-value

of (5.002), and a P-value of (0.000). This demonstrates that social skills enhance job performance indirectly by improving job satisfaction, which in turn positively impacts performance. The total effect of social skills on job performance is (0.234), underscoring the critical role of job satisfaction as a mediator in translating social skills into improved job performance.

Chapter Five: Conclusions and Recommendations

This chapter discusses the conclusions in relation to the previous studies and recommendations and limitations and future studies:

5.1 Conclusions

According to the statistical analysis in the previous chapter the study reached the following conclusions:

First Main Question

Does emotional intelligence have an impact on job performance in the Municipal Jenin area in Palestine?

The findings confirm that emotional intelligence positively influences job performance, aligning with studies such as Chong et al. (2020) and Naqvi and Siddiqui (2023), which emphasize the importance of emotional intelligence in enhancing workplace outcomes. These studies underline how emotional intelligence enables employees to manage emotions effectively, contributing to improved productivity and performance.

Among the dimensions of emotional intelligence, self-awareness and self-motivation did not demonstrate a direct impact on job performance. This contrasts with Naqvi and Siddiqui (2023), where these dimensions were shown to positively affect performance. The discrepancy might stem from contextual differences, such as organizational culture or the extent to which individual traits are integrated into team dynamics. On the other hand, social awareness exhibited a strong positive relationship with job performance, consistent with findings from Soriano-Vázquez et al. (2023),

which highlighted the role of interpersonal understanding in fostering collaboration and achieving organizational goals.

Social skills did not show a significant impact, aligning with Yousaf et al. (2023), where these skills were found to have limited direct influence on performance. This suggests that while social skills are essential, their effectiveness may depend on opportunities for utilization and organizational support. These results highlight the need for organizations to create environments that maximize the potential of emotional intelligence, particularly dimensions like social awareness, which have demonstrated a significant impact on performance.

Question Two

Does emotional intelligence affect job satisfaction in the Municipal Jenin area in Palestine?

The findings provide strong support for the positive and significant impact of emotional intelligence on job satisfaction, demonstrating its critical role in fostering a satisfied workforce. Emotional intelligence enhances job satisfaction by improving interpersonal relationships, managing workplace emotions effectively, and creating a positive work environment. These results align with previous studies such as Soriano-Vázquez et al. (2023) and Winton (2023), which emphasize the importance of emotional intelligence in improving job satisfaction through emotional regulation and relational harmony.

For the dimensions of emotional intelligence, the results reveal varying levels of influence on job satisfaction. Self-awareness shows a significant positive effect, highlighting its importance in enabling employees to understand their emotions and reactions, which contributes to greater satisfaction. This aligns with Winton (2023), which found self-awareness to be a key driver of workplace satisfaction. Similarly, social skills demonstrate a strong positive effect on job

satisfaction, supporting findings from Soriano-Vázquez et al. (2023), which emphasized the role of interpersonal abilities in enhancing workplace dynamics and satisfaction.

However, self-motivation and social awareness do not show significant effects on job satisfaction. The lack of impact from self-motivation suggests that intrinsic drive alone may not be sufficient to enhance satisfaction without complementary organizational support, as highlighted in studies like Deb et al. (2023). The insignificant effect of social awareness may indicate that understanding others' emotions does not necessarily translate into personal satisfaction, consistent with findings by Yousaf et al. (2023), where empathy and social awareness had limited direct effects on satisfaction.

Overall, the findings underline the importance of fostering self-awareness and social skills to enhance job satisfaction while recognizing that other organizational or contextual factors may limit the influence of self-motivation and social awareness. These insights provide valuable guidance for organizations aiming to create emotionally intelligent and satisfied workforces.

Question Three

Does job satisfaction influence job performance in the Municipal Jenin area in Palestine?

The findings provide strong evidence that job satisfaction has a positive and significant impact on job performance, which aligns with previous studies emphasizing the critical role of satisfaction in enhancing workplace outcomes. For instance, Deb et al. (2023) highlighted that factors like fair compensation, leadership, and work environment contribute to job satisfaction, which in turn drives better performance. Similarly, Soriano-Vázquez et al. (2023) emphasized that satisfied employees are more likely to engage in productive behaviors and handle workplace challenges effectively.

The robust relationship between job satisfaction and performance underscores the importance of addressing intrinsic and extrinsic satisfaction factors. This is consistent with Alsughayir (2021), who found that fostering job satisfaction through transparent promotion systems and fair treatment significantly boosts employee commitment and performance. The study's findings further reinforce the conclusions of Winton (2023), who noted that satisfaction derived from emotional intelligence and workplace harmony is pivotal for achieving higher performance levels.

Overall, the results highlight the need for organizations to invest in creating supportive and engaging work environments, offering competitive compensation, and providing clear career development pathways. Such initiatives are essential for enhancing job satisfaction, which directly translates into improved employee performance and organizational success

Question Four

Does job satisfaction mediate the relationship between emotional intelligence and job performance in the Municipal Jenin area in Palestine?

The findings confirm the significant mediating role of job satisfaction in the relationship between emotional intelligence and job performance. Emotional intelligence enhances job performance not only directly but also indirectly by improving job satisfaction. This aligns with studies such as Naqvi and Siddiqui (2023) and Soriano-Vázquez et al. (2023), which emphasize job satisfaction as a critical pathway through which emotional intelligence impacts workplace outcomes. Employees who are emotionally intelligent are better able to navigate workplace dynamics, leading to higher satisfaction and, consequently, improved performance.

For the individual dimensions of emotional intelligence, the mediation effects vary. Self-awareness shows a significant mediation effect, indicating that employees who are attuned to their emotions

and behaviors enhance their job performance through greater satisfaction. This finding aligns with Winton (2023), which highlights self-awareness as a key factor in fostering satisfaction and workplace success. Social skills also demonstrate a significant mediation effect, underscoring the importance of interpersonal abilities in creating a positive work environment that drives performance. This supports Soriano-Vázquez et al. (2023), which highlighted the role of social skills in enhancing workplace harmony and satisfaction.

However, self-motivation and social awareness do not exhibit significant mediation effects. The lack of impact from self-motivation suggests that intrinsic drive alone may not suffice to influence job satisfaction or performance without supportive external factors, as noted by Deb et al. (2023). Similarly, the insignificant mediation effect of social awareness may reflect that understanding others' emotions does not directly translate into personal satisfaction or improved performance in certain contexts, consistent with findings by Yousaf et al. (2023).

These results highlight the complex interplay between emotional intelligence dimensions, job satisfaction, and job performance. They underscore the importance of fostering self-awareness and social skills to maximize the indirect benefits of emotional intelligence on performance while addressing contextual factors that may limit the impact of other dimensions. Organizations can use these insights to design targeted interventions that enhance both employee satisfaction and performance.

Direct and indirect effects

The analysis of the direct and indirect effects in the relationship between emotional intelligence and job performance provides important insights. Emotional intelligence was found to significantly influence job performance, with both direct and indirect effects contributing to its

impact. The indirect effect, mediated through job satisfaction, was more substantial, emphasizing that emotional intelligence enhances job performance by fostering job satisfaction. This underscores the importance of emotional intelligence in improving employee outcomes through better emotional regulation and workplace satisfaction.

When examining the dimensions of emotional intelligence, self-awareness showed no significant direct effect on job performance but had a meaningful indirect effect mediated through job satisfaction. This finding highlights that self-awareness, while not directly influencing performance, plays a crucial role in enhancing satisfaction, which then translates into improved performance. On the other hand, self-motivation did not show significant direct or indirect effects, suggesting its limited role in influencing job performance within the context of this study. This might point to the need for external support or incentives to complement intrinsic motivation.

Social awareness exhibited a significant direct effect on job performance but lacked a significant indirect effect through job satisfaction. This suggests that understanding others' emotions and dynamics directly contributes to task performance, even if it does not significantly impact satisfaction levels. Conversely, social skills had no significant direct effect but demonstrated a strong indirect effect mediated by job satisfaction. This indicates that the ability to build relationships and collaborate effectively contributes to job performance by fostering a positive and satisfying work environment.

Overall, the findings reveal the varied roles of emotional intelligence dimensions in influencing job performance, either directly or indirectly. The critical mediating role of job satisfaction is particularly evident for certain dimensions like self-awareness and social skills. These insights highlight the importance of targeted interventions to enhance specific aspects of emotional intelligence and create supportive environments that maximize both satisfaction and performance.

5.2 Results Summary

The study results can be summarized as follows:

1. Emotional intelligence had a moderate overall mean, with self-motivation scoring highest and social skills lowest, indicating strong motivation but room for better teamwork and collaboration.
2. Job performance showed solid results, with productivity ranking highest and goal achievement lowest, suggesting improvement opportunities in meeting objectives and utilizing feedback.
3. Job satisfaction was moderate overall, with interpersonal satisfaction highest and financial rewards lowest, highlighting a need for attention to salaries and career advancement.
4. Emotional intelligence positively influences job performance, supporting the main hypothesis in the Municipal Jenin area.
5. Among emotional intelligence dimensions, only social awareness significantly impacts job performance, while others show no notable effects.
6. Self-awareness and social skills significantly enhance job satisfaction, underscoring their role in improving workplace experiences.
7. Self-motivation and social awareness do not significantly influence job satisfaction, partially supporting the hypothesis.
8. Emotional intelligence enhances job satisfaction by fostering better relationships, managing emotions, and improving workplace experiences, emphasizing its organizational importance.
9. Job satisfaction strongly influences job performance, highlighting the need for fair compensation, supportive environments, and career development to boost performance.

10. Job satisfaction partially mediates the relationship between emotional intelligence and job performance, enhancing performance indirectly.
11. Self-awareness and social skills significantly impact job performance through job satisfaction, while self-motivation and social awareness do not show mediation effects.
12. Emotional intelligence influences job performance both directly and indirectly, with the indirect effect through job satisfaction being more substantial.
13. Self-awareness indirectly enhances job performance via job satisfaction, despite its insignificant direct impact.
14. Self-motivation does not directly or indirectly impact job performance, indicating a limited role in this context.
15. Social awareness directly impacts job performance but does not show significant indirect effects through job satisfaction, suggesting a primarily direct role.
16. Social skills indirectly enhance job performance through job satisfaction, emphasizing the mediating role of satisfaction in leveraging social skills.

5.3 Recommendations

Based on the findings, the following practical recommendations are suggested to enhance emotional intelligence, job satisfaction, and job performance among employees:

- Conduct regular training programs to develop emotional intelligence, focusing on self-awareness, social skills, and social awareness to improve workplace relationships and overall performance.
- Design initiatives to enhance job satisfaction by addressing key areas such as fair compensation, career advancement opportunities, and supportive work environments.

- Encourage organizations to integrate emotional intelligence assessments into their recruitment and development processes to identify and nurture employees with strong interpersonal and emotional skills.
- Promote activities and workshops that improve teamwork and collaboration, particularly targeting areas where social skills and awareness can be strengthened.
- Establish feedback mechanisms to help employees set and achieve goals effectively, thereby enhancing their productivity and contribution to organizational success.
- Focus on creating a positive organizational culture that prioritizes employee well-being and satisfaction to indirectly boost job performance through improved emotional engagement.

5.4 Future Studies

This study recommends the following studies to be carried out:

1. "The Role of Emotional Intelligence Dimensions in Enhancing Teamwork and Collaboration: A Focus on Social Skills and Social Awareness"
2. "Exploring the Mediating Effect of Job Satisfaction on Emotional Intelligence and Job Performance in Diverse Organizational Contexts"
3. "Strategies to Address the Impact of Financial Rewards and Career Advancement on Job Satisfaction and Employee Retention"

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Appendices

Appendix (A)



Arab American University

Thank you for finding time for filling in this questionnaire. The main objective of this questionnaire is to study **The Impact of Emotional Intelligence on Job Performance: The Mediating Role of Job Satisfaction in the Municipal Jenin Area in Palestine**

This questionnaire is divided into three parts. The first part is prepared to gather general information about the respondent. The second part is to investigate emotional intelligence dimensions. The third part is to investigate Job satisfaction and the fourth part is to investigate job performance.

Your participation in this survey by answering the following questions is totally appreciated. It should take around 20 minutes to complete the questionnaire. Please note that all the information in this survey will only be used for academic research purposes, and all information provided will be treated with confidence.

Researcher: Futna Faza

Part One: Personal Information

Gender:

- Male
- Female

Age:

- Under 30
- 30–35
- 36–40
- Above 40

Work Experience:

- Less than 5 years
- 5–10 years
- 11–15 years
- More than 15 years

Educational Qualification:

- Bachelor's degree or lower
- Master's degree
- Doctorate degree

Administrative Level:

- Mayor
- Department Manager
- Section Head
- Employee

| Part Two: Emotional Intelligence | | | | | | |
|---|---|-------------------|----------|------------|-------|----------------|
| # | Questions | Strongly disagree | Disagree | No comment | agree | Strongly agree |
| Self-Awareness | | | | | | |
| 1 | I am aware of my strengths and weaknesses at work. | | | | | |
| 2 | I recognize how my emotions affect my performance at work. | | | | | |
| 3 | I understand how my emotions impact my interactions with others. | | | | | |
| 4 | I can easily identify the causes of my emotions in workplace situations. | | | | | |
| 5 | I take responsibility for my emotional reactions in challenging situations. | | | | | |
| Self-Motivation | | | | | | |
| 6 | I set goals to improve my work performance and strive to achieve them. | | | | | |
| 7 | I remain focused on tasks despite workplace challenges or obstacles. | | | | | |
| 8 | I am driven to succeed at work without external rewards or recognition. | | | | | |
| 9 | I take the initiative to complete tasks beyond what is required. | | | | | |
| 10 | I maintain a positive attitude towards my work even during difficult times. | | | | | |
| Social Awareness | | | | | | |
| 11 | I can empathize with my colleagues when they face challenges. | | | | | |
| 12 | I understand the unspoken dynamics within my workplace. | | | | | |
| 13 | I can accurately interpret the emotions of others during interactions. | | | | | |
| 14 | I am attentive to how my actions affect the feelings of my coworkers. | | | | | |
| 15 | I adapt my communication style to suit the emotional state of others. | | | | | |
| Social Skills | | | | | | |
| 16 | I build and maintain strong professional relationships with my coworkers. | | | | | |
| 17 | I manage conflicts in the workplace effectively and constructively. | | | | | |
| 18 | I collaborate effectively with others to achieve common goals. | | | | | |
| 19 | I influence others positively through my communication and actions. | | | | | |
| 20 | I foster teamwork and encourage collaboration among my colleagues. | | | | | |

| Part Three: Job Satisfaction | | | | | | |
|--|---|--------------------------|-----------------|-------------------|--------------|-----------------------|
| # | Questions | Strongly disagree | Disagree | No comment | agree | Strongly agree |
| Satisfaction with Colleagues | | | | | | |
| 1 | I feel supported and collaborated with by my colleagues in the work environment. | | | | | |
| 2 | My colleagues treat me with respect and appreciation. | | | | | |
| 3 | I feel comfortable working as part of a team with my colleagues. | | | | | |
| 4 | My colleagues contribute to creating a positive and motivating work environment. | | | | | |
| 5 | I receive support and assistance from my colleagues when needed. | | | | | |
| Satisfaction with Salaries and Compensation | | | | | | |
| 6 | I feel that my salary reflects the effort I put into my work. | | | | | |
| 7 | I believe that the financial incentives provided by the organization are fair and adequate. | | | | | |
| 8 | I benefit from additional financial compensation that meets my professional and personal needs. | | | | | |
| 9 | I believe that the salaries in the organization are competitive compared to other organizations. | | | | | |
| 10 | I am satisfied with the system for disbursing salaries and incentives. | | | | | |
| Satisfaction with Promotions | | | | | | |
| 11 | I believe that the promotion system in the organization is fair and transparent. | | | | | |
| 12 | I think I have clear opportunities for professional development and promotion. | | | | | |
| 13 | I feel that promotions are granted based on competence and achievements. | | | | | |
| 14 | I can discuss my expectations for future promotions with management. | | | | | |
| 15 | I believe that the organization provides equal opportunities for everyone to achieve professional growth. | | | | | |

| Part Four: Job Performance | | | | | | |
|-----------------------------------|---|--------------------------|-----------------|-------------------|--------------|-----------------------|
| # | Questions | Strongly disagree | Disagree | No comment | agree | Strongly agree |
| Productivity | | | | | | |
| 1 | I complete assigned tasks within the specified deadlines. | | | | | |
| 2 | I work effectively to achieve the required results efficiently. | | | | | |
| 3 | I can manage my time to accomplish a large volume of work without compromising quality. | | | | | |
| 4 | I handle work pressure well without it affecting my productivity. | | | | | |
| 5 | I strive to continuously improve my productivity. | | | | | |
| Work Quality | | | | | | |
| 6 | I ensure that my work is error-free and of the highest level of accuracy. | | | | | |
| 7 | I pay attention to details to meet the required quality standards. | | | | | |
| 8 | I adhere to professional standards to execute tasks in the best possible way. | | | | | |
| 9 | I listen to feedback and directions to improve the quality of my work. | | | | | |
| 10 | I provide innovative solutions to enhance work performance and quality. | | | | | |
| Goal Achievement | | | | | | |
| 11 | I set clear goals and work effectively to achieve them. | | | | | |
| 12 | I contribute to achieving the organization's goals by performing my tasks diligently. | | | | | |
| 13 | I work with dedication to exceed the expectations associated with my assigned tasks. | | | | | |
| 14 | I regularly review my performance to ensure I meet the required objectives. | | | | | |
| 15 | I take responsibility for achieving the professional goals assigned to me. | | | | | |

Thank you

Appendix (B): List of Reviewers

| No. | Name | University |
|------------|------------------------|---|
| 1 | Dr. Majid Mansour | Arab American University |
| 2 | Dr. Atiya Masleh | Al-Quds Open University |
| 3 | Dr. Baha Abu Awad | Palestine Technical University - Kadoorie |
| 4 | Dr. Suheir Al-Shoumli | Palestine Technical University - Kadoorie |
| 5 | Dr. Baha Ruzia | Palestine Technical University - Kadoorie |
| 6 | Dr. Mohammad Abu Amsha | Palestine Technical University - Kadoorie |
| 7 | Dr. Raed Arikat | Arab American University |
| 8 | Dr. Zaki Abu Ziada | Al-Istiqlal University |
| 9 | Dr. Mohammad Qawasmi | Al-Istiqlal University |

"أثر الذكاء العاطفي على الأداء الوظيفي: الدور الوسيط للرضا الوظيفي في بلدية جنين في فلسطين"

فتنة محمد أحمد فزع

أ. د. شاهر عبيد

د. عماد وليد علي

أ.د. زاهي ياسين

ملخص

هدفت هذه الدراسة إلى استقصاء تأثير الذكاء العاطفي على الأداء الوظيفي بين الموظفين العاملين في بلديات منطقة جنين في فلسطين، مع دراسة الدور الوسيط للرضا الوظيفي في هذه العلاقة. اعتمدت الدراسة على المنهج البحثي الكمي، حيث تم اختيار عينة عشوائية طبقية مكونة من (262) موظفًا من مجتمع الدراسة البالغ عدده (821) موظفًا، وتم تحليل البيانات باستخدام أدوات التحليل الإحصائي المتقدمة (Smart PLS4) و (SPSS). أظهرت النتائج أن الذكاء العاطفي حصل على متوسط قدره (3.47)، بينما بلغ متوسط الأداء الوظيفي (3.43)، ومتوسط الرضا الوظيفي (3.15). أشارت النتائج إلى أن الذكاء العاطفي يؤثر بشكل إيجابي ومباشر على الأداء الوظيفي، مع وجود تأثير مباشر فقط لُبعد الوعي الاجتماعي. في المقابل، أظهرت أبعاد الوعي الذاتي والمهارات الاجتماعية تأثيرًا إيجابيًا على الرضا الوظيفي، مما ساهم في التأثير على الأداء الوظيفي بشكل غير مباشر. في حين لم يظهر التحفيز الذاتي أي تأثير ملحوظ على الرضا الوظيفي أو الأداء الوظيفي. برز الرضا الوظيفي كوسيط جزئي، مما يؤكد أهميته في تعزيز تأثير الذكاء العاطفي على الأداء الوظيفي. بناءً على هذه النتائج، توصي الدراسة بإجراء برامج تدريبية منتظمة لتطوير الذكاء العاطفي، مع

التركيز على الوعي الذاتي والمهارات الاجتماعية والوعي الاجتماعي. كما تُشجع المؤسسات على تعزيز الرضا الوظيفي من خلال تحسين التعويض العادل، وتوفير فرص التطور المهني، وتهيئة بيئات عمل داعمة، إلى جانب دمج تقييمات الذكاء العاطفي في عمليات التوظيف والتطوير. وتوصي الدراسة أيضًا بتعزيز العمل الجماعي من خلال ورش العمل والأنشطة، وإرساء آليات فعالة للتغذية الراجعة، وتعزيز ثقافة تنظيمية إيجابية لتحسين الأداء الوظيفي عبر زيادة الرضا العاطفي والوظيفي.

الكلمات المفتاحية: الذكاء العاطفي، الرضا الوظيفي، الأداء الوظيفي، موظفو البلديات.