

# RELATIONSHIP OF EMOTIONAL INTELLIGENCE WITH WORK STRESS AND OCCUPATIONAL DEPRESSION AT WORKPLACE AMONG EMPLOYEES

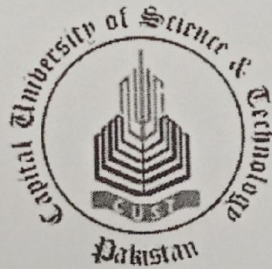


by

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Faculty of Management and Social Sciences  
Capital University of Science & Technology,  
Islamabad  
June, 2023

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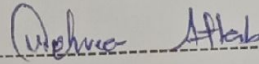
A Research Thesis submitted to the  
DEPARTMENT OF PSYCHOLOGY  
in partial fulfillment of the requirements for the degree of  
BACHELOR OF SCIENCE IN PSYCHOLOGY

Faculty of Management and Social Sciences  
Capital University of Science & Technology,  
Islamabad  
June, 2023

**CERTIFICATE OF APPROVAL**

It is certified that the Research Thesis titled "Relationship of Emotional Intelligence with workplace stress and occupational depression at workplace among employees" carried out by Syeda Aimen Qadri, Reg. No. BSP193055, under the supervision of Ms. Mehreen Aftaab, Capital University of Science & Technology, Islamabad, is fully adequate, in scope and in quality, as a Research Thesis for the degree of BS Psychology.

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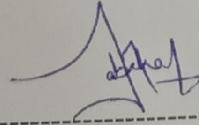
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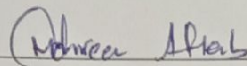
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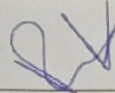
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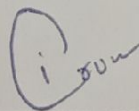
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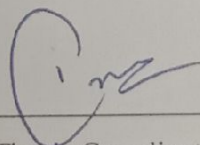
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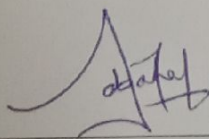
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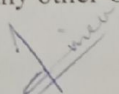
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**DECLARATION**

It is declared that this is an original piece of my own work, except where otherwise acknowledged in text and references. This work has not been submitted in any form for another degree or diploma at any university or other institution for tertiary education and shall not be submitted by me in future for obtaining any degree from this or any other University or Institution.



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June 2023

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"In the pursuit of knowledge and the completion of this research, I am reminded of the profound words of the Islamic scholar Imam Al-Ghazali, who said, 'Hard work puts you where good luck can find you.' With deep gratitude and heartfelt appreciation, I offer my thanks to the Almighty, who has bestowed His blessings and guided me through this struggle. "I would like to express my sincere gratitude to everyone who contributed to the completion of this research paper.

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## ABSTRACT

The relationship between emotional intelligence, general work stress, and occupational depression among employees have gained significant attention in recent years. The modern work environment is characterized by various stressors and challenges that can impact employees' well-being and mental health. This study was aimed to investigate the relationship between emotional intelligence, general work stress, and occupational depression among employees of public, private, and semi government job sectors in the Pakistani cultural context. The Wong and Law Emotional Intelligence Scale (WLEIS), General Workplace Stress Scale (GWSS), and Occupational Depression Inventory (ODI) were used to measure emotional intelligence, general work stress, and occupational depression, respectively. The study sample consisted of 371 participants from diverse demographic backgrounds. The findings revealed significant correlations among the variables, with higher emotional intelligence associated with lower general work stress and occupational depression. Additionally, females exhibited higher levels of general work stress and occupational depression compared to males. The study highlighted the importance of emotional intelligence in reducing work stress and occupational depression and emphasizes the need for gender-sensitive interventions and policies. The findings can contribute to a comprehensive understanding of the impact of emotional intelligence and work-related factors on employee well-being and mental health.

**Keywords:** Emotional intelligence, general work stress and occupational depression.



## TABLE OF CONTENTS

### Contents

CERTIFICATE OF APPROVAL .....	iii
DECLARATION .....	vi
ACKNOWLEDGMENT .....	vii
ABSTRACT .....	viii
TABLE OF CONTENTS .....	ix
LIST OF FIGURES .....	xi
LIST OF TABLES .....	xii
LIST OF APPENDICES .....	xiii
Chapter 1 .....	1
Introduction .....	1
Emotional intelligence .....	3
Workplace stress .....	4
Occupational depression .....	5
Literature review .....	7
Theoretical framework .....	12
Rationale .....	13
Objectives.....	15
Hypotheses .....	15
Chapter 2 .....	16
Method .....	16
Research design.....	16
Sample.....	16
Inclusion criteria .....	16
Exclusion criteria .....	16
Instruments.....	17
<i>Emotional Intelligence Scale</i> .....	17
<i>Occupational Depression Inventory</i> .....	17
<i>General Work Stress Scale</i> .....	18
Procedure .....	18
Ethical considerations .....	19
Chapter 3 .....	20

Results .....	20
Reliability and descriptive statistics .....	24
Chapter 4 .....	29
Discussion .....	29
Conclusion .....	33
Limitations and Suggestions .....	35
Implications .....	36
References .....	37
Appendices .....	46

**LIST OF FIGURES**

Figure 1	Distribution of SumEI	25
Figure 2	Distribution of SumODI	26
Figure 3	Distribution of SumGWSS	26

**LIST OF TABLES**

Table 1	Demographics characteristics of the study (N=371)	20
Table 2	Psychometric properties of Scales (N=371)	23
Table 3	Spearman's Correlation for all the study variables for the total sample (N=371)	24
Table 4	Differences of emotional intelligence, workplace stress and occupational depression score in males and females (N=371)	27

**LIST OF APPENDICES**

Appendix A	Informed Consent	46
Appendix B	Demographic Sheet	47
Appendix C	Wong and Law Emotional Intelligence Scale, WLEIS	48
Appendix D	Permission for WLEIS	49
Appendix E	General Work Stress Scale	50
Appendix F	Permission to use the General Work Stress Scale	51
Appendix G	Occupational Depression Inventory	52
Appendix H	Permission	53

## Chapter 1

### Introduction

In today's society, the desire for a stable job that fulfills basic needs and desires is widespread. Naseem (2018) suggests that individuals without job stability may believe that they can find more happiness and fulfillment in life compared to those without stable employment. However, while work provides financial benefits, it also presents challenges to mental and physical well-being, such as job stress and an unsatisfactory work-life balance (Morlick, 2017). In the current era of disruption, businesses must excel and adapt to remain competitive in the market (Saputra, 2022).

In recent years, there has been a growing awareness and concern regarding workplace stress among organizations. Employees are a valuable asset to any organization, and their dissatisfaction with their jobs and personal lives can significantly impact their motivation, commitment, and overall well-being (Ibrahim & Ohtsuka, 2016). Organizations face pressures to perform and maintain momentum, which creates a stressful environment. These challenges are influenced by factors like globalization, technology advancements, demand for superior service, productivity, and performance (Basil et al., 2022). Enhancing employee performance is crucial for companies to achieve their goals (Badrianto, 2020). Employees are hired to contribute their skills and efforts to the workplace (Shahid, 2021). However, due to heavy workloads and a competitive environment, employees often lack the time or capacity to seek help, and limited job opportunities restrict their ability to change jobs. Workers expect not only fair compensation but also appreciation for their efforts (Shahid, 2021).

Goleman discussed in his book "Working with Emotional Intelligence" the importance of emotional intelligence for managers and directors in an organizational setting. According to Rashimi (2017), emotions play a significant role in employee

performance, particularly in workplaces where interactions with colleagues and customers are frequent. Emotional intelligence has gained significant attention from researchers and HR professionals worldwide over the past decade. However, it is often overlooked in skill development programs. Research suggests that effectively managing emotions can foster trust, loyalty, and commitment (Cooper, 1997). Golmen's study (1998) demonstrated that emotional intelligence is more important than IQ and twice as important as professional skills across all levels of employment (Asma Rashid et al., 2016). Successful individuals in fields such as management, psychology, law, medicine, engineering, and banking possess not only expertise in their respective fields but also qualities like flexibility, optimism, and easy-going nature. Thus, achieving success at work requires more than just high IQ; it also demands emotional intelligence (Sunil, 2009).

Individuals with low emotional intelligence often struggle to cope with stress-related challenges. Studies have indicated a noteworthy correlation between stress and emotional intelligence, underscoring the challenges encountered by individuals who lack emotional intelligence when it comes to effectively managing stress-related matters (Sharma & Kumar, 2016). Uncontrolled stress can contribute to the development of physical and mental disorders, leading to conflicts, aggressive behaviour, and difficulties in interpersonal relationships. Effective stress management relies on the adoption of appropriate coping mechanisms and strategies to mitigate its negative impacts on overall well-being (Yousuf, 2007). When employees are unable to manage their physiological and psychological stress, it can negatively affect their attitudes and behaviours in the workplace (Newell, 2002; Seaward, 2005; World Health Organization (WHO), 2005).

Leaders who possess high emotional intelligence are believed to exhibit superior performance in the workplace (Goleman, 1988). They experience higher levels of job satisfaction and demonstrate greater dedication to their organization (Abraham, 2000).

### **Emotional intelligence**

Since early 1990s, emotional intelligence has been a high-profile concept in modern psychology, capturing the imagination of academia, education, business, and the general public (Pool, & Qualter, 2018). Emotional intelligence can be defined as the ability to contemplate feelings and emotions to enhance thinking. This includes the ability to accurately perceive, access, and generate emotions to aid thinking, emotional understanding, and emotional knowledge. (Mayer, Salovey & Caruso, 2004). Emotional Intelligence refers to a person's ability to understand and manage emotions (Cherry, 2018).

People who have high emotional intelligence know that managing emotions doesn't mean trying to control or hide them. Instead, it's about being open and flexible with your thoughts, actions, and reactions. It means being okay with experiencing different emotions, both good and bad (Hasson, 2014, p. 7). Singh (2003) explains emotional intelligence as individual's ability to respond appropriately and successfully to a variety of emotional stimuli triggered by their inner self and immediate environment. Compelling evidence suggests that elevated levels of emotional intelligence are indicative of improved mental and physical well-being (Martins, et al., 2007), linked with better social and intimate relationships (Lopes et al., 2004) and plays an important role in job performance (Joseph, & MacCann, 2010). According to the reserach (Brit, 2023) in the workplace, the significance of emotional intelligence lies in its capacity to enable individuals to recognize, analyse, comprehend, and regulate their own emotions as well as those of others. Proficiency in managing emotions equips



individuals with the ability to provide guidance and support to others, while also contributing to personal happiness and success. By honing emotional intelligence skills, individuals gain the means to navigate the complexities of interpersonal interactions, ultimately fostering a more positive and prosperous work environment.

### **Workplace stress**

According to Werther (1996), stress is an individual's response to extreme pressure and performance demands in a competitive environment. Workplace stress has been recognized as one of the top ten leading work-related health problems (Blix, 2006). Negative experiences in the work environment can result in stress, affecting individual behaviours and creating feelings of professional incompetence (Ebstein et al., 2018). Tihan and Ghiza (2002, p.25) explain occupational stress as the physical and emotional reactions that occur when job demands exceed an individual's capabilities, potentially leading to poor health.

There is ample evidence indicating that chronic stress is a risk factor for both physical and mental health (Cohen, 2007, p.1687). Chronic work stress has been associated with mental health disorders such as depression and anxiety (Stansfeld, 2006, pp.462). Awad, Gichniga, and Ahmed (2005) further affirm that work-related stress has become a major concern for workers, particularly in developing countries where employers may be unaware of the powerful effects stress can have on employee performance. Employee's poor performance is often attributed to physical or psychological barriers they face in the workplace. Factors in the workplace that contribute to stress, such as heavy workloads, insufficient staffing, long hours, and unfavourable working conditions, have detrimental effects on the well-being of both employees and organizations. Individuals experiencing high levels of stress are more susceptible to a range of severe physical and mental health issues, including but not

limited to headaches, back pain, anxiety, depression, cardiovascular disorders, and stroke (Yadapadithaya). It is important for organizations to address occupational stress and its impact on employees' well-being. By implementing strategies to mitigate work-related stress, organizations can improve employee performance, job satisfaction, and overall organizational outcomes. Recognizing and addressing the underlying causes of stress, providing adequate resources and support, promoting work-life balance, and fostering a positive work environment are essential steps in managing occupational stress and promoting employee well-being.

### **Occupational depression**

Depression has emerged as a leading cause of disease burden globally, affecting a staggering number of individuals, estimated at over 300 million people worldwide (James et al., 2018). In recent decades, occupational health professionals have increasingly recognized the significant impact of work-related stress and mental illness on depressive symptoms.

Occupational depression has become a prevalent concern, with many employees experiencing depressive symptoms in their work environment (Bianchi & Schonfeld, 2020). However, the disclosure of depression in the workplace remains a challenge, as individuals often fear discrimination and stigma from their colleagues (Lacko, 2018). Occupational depression is frequently stigmatized, which further deters employees from seeking support or disclosing their condition. The reluctance to disclose depression can hinder individuals from receiving the necessary assistance and accommodations they may require for optimal wellbeing and performance (Lacko, 2018).

The interplay between depression and productivity at work is a complex and reciprocal relationship. Individuals grappling with depression often encounter

difficulties in maintaining productivity due to various symptoms and impairments. These can include poor concentration, procrastination, absenteeism, diminished spontaneity and motivation, lack of energy, fatigue, compromised problem-solving and decision-making skills, and impaired communication with others (Cigna, 2020). The cumulative impact of these challenges on an individual's work performance can be significant. Moreover, employees facing mental health issues, including depression, confront additional obstacles in the workplace due to a lack of awareness and understanding surrounding workplace depression (Lacko, 2018). Many organizations fail to prioritize mental health and lack comprehensive support systems to address and accommodate employees' mental health needs. In the context of handling job stress and depression, emotional intelligence emerges as a crucial factor influencing an individual's ability to navigate these challenges effectively (Naseem, 2018).

Occupational depression can have profound implications for families, impacting various aspects of family life and functioning. Studies have shed light on the significant consequences of occupational depression on family dynamics and relationships.

Johnson et al. (2018) conducted research that highlighted how individuals experiencing occupational depression may exhibit reduced emotional availability and engagement with their family members. This emotional withdrawal can create strained relationships and contribute to decreased overall family functioning.

Furthermore, Smith et al. (2016) conducted a study that revealed the detrimental effects of occupational depression on family well-being. Their findings indicated that occupational depression can lead to higher levels of conflict within the family, decreased marital satisfaction, and disrupted parent-child interactions. These disruptions in family dynamics can further exacerbate the challenges faced by individuals experiencing occupational depression.

These studies show that occupational depression doesn't just affect individuals it also has a big impact on their families. It puts a lot of strain on family relationships and how well the family works together. That's why it's important to not only help the person with occupational depression but also support their family members. By understanding these effects, we can develop ways to lessen the negative impact on families and make sure everyone is doing well.

Emotional intelligence encompasses the ability to acknowledge, comprehend, and regulate one's own emotions, along with the capacity to recognize and empathize with the emotions of others. Individuals who possess higher levels of emotional intelligence may have an enhanced ability to handle stress in the workplace and effectively manage their mental well-being. It is crucial for organizations to promote awareness and understanding of workplace depression and prioritize the implementation of supportive measures to address this issue. By creating a supportive environment that promotes mental health, organizations can help reduce the stigma associated with depression, encourage open dialogue, and provide resources for early intervention and effective management.

### **Literature review**

Various research studies have employed an indirect effect model to explore occupational stress across different populations. For instance, one study investigated a diverse sample of 178 individuals from 15 Australian universities (Gillespie et al., 2001). Another study examined 320 middle managers employed in a prominent United Kingdom retailer (Slaski & Cartwright, 2002), while a separate study focused on 212 professionals working at a mental health institution in Greece (Nikolau & Tsaosis, 2002). These studies utilized indirect effect models to gain insights into the relationship between occupational stress and various factors within these specific contexts.

According to a study which aimed to examine symptoms of depression and the status of occupational stressors that caused these symptoms in workers in the health and social service industries. In order to conduct this study data was extracted from health services and social workers who participated in both the 2016 initial survey and the 2019 follow up survey. The study concludes that many health services and social workers need to keep their own emotions in check as they engage in the busy routines of caring for others and the study suggests that they were working in a stressful situation. After analysing existing research on management interventions, Cherniss and Goleman (2001) found that interventions focused on enhancing Emotional Intelligence competencies were successful in yielding positive results. These interventions were shown to improve desirable outcomes, including self-esteem and relationships (Cherniss & Goleman, 2001, p.21). The results obtained from these surveys indicated that employees who effectively utilize their emotions and regulate the emotions of others in the workplace experience reduced physiological and psychological stress. As a result, this can contribute to enhanced job performance within organizations (Gillespie et al., 2001; Slaski & Cartwright, 2002; Nikolau & Tsaosis, 2002).

In a study conducted by Ahmad et al. (2009), the researchers examined Emotional Intelligence and gender differences in a sample of 160 participants from the Khyber P region, including 80 men and 80 women. The findings of the study revealed that, on average, women exhibited higher levels of emotional awareness, empathy, and interpersonal skills compared to men. These results suggest that women tend to be more proficient in recognizing and managing emotions, as well as in their interactions with others. On other hand men are tend to be more optimistic, confident, and handle stress better than women. Panimalar (2020) conducted a study on emotional intelligence in the workplace. Rani and Yadapadithaya (2018) found that emotional intelligence and

work-life balance significantly contribute to organizational success and competitive advantage. As a result, many contemporary organizations prioritize hiring emotionally intelligent employees capable of effectively handling workplace challenges and, in turn, enhancing overall productivity. In today's era, many organizations are inclined to hire emotionally intelligent employees who can effectively handle workplace issues and enhance organizational productivity. Additionally, the study suggests that Emotional Intelligence Quotient (EI) can be effectively utilized to manage work stress, leading to improvements in personal and interpersonal effectiveness.

Furthermore, the assessment and measurement of Emotional Intelligence play a crucial role in reducing work stress by helping individuals manage themselves and others effectively. Job stress often arises when there is a mismatch between the demands of the work environment and an individual's ability to meet those demands (Henry & Evans, 2008). Karim (2009) conducted a study involving New Zealand professionals, including clerks, line managers, officers, directors, and CEOs, to explore the relationship between emotional intelligence and work-related stress. The findings indicated that individuals who possessed a better understanding of others' emotions were more likely to employ task-oriented assessment, coping strategies, and social support. Additionally, those who demonstrated effective emotional management skills were more likely to engage in challenge appraisals, exhibit reduced threat appraisals, employ less task-oriented coping avoidance, and rely less on social support. Moreover, effective management was associated with higher levels of positive affect and lower levels of negative affect.

These studies collectively emphasize the significance of emotional intelligence in the workplace, highlighting its potential to enhance work-life balance, manage stress, and improve overall well-being and job performance. Different researches are

conducted that investigate the gender differences in work stress, job satisfaction, and well-being among bankers. The results showed that women working as bankers experienced more work stress and occupational depression than men who were also bankers. (Cheng & Chan, 2008). Another study examined workplace stress and well-being among healthcare professionals and found that female participants reported higher levels of workplace stress and occupational depression compared to males (Peters et al., 2019).

According to Trigueros-Cervantes et al. (2018), in their study conducted among employees in Mexico, it was found that women displayed higher levels of emotional intelligence in comparison to men. Similarly, Alghamdi et al. (2018) conducted research with healthcare professionals in Saudi Arabia and observed that females had higher emotional intelligence scores than males. These findings highlight the potential gender disparities in emotional intelligence, suggesting that females may possess greater emotional awareness and regulation skills.

Hu et al. (2020) conducted a study in China and found that females reported higher levels of workplace stress compared to males. They attributed this difference to various factors such as work-family conflict, role overload, and gender-related expectations. These findings suggest that females may face unique stressors in the workplace that contribute to their higher perceived stress levels.

Researchers suggest that emotional intelligence plays a significant role in managing job stress and depression, (Naseem, 2018) suggests that emotional intelligence plays significant role in managing job-stress. Employees working in the telecom industry can manage work stress by mitigating the role of emotional intelligence and reduce the impact of work stress on life satisfaction and happiness. Another study states that construction companies in Pakistan should look for experience

in cognitive intelligence and hardcore management skills to hire emotionally intelligent managers. (Bilal et al., 2021). It further states that current employees must be trained through specialized courses to develop their emotional intelligence. Ismail et al. (2009) conducted research to examine the impact of occupational stress, including physiological and psychological stress, and emotional intelligence on job satisfaction in private higher learning institutions in Sarawak, Malaysia. The study findings suggest that emotional intelligence acts as a moderating variable in the relationship between physiological stress and job satisfaction.

In another study by Khaniyan et al. (2013), the focus was on investigating emotional intelligence and occupational stress among rehabilitation staff working in a training hospital in Tehran. This cross-sectional study involved 169 participants out of a total of 300 rehabilitation employees, including occupational therapists, audiologists, orthopaedic and prosthetic specialists, and opticians. The results indicated that individuals with higher levels of emotional intelligence experienced lower levels of work-related stress. The study also found a significant association between emotional intelligence and occupational depression.

Furthermore, Amiri (2019) concluded in their research that workplace stress, which directly impacts psychological factors, can influence various aspects of work, including job satisfaction. Bar-On (2010) demonstrated that emotional intelligence significantly influences an individual's ability to engage in positive social interactions. However, the ability of individuals to cope with stressful situations depends on various factors, such as emotional competence, empathy, self-monitoring, as well as the intensity and duration of distress (Brink, 2009).

These studies collectively underscore the importance of emotional intelligence in managing occupational stress, enhancing job satisfaction, and promoting positive



social interactions in the workplace. They highlight the role of emotional intelligence as a protective factor against work-related stress and emphasize the need for organizations to foster emotional intelligence skills among their employees.

### **Theoretical framework**

In this study, the theoretical framework used was Mayer and Salovey's (1997) model of emotional intelligence. Emotional intelligence has been found to play a crucial role in reducing workplace stress and effectively managing feelings of irritation and tension (Mayer & Salovey, 1997). Employees with higher levels of emotional intelligence are more adept at recognizing stressors and expressing their concerns, which contributes to creating a comfortable work environment and mitigating workplace stress (Jang & George, 2011). Salovey and Mayer's (1997) model of emotional intelligence highlights four key characteristics that are relevant to the relationship between work stress and emotional intelligence: the ability to perceive, use, understand, and manage emotions. Employees with higher emotional intelligence demonstrate greater competence in perceiving and accurately interpreting their own and others' emotions, effectively utilizing emotions to facilitate decision-making and problem-solving, comprehending complex emotional information, and managing their own emotions in a productive and adaptive manner (Salovey & Mayer, 1997).

Supporting the association between emotional intelligence and reduced workplace stress, Triberasa et al. (2013) conducted a study that found employees with higher emotional intelligence levels reported greater comfort in assessing, monitoring, and managing their emotions compared to those with lower emotional intelligence. This indicates that individuals with higher emotional intelligence possess better emotional self-awareness and regulation skills, leading to a decreased experience of workplace stress. By incorporating Mayer and Salovey's model of emotional intelligence, this

study aims to explore the impact of emotional intelligence on workplace stress and further examine how emotional intelligence can contribute to creating a conducive work environment that fosters employee well-being and reduces stress levels. The utilization of this model provides a comprehensive framework to assess the various dimensions of emotional intelligence and its implications for managing workplace stress.

### **Rationale**

This study aims to explore the connection between emotional intelligence, job stress, and depression in the workplace among adults in public, private, and semi-government sectors. Previous research has focused on emotional intelligence and its impact on specific variables in certain fields. For instance, a study published in the *American Journal of Pharmaceutical Education* found that having strong emotional intelligence helps individuals make informed decisions, build partnerships, manage stress, and adapt to change effectively. It has also been linked to improved coping abilities and overall functioning in both work and personal life (Butler et al., 2021).

However, most existing studies in the literature have only examined emotional intelligence in the private job sector, particularly in Lahore and KPK regions. The variables of job stress and depression have not been extensively discussed in conjunction with emotional intelligence in these studies. Limited literature is available on the job sector in Rawalpindi and Islamabad. Given the increasing demands of the job market, it is crucial to investigate these variables in order to gather information that can help organizations provide a stress-free work environment for their employees.

Conducting research on emotional intelligence and its relationship with job stress and depression in both public and private sectors is important to raise awareness about mental health issues that employees may face during their professional lives. Studying emotional intelligence within the Pakistani culture is significant as it provides

insights into how individuals perceive, express, and manage emotions, as well as navigate interpersonal and professional relationships in their cultural context.

Research specific to Pakistani culture on emotional intelligence can inform the development of interventions, training programs, and policies that promote emotional wellbeing, effective communication, and leadership skills tailored to the Pakistani context. The workplace is a critical environment where employees spend a significant amount of their time. High levels of workplace stress and occupational depression can negatively impact employees' psychological well-being, job performance, and overall quality of life. Understanding the factors contributing to these issues is essential for developing effective strategies to address them.

Emotional intelligence has been recognized as a crucial factor in individuals' ability to manage their emotions and interact effectively with others. Studies have shown that individuals with higher levels of emotional intelligence are better equipped to handle stress, cope with challenging situations, and maintain positive relationships with their colleagues. Therefore, exploring the relationship between emotional intelligence and workplace stress and occupational depression can provide valuable insights into the potential protective role of emotional intelligence in the Pakistani workplace context.

Furthermore, cultural factors significantly influence how emotions are perceived and expressed within a specific context. Pakistan's unique cultural norms, values, and work dynamics can influence the relationship between emotional intelligence, workplace stress, and occupational depression. Therefore, conducting research in the Pakistani context can provide context-specific evidence and contribute to the existing literature by examining this relationship within the cultural context of Pakistan.

Investigating the relationship between emotional intelligence, workplace stress, and occupational depression among employees in Pakistan contributes to the growing body of knowledge on emotional intelligence and mental health in the workplace. The findings of this research can inform evidence-based policies and practices aimed at promoting a healthier and more productive work environment in Pakistan.

### **Objectives**

Following are the objectives of this research

1. To explore the relationship between emotional intelligence and job stress.
2. To explore the relationship between workplace stress and occupational depression.
3. To explore association of Emotional Intelligence and occupational depression.
4. To explore the role of demographic variables.

### **Hypotheses**

H-1 Emotional intelligence will be negatively correlated with work stress.

H-2 There will be a negative relationship between Emotional Intelligence and occupational depression.

H-3 There will be positive correlation between work stress and depression.

H-4 There will be a significant gender difference on emotional intelligence, workplace stress and occupational depression.

**Method****Research design**

In this study, a correlational research design was used. It was a quantitative study aimed at examining the relationship between emotional intelligence and job stress as well as occupational depression in the workplace. The study sought to determine the extent of the relationship between these variables and explore any potential associations.

**Sample**

The sample size for this study consisted of 371 participants, including both males and females working in the public, private and semi-government job sectors. The age of the participants was categorized based on a previous research study by Medley (1980), which examined life satisfaction across four stages of adult life. These stages were classified as Early Adulthood (ages 22-34), Early Middle Age (ages 35-44), and Late Middle Age (ages 45-64). The sample size was determined using G\*power software to ensure adequate statistical power. Data collection was conducted using a convenient sampling technique.

**Inclusion criteria**

- The study included both males and females employed in the public, private, and semi government job sectors.
- Those participants were part of the study who were able to understand English language.

**Exclusion criteria**

Such individuals who had any kind of psychological or physical disability were excluded from the study.

## **Instruments**

The researcher prepared a demographic form that encompassed various factors, including age, gender, education level, time period of job, job sector, and marital status.

### ***Emotional Intelligence Scale***

The Wong and Law Emotional Intelligence Scale (WLEIS) is a tool developed by Wong and Law (2002) to measure emotional intelligence. It is based on the framework proposed by Salovey and Mayer (1990). The WLEIS assesses emotional intelligence across four dimensions: understanding one's own emotions, understanding others' emotions, using emotions effectively, and managing emotions. It consists of 16 items, and participants rate their agreement on 7-point Likert scale. The WLEIS provides an overall emotional intelligence score as well as scores for each dimension. This scale has been widely used in research and has shown good reliability and validity. It has also been used in studies conducted in Pakistan. The WLEIS is a useful tool for assessing emotional intelligence in different cultural contexts and contributes to our understanding of how emotional intelligence impacts personal and professional settings. The scale has demonstrated good internal consistency, with Cronbach's alpha values ranging from .79 to .86.

### ***Occupational Depression Inventory***

The Occupational Depression Inventory (ODI) was developed by Bianchi and Schonfeld (2020) as a tool to evaluate the intensity of depressive symptoms specifically related to work and to assist in the preliminary diagnosis of work-related depression. The ODI was constructed based on the nine diagnostic criteria for major depression outlined in the Diagnostic and Statistical Manual of Mental Disorders, 5th edition (DSM-5). Each item in the ODI is designed to establish a causal link between the respondent's job and their depressive symptoms. The ODI demonstrates high reliability,

with a reliability coefficient of 0.938. This inventory provides a valuable means to assess and identify work-related depressive symptoms, aiding in early diagnosis and intervention strategies for individuals experiencing occupational depression.

### ***General Work Stress Scale***

The General Work Stress Scale (GWSS) developed by Gideon P. de Bruin is a psychometric tool utilized to measure an individual's self-perceived level of work-related stress. The General Work Stress Scale (GWSS) is a short questionnaire that helps measure how stressed someone feels at work. It is part of a larger inventory called the Sources of Work Stress Inventory, which looks at different factors that can cause stress at work. These factors include things like not knowing what is expected of you in your job, having difficult relationships with coworkers, not having the right tools or equipment for your work, feeling insecure about your job, and having a heavy workload. GWSS is used to assess the subjective experience of work stress, it consists of nine items that prompt participants to rate their stress levels on a five-point Likert scale. This scale is commonly associated with high internal consistency, as indicated by Cronbach's alpha coefficients that typically range around .90. The GWSS offers a reliable and efficient method for researchers and practitioners to evaluate and understand individuals' perceptions of stress in the workplace.

### **Procedure**

The data for this study was gathered from a diverse range of job sectors, including public, private, and semi-government organizations, located in the twin cities of Rawalpindi and Islamabad. Prior to visiting each organization, the necessary permissions were obtained from the respective authorities. Only after obtaining official permission, the researchers directly approached the participants, providing them with detailed information about the study and seeking their voluntary participation. Informed

consent forms were provided to the participants, ensuring that their permission to participate was documented.

During the data collection process, participants were given the questionnaires containing the Occupational Depression Inventory (ODI), Wong and Law Emotional Intelligence Scale (WLEIS), and General Work Stress Scale (GWSS). To ensure a smooth data collection process, the researcher was available to assist participants who encountered any difficulties while completing the questionnaires.

### **Ethical considerations**

This study followed the standard ethical guidelines while conducting the research. Consent was obtained from the participants prior to the study. Participant's data protection was ensured, and it was treated confidentially and used solely for study purposes. The anonymity of the individuals and organizations involved in the research was guaranteed. Research-related communications were honest and transparent.

In addition to the aforementioned ethical guidelines, several other ethical considerations were followed in this study. Firstly, the principle of voluntary participation was strictly adhered to, ensuring that individuals willingly chose to take part in the research without any coercion or pressure.

Moreover, steps were taken to maintain the welfare and well-being of the participants throughout the study. This included providing clear instructions and explanations about the research procedures. Participants were assured of their right to withdraw from the study at any point without facing any consequences.



### Results

The gathered data was subjected to the proper statistical analyses to meet the study's goals. Data analysis was done using IBM SPSS Statistics version 21, a statistical program. Initially, the Kolmogorov-Smirnov test was used to determine if the data in the study sample were usually distributed. By computing frequencies and percentages, the individuals' sociodemographic traits were analysed.

Descriptive statistics were used to provide a broad overview of the data trends for all of the study's measurements. The Mann-Whitney U test was also used to investigate potential gender-based group differences. Comparing two distinct groups using this non-parametric test allowed researchers to explicitly look at how gender affected hoarding tendencies.

Table 1

*Demographics characteristics of the study (N=371)*

Characteristics	<i>n</i>	%
<b>Age</b>		
Young adults 18-22 years	168	45.3
Middle aged adults 35-44 years	164	44.2
Older age 75-84 years	39	10.5
<b>Gender</b>		
Male	195	52.6
Female	176	47.4

**Qualification**

Bachelors	125	33.7
Masters	185	49.9
M.Phil.	61	16.4

**Job Sector**

Public	123	33.2
Private	139	37.5
Semi government	109	29.4

**Marital status**

Married	198	53.4
Single	167	45
Other	6	1.6

**Time period of job**

Less than a year	121	32.6
1-5 years	172	46.4
6-10 years	78	21

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Note. *n*= frequency, %=percentage

Table 1 shows that sample collected of N= 371 participants, the largest age group consisted of young adults aged 18-22 years, with 168 participants, accounting for 45.3% of the total. Middle-aged adults aged 35-44 years constituted the second-largest group, with 164 participants, making up 44.2% of the total. The smallest age group was older adults aged 7584 years, with 39 participants, representing 10.5% of the total.

In terms of gender, there were 195 male participants, comprising 52.6% of the total, and 176 female participants, making up 47.4% of the total. Regarding qualifications, 125 participants held a bachelor's degree, representing 33.7% of the total. The majority of participants, 185 individuals, had a master's degree, accounting for 49.9% of the total. A smaller group of 61 participants had an M.Phil. degree, constituting 16.4% of the total. The participants were distributed across different job sectors. The public sector had 123 participants, making up 33.2% of the total. The private sector had 139 participants, representing 37.5% of the total, and the semi government sector included 109 participants, accounting for 29.4% of the total. In terms of marital status, 198 participants were married, comprising 53.4% of the total. 167 participants were single, representing 45% of the total, and 6 participants fell into the "Other" category, making up 1.6% of the total. Regarding job tenure, 121 participants had a job tenure of less than a year, accounting for 32.6% of the total. 172 participants had a job tenure of 1-5 years, representing 46.4% of the total. A smaller group of 78 participants had a job tenure of 6-10 years, making up 21% of the total.

## Reliability and descriptive statistics

Table 2

*Psychometric properties of Scales (N=371)*

Scales	N	a	M	SD	Range		Skew	Kurt	K-S	p
					Potential	Actual				
EI	16	.88	73.40	12.93	0-96	31-96	-.91	.791	.126	.00
GWSS	9	.89	12.19	7.56	0-36	0-32	.42	.659	.112	.00
ODI	9	.88	5.75	5.62	0-36	0-24	1.22	.905	.167	.00

Table 2 presents the psychometric properties of the scales utilized in the present study. The emotional intelligence (EI) scale consisted of 16 items, yielding a mean score of 73.40 (SD = 12.93). The scale exhibited good internal consistency, as indicated by a Cronbach's alpha coefficient of .88. Similarly, the general work stress (GWSS) scale comprised 9 items, with a mean score of 12.19 (SD = 7.56). The GWSS scale also demonstrated good internal consistency, with a Cronbach's alpha of .89. Finally, the occupational depression inventory (ODI) scale included 9 items, with a mean score of 5.75 (SD = 5.62). The ODI scale exhibited good internal consistency, reflected by a Cronbach's alpha of .88.

Statistical analysis using the Kolmogorov-Smirnov test revealed that the scores on both the EI and GWSS scales deviated significantly from a normal distribution ( $p <$

.001). This indicates that the score distributions of these scales were not in accordance with a normal pattern.

The presented findings provide insights into the psychometric properties of the scales, including the means, standard deviations, and internal consistency measures. Additionally, the results from the Kolmogorov-Smirnov test emphasize the departure from normality in the score distributions of the EI and GWSS scales.

Table 3

*Spearman's Correlation for all the study variables for the total sample (N=371)*

	EI	GWSS	ODI
EI	-		
GWSS	-.18**	-	
ODI	-.25**	.71**	-

*Note.* \*\* $p < 0.01$

According to Table 3, significant correlations were observed among the variables in the study. Firstly, a statistically significant negative correlation was found between emotional intelligence (EI) and general work stress (GWSS) ( $r = -.18^{**}$ ,  $p < .01$ ). This suggests that higher levels of EI were associated with lower levels of GWSS, confirming the acceptance of Hypothesis 1.

Secondly, a statistically significant negative correlation was identified between emotional intelligence (EI) and occupational depression (ODI) ( $r = -.25^{**}$ ,  $p < .01$ ). This indicates that higher levels of EI were associated with lower levels of ODI, supporting the acceptance of Hypothesis 2.

Furthermore, a statistically significant positive correlation was found between general work stress (GWSS) and occupational depression (ODI) ( $r = .71^{**}$ ,  $p < .01$ ).

This suggests that higher levels of GWSS were associated with higher levels of ODI, validating the acceptance of Hypothesis 3.

The correlations observed in this study provide evidence for the relationships between emotional intelligence, general work stress, and occupational depression. The findings support the hypotheses and highlight the importance of emotional intelligence in the context of work stress and occupational depression. The graphical distribution of the scores on each scale is provided below:

Figure 1

*Distribution of SumEI*

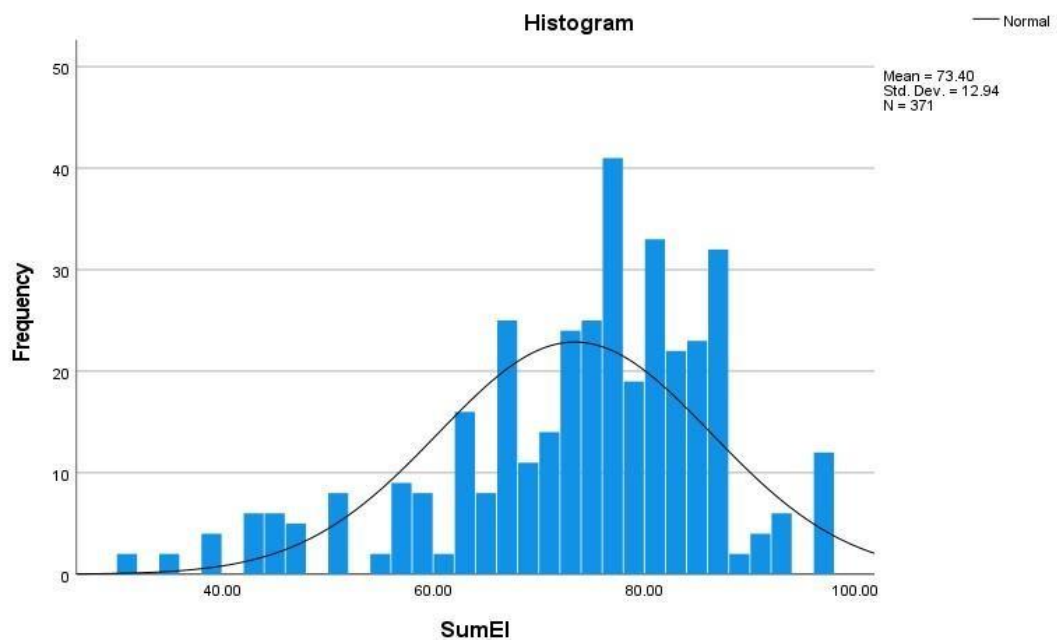


Figure 2

*Distribution of SumODI*

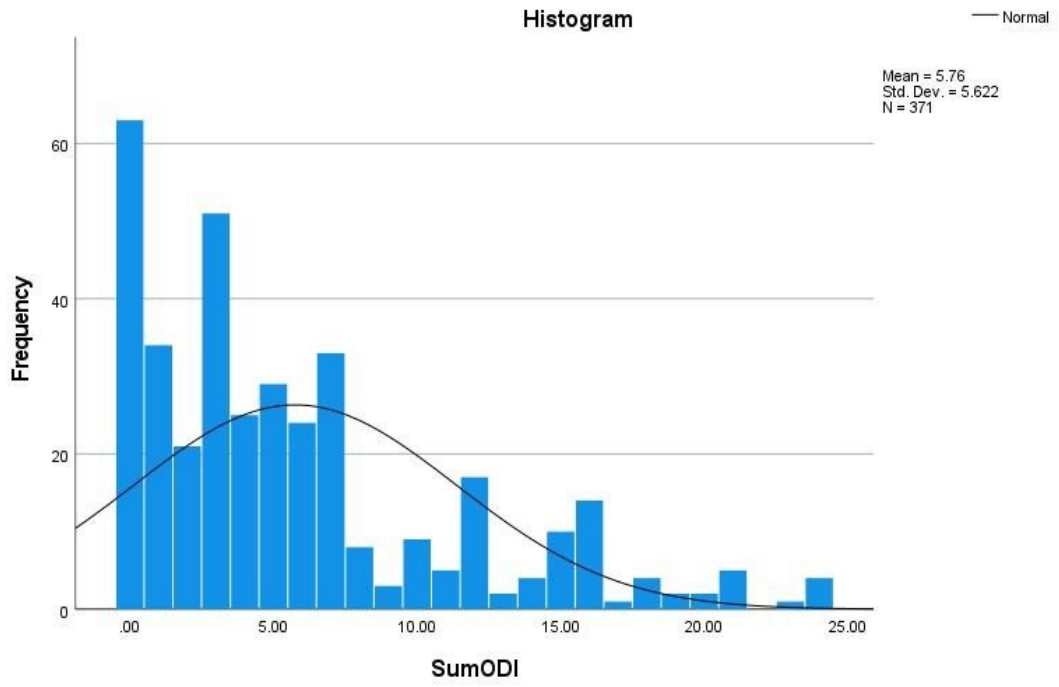


Figure 3

*Distribution of SumGWSS*

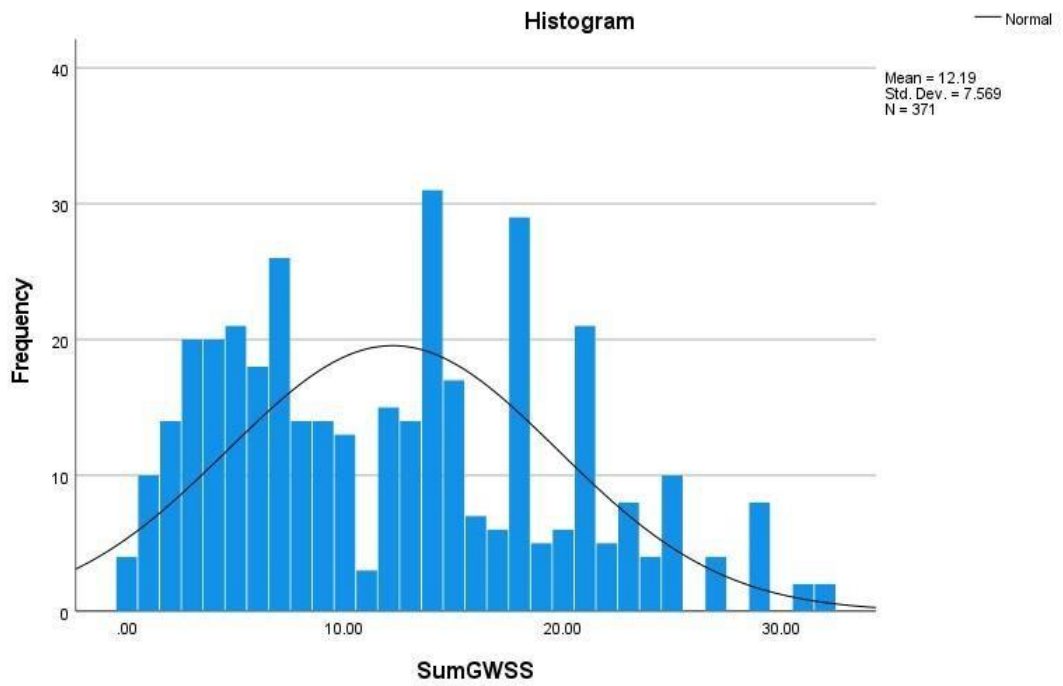


Table 4

*Differences of emotional intelligence, workplace stress and occupational depression score in males and females (N=371)*

	Male		Female		<i>U</i>	<i>r</i>	<i>p</i>
	<i>M</i>	<i>Md</i>	<i>M</i>	<i>Md</i>			
EI	188.07	76.00	183.70	75.00	16755.50	7.55	.69
GWSS	166.30	8.00	207.83	14.00	13318.00	71.84	.00
ODI	173.98	3.00	199.32	5.00	14815.50	43.91	.02

Table 4 presents notable gender differences in the variables of interest, including Emotional Intelligence (EI), General Work stress (GWSS), and Occupational Depression (ODI). Specifically, male participants displayed a significantly higher mean EI score ( $M = 188.07$ ) compared to females ( $M = 183.70$ ), suggesting a potential gender disparity in emotional intelligence. Furthermore, male participants exhibited a lower mean GWSS score ( $M = 166.30$ ) compared to females ( $M = 207.83$ ), indicating that females may experience a higher general sense of well-being. Similarly, male participants demonstrated a lower mean ODI score ( $M = 173.98$ ) in contrast to females ( $M = 199.32$ ).

The statistical analysis, using the Mann-Whitney U test, provided further support for these findings by revealing statistically significant differences for all three variables. These results indicate that gender plays a significant role in emotional intelligence, general work stress, and occupational depression. It highlights the importance of considering gender differences when examining these domains.



The observed gender differences in this study contribute to our understanding of how emotional intelligence, general work stress, and occupational depression may vary between males and females. These findings emphasize the need to account for gender-related factors in research and interventions aimed at improving emotional wellbeing and addressing workplace stress and depression.

## Chapter 4

### Discussion

The present study aimed to investigate the relationship between emotional intelligence, general work stress and occupational depression among employees at workplace. In the present study Emotional Intelligence was measured by using The Wong and Law Emotional Intelligence Scale (WLEIS) developed by Wong and Law (2002). WLEIS assesses emotional intelligence across four dimensions: self-emotion appraisal, others' emotion appraisal, use of emotion, and regulation of emotion. In order to assess workplace stress the General Workplace Stress Inventory (GWSS) developed by Gideon P. de Bruin. GWSS is used to assess the subjective experience of work stress. For the purpose of assessing occupational depression among employees The Occupational Depression Inventory (ODI) developed by Bianchi and Schonfeld (2020) as a tool to evaluate the intensity of depressive symptoms specifically related to work and to assist in the preliminary diagnosis of work-related depression.

The present study aimed to bridge the gap in existing literature as much as possible. The current study covers the three types of job sectors (private, public and semi-government) present in Pakistani society.

The present study is unique in its examination of the relationship between emotional intelligence, general work stress, and occupational depression in three distinct job sectors: public, private, and semi-government organizations. While previous studies have explored these variables individually or in specific job sectors, there is limited research that has investigated all three variables simultaneously across different sectors.

By collecting data from a diverse sample of participants representing these job sectors, the study offers a comprehensive understanding of the associations between

emotional intelligence, general work stress, and occupational depression in various organizational contexts. This multi-sector approach enhances the generalizability and applicability of the findings, providing insights that can inform interventions and strategies to promote employee well-being and mental health across different types of organizations.

The inclusion of public, private, and semi-government organizations in the study enables a comparison of the relationships among these variables across different work environments. This examination is particularly valuable as each sector may have unique stressors and dynamics that can influence emotional intelligence and occupational depression levels. By considering these distinct job sectors, the study contributes to a more comprehensive understanding of the impact of work-related stress on mental health outcomes in diverse organizational settings.

The main study ( $N = 371$ ), frequencies and percentages for demographic variables for the whole sample was obtained to better understand the sample characteristics (Table 1). Table 1 presents the demographic characteristics of the sample, which consisted of 371 participants. The largest age group was young adults (18-22 years), representing 45.3% of the total, followed by middle-aged adults (35-44 years) at 44.2%. In terms of gender, 52.6% were male and 47.4% were female. The majority of participants held a master's degree (49.9%), followed by a bachelor's degree (33.7%). Participants were distributed across different job sectors, with the private sector having the highest representation (37.5%). The majority of participants were married (53.4%), and most had a job tenure of 1-5 years (46.4%).

In alpha reliabilities and descriptive statistics of the instruments used showed that these measures were reliable to use (Table 2), mean, standard deviation, range of

the scores, skewness and kurtosis and potential scores of scales were computed and tabulated. Table 2 displays the psychometric properties of the scales used in the study.

The emotional intelligence (EI) scale showed good internal consistency ( $\alpha = .88$ ) with a mean score of 73.40 (SD = 12.93), while the general work stress (GWSS) scale also exhibited good internal consistency ( $\alpha = .89$ ) with a mean score of 12.19 (SD = 7.56). The occupational depression inventory (ODI) scale had good internal consistency ( $\alpha = .88$ ) with a mean score of 5.75 (SD = 5.62). Additionally, statistical analysis indicated that the scores on the EI and GWSS scales deviated significantly from a normal distribution ( $p < .001$ ).

The results presented in Table 3 reveal significant correlations among the variables examined in this study. Firstly, a negative correlation was observed between emotional intelligence (EI) and general work stress (GWSS), indicating that higher levels of EI were associated with lower levels of GWSS. This finding supports the Hypothesis 1 that individuals with higher emotional intelligence may experience less work-related stress. The findings of this study are consistent with previous literature, for instance; Smith and Profetto-McGrath (2010) conducted a study with healthcare professionals and found that higher emotional intelligence was associated with lower levels of work stress (Smith & Profetto-McGrath, 2010). Similarly, in a study by Chang and Wang (2016) involving employees in the IT industry, they found that emotional intelligence was negatively correlated with work stress, suggesting that individuals with higher emotional intelligence experienced lower levels of work stress (Chang & Wang, 2016).

Secondly, a negative correlation was found between EI and occupational depression (ODI), suggesting that higher EI levels were related to lower levels of occupational depression. This highlights the potential protective role of emotional

intelligence against depressive symptoms in the workplace. This proves the Hypothesis 2 that states There will be a negative relationship between Emotional Intelligence and depression. Evidence can be observed in previous literature, for instance in a study by Extremera and Fernández-Berrocal (2006) with a sample of teachers, they found that higher emotional intelligence was associated with lower levels of occupational depression (Extremera & Fernández-Berrocal, 2006). Additionally, a study by Brackett et al. (2011) conducted with workers in a healthcare organization demonstrated that emotional intelligence was negatively correlated with occupational depression, indicating that individuals with higher emotional intelligence experienced lower levels of occupational depression (Brackett et al., 2011).

Furthermore, a positive correlation was observed between GWSS and ODI, indicating that higher levels of work stress were associated with higher levels of occupational depression. The result supports the Hypothesis-3 that states; There will be positive correlation between work stress and depression. Several studies have provided evidence for the positive correlation between general work stress and occupational depression. For example, a study by Ahola et al. (2017) conducted with a sample of Finnish employees found that higher levels of work stress were associated with increased risk of subsequent depressive symptoms (Ahola et al., 2017). Additionally, a study by Rugulies et al. (2017) conducted among Danish workers revealed a positive association between work-related stressors and depressive symptoms, indicating that higher levels of work stress were related to higher levels of occupational depression (Rugulies et al., 2017).

The findings of the current study also support the Hypothesis-4 that states; there will be a significant gender difference on emotional intelligence, workplace stress and occupational depression. Table 4 presents gender differences in the variables of interest:

Emotional Intelligence (EI), General Work stress (GWSS), and Occupational Depression (ODI). The findings reveal that male participants had higher mean scores in Emotional Intelligence compared to females, suggesting a potential gender disparity in this area. Additionally, males displayed lower mean scores in General Work stress and Occupational Depression compared to females, indicating that females may experience higher levels of work stress and occupational depression. These gender differences shed light on the potential variations in emotional intelligence and mental well-being between males and females in the context of work. Females face higher level of occupational depression and workplace stress as compared to males because of the; societal expectations and traditional gender roles play a significant role. In Pakistani culture, women often bear the responsibility of managing both household and professional duties, resulting in increased work-family conflict and higher levels of stress (Afzal, Khan, & Rizwan, 2019). Another reason would be gender discrimination and unequal opportunities in the workplace contribute to increased stress among females. Pakistan is known for its gender disparities, with women facing limited career advancement prospects, wage gaps, and biases in decision-making (Khalid, 2020). These factors create a hostile work environment for women, leading to heightened stress levels. Moreover, cultural norms and societal pressure can restrict women's autonomy and decision-making abilities in the workplace. The patriarchal structure of Pakistani society limits women's participation in decision-making processes, leaving them with less control over their work environment and increased stress (Ahmad, 2017).

### **Conclusion**

This research study explored the relationship between emotional intelligence, workplace stress, and employee well-being. Drawing upon Mayer and Salovey's model

of emotional intelligence, the findings shed light on the importance of emotional intelligence in the context of the workplace. The results of this study suggest that emotional intelligence plays a significant role in reducing workplace stress and promoting employee well-being. Employees with higher levels of emotional intelligence demonstrated greater abilities to perceive, use, understand, and manage emotions effectively. These individuals were better equipped to recognize and address stressors in the work environment, leading to a more comfortable and supportive workplace atmosphere. The findings align with previous research highlighting the benefits of emotional intelligence in reducing workplace stress. The ability to regulate emotions, understand their causes and consequences, and utilize them appropriately in decision-making and interpersonal interactions can positively influence employee wellbeing. Understanding the impact of emotional intelligence on workplace stress and employee well-being has practical implications for organizations and employers. By fostering emotional intelligence through training and development programs, organizations can equip employees with the skills necessary to effectively manage stress and enhance overall well-being. Creating a work environment that values and promotes emotional intelligence can lead to higher job satisfaction, productivity, and reduced turnover rates. However, it is important to note that emotional intelligence is not the sole determinant of workplace stress and employee well-being. Other factors, such as organizational culture, job demands, and support systems, also contribute to these outcomes. Future research should continue to explore the complex interplay between emotional intelligence, workplace stress, and employee well-being, considering additional contextual factors.

Overall, this research contributes to the growing body of knowledge on emotional intelligence and its implications for employee well-being. By recognizing

the importance of emotional intelligence and its potential to mitigate workplace stress, organizations can foster healthier and more supportive work environments, ultimately benefiting both employees and the organization as a whole.

### **Limitations and Suggestions**

- By expanding the study to include participants from different regions and educational levels, future research can enhance the external validity of the findings and provide a more accurate representation of the population.
- Increased geographic representation and inclusion of diverse educational backgrounds will enhance the generalizability and practical implications of the study's findings.
- The study focused exclusively on work-related variables and did not consider other potential factors that could influence the outcomes under investigation. Future research could incorporate additional variables such as personal traits, organizational factors, or external stressors to provide a more comprehensive analysis.
- The study was conducted within a specific timeframe, which may limit the ability to capture potential variations or changes over time. Replication of the study across different time periods could provide valuable insights into the stability or variability of the relationships studied.
- Cultural and contextual factors specific to the twin cities of Pakistan may influence the results and limit the generalizability of the findings to other cultural or geographical contexts. Future research could compare the results across different regions or countries to determine the extent of cultural influence on the variables under investigation.



## **Implications**

The findings of this study have significant implications for organizational psychologists and counsellors working with individuals experiencing intelligence, workplace stress, and depression. The results provide valuable insights that can guide the development of targeted interventions and strategies to enhance emotional intelligence and effectively cope with job-related stress and depression.

By understanding the relationship between emotional intelligence and workplace stress, practitioners can tailor interventions to specifically address emotional intelligence deficits and equip individuals with the necessary skills to manage stressors effectively. These interventions may include training programs, coaching sessions, or workshops aimed at enhancing emotional awareness, empathy, and interpersonal skills.

Furthermore, the study's findings can contribute to the growing body of knowledge on the relationship between emotional intelligence, workplace stress, and occupational depression. This can stimulate further research in this area, exploring additional factors that influence these constructs and their interplay. Future studies could investigate the effectiveness of different interventions, the role of organizational culture, or the impact of individual differences on the relationship between emotional intelligence, workplace stress, and occupational depression.

Overall, the implications of this research extend to the practical application of interventions and strategies, organizational improvement, and the advancement of scientific understanding. By addressing emotional intelligence and its connection to workplace stress and occupational depression, this study offers valuable insights to enhance employee well-being and promote healthier work environments.

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## Appendices

### Appendix A

#### Informed Consent

I am Syeda Aimen Qadri enrolled in BS Psychology at Capital University of Science and Technology. I hereby invite you to take a part in this study. The title of the study is “the relationship of emotional intelligence, occupational stress and occupational depression at workplace among employees.

In order to participate in this research; you have to fill out the questionnaires that are provided to you. Your identity will be kept confidential. Your name will not be used in the report. Your participation is voluntarily. If you want to terminate your participation in this study, you can quit freely. But your participation would be highly appreciated in this if you would participate and share your honest responses.

You can contact on given email address in case of any queries,

Email: [aimenqadri1111@gmail.com](mailto:aimenqadri1111@gmail.com)

Signature

-----

Syeda Aimen Qadri

Thankyou

**Appendix B****Demographic Sheet****Age:****Gender:****Qualification:****Job Position/ title:****Job sector:****Private/ Public/Semi-government:****Marital Status:****Time period of job:**

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## Appendix C

## Wong and Law Emotional Intelligence Scale, WLEIS

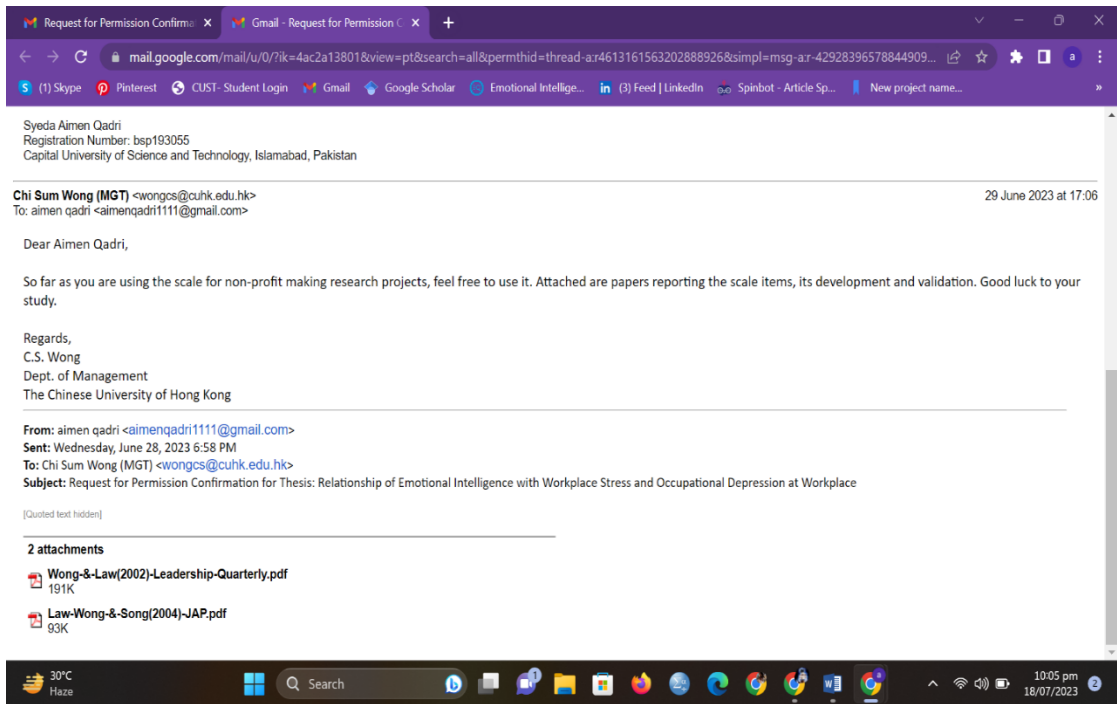
## Instructions

A list of statements is provided below, and to complete this questionnaire, mark the extent to which you agree or disagree to each of the statements.

	Strongly Disagree	Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree	Strongly Agree
1. I have a good sense of why I feel certain feelings most of the time.	0	1	2	3	4	5	6
2. I have a good understanding of my own emotions.	0	1	2	3	4	5	6
3. I really understand what I feel.	0	1	2	3	4	5	6
4. I always know whether I am happy or not.	0	1	2	3	4	5	6
5. I always know my friends' emotions from their behaviour.	0	1	2	3	4	5	6
6. I am a good observer of others' emotions.	0	1	2	3	4	5	6
7. I am sensitive to the feelings and emotions of others.	0	1	2	3	4	5	6
8. I have a good understanding of the emotions of people around me.	0	1	2	3	4	5	6
9. I always set goals for myself and then try my best to achieve them.	0	1	2	3	4	5	6
10. I always tell myself I am a competent person.	0	1	2	3	4	5	6
11. I am a self-motivating person.	0	1	2	3	4	5	6
12. I would always encourage myself to try my best.	0	1	2	3	4	5	6
13. I am able to control my temper so that I can handle difficulties rationally.	0	1	2	3	4	5	6
14. I am quite capable of controlling my own emotions.	0	1	2	3	4	5	6
15. I can always calm down quickly when I am very angry.	0	1	2	3	4	5	6
16. I have good control of my emotions.	0	1	2	3	4	5	6

## Appendix D

## Permission for WLEIS



## Appendix E

## General Work Stress Scale

The purpose of the following questions is to examine how stressed you are at work. Please respond to the following questions by making a cross [x] over the number that best indicates your answer.

	Never	Rarely	Sometimes	Often	Always
1. Does work make you so stressed that you wish you had a different job?	0	1	2	3	4
2. Do you get so stressed at work that you want to quit?	0	1	2	3	4
3. Do you worry about having to wake up and go to work in the morning?	0	1	2	3	4
4. Do you find it difficult to sleep at night because you worry about your work?	0	1	2	3	4
5. Do you get so stressed at work that you forget to do important tasks?	0	1	2	3	4
6. Does work make you so stressed that you find it hard to concentrate on your tasks?	0	1	2	3	4
7. Do you spend a lot of time worrying about your work?	0	1	2	3	4
8. Do you feel like you cannot cope with your work anymore?	0	1	2	3	4
9. Does work make you so stressed that you lose your temper?	0	1	2	3	4

**Appendix F****Permission to use the General Work Stress Scale**

To obtain permission to use the General Work Stress Scale, please complete the form below and send it to [deondb@sun.ac.za](mailto:deondb@sun.ac.za)

We hereby grant permission to Syeda Aimen Qadri to make 371 copies of the General Work Stress Scale for a research project entitled: Relationship of emotional intelligence with workplace stress and occupational depression among employees at workplace.

The General Work Stress Scale is to be used for research only and not for commercial purposes.

Signed (Person requesting permission):

Place: Islamabad

Date: June 12, 2023

Contact detail (House no.691, Rehman baba road, I-8/4 Islamabad, +92 318 1510985)

Email: [aimenqadri1111@gmail.com](mailto:aimenqadri1111@gmail.com)

Signed (Author):



Place: Johannesburg

Date: June 12, 2023

Gideon P. de Bruin

Department of Industrial Psychology

Stellenbosch University [deondb@sun.ac.za](mailto:deondb@sun.ac.za)



## Appendix G

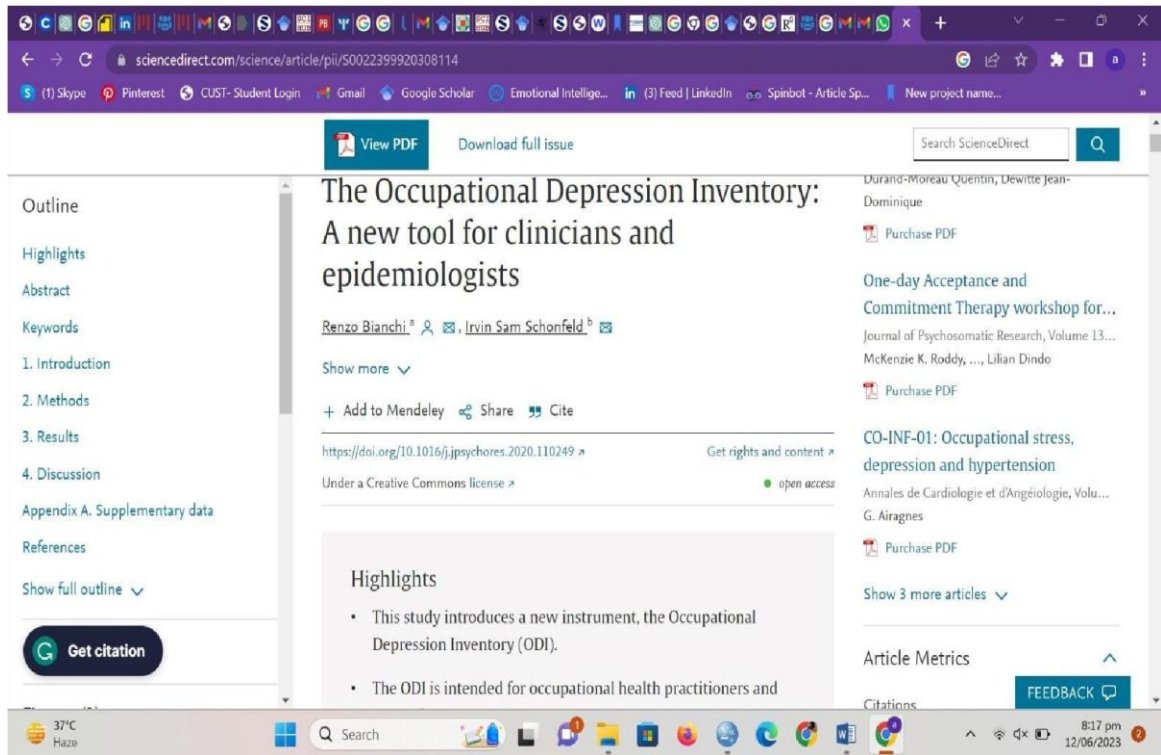
## Occupational Depression Inventory

The following statements concern the impact your work could have had on you.

Please read each statement and indicate how often you experienced the problems mentioned over the PAST TWO WEEKS.

	<b>Never or almost never</b>	<b>A few Days only</b>	<b>More than half the days</b>	<b>Nearly every day</b>
1. My work was so stressful that I could not enjoy the things that I usually like doing.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
2. I felt depressed because of my job.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
3. The stress of my job caused me to have sleep problems (I had difficulties falling asleep or staying asleep, or I slept much more than usual).	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
4. I felt exhausted because of my work.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
5. I felt my appetite was disturbed because of the stress of my job (I lost my appetite, or the opposite, I ate too much).	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
6. My experience at work made me feel like a failure.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
7. My job stressed me so much that I had trouble focusing on what I was doing (e.g., reading a newspaper article) or thinking clearly (e.g., to make decisions).	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
8. As a result of job stress, I felt restless, or the opposite, noticeably slowed down—for example, in the way I moved or spoke.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
9. I thought that I'd rather be dead than continue in this job.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>

Permission



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*by* Irum Noureen..10

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