

A Cross–Cultural Study on Job Satisfaction, Quality of Work Life and Emotional Intelligence between Iranian and Indian Female Employees

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ABSTRACT

Women in developing countries have competed to initiate an identity and make a capacity for themselves and show their abilities at work environment. The study was intended to examine whether cross - cultural differences exist with regard to job satisfaction, quality of work Life and emotional intelligence between Indian and Iranian female university employees. This study is a causal – comparative study. The sample size including 93 female employees from University of Sistan and Baluchestan and 70 employees from Delhi University that were randomly chosen for this research and they completed the measures of Job Satisfaction, Quality of Work Life and Emotional Intelligence. For analysing the data One – Way MANOVA was performed. The findings illustrated that there was significant cross – cultural differences on job satisfaction, job and career, homework interface, working conditions, sensitivity, maturity, and competency with regard to gender. The significant finding was that Iranian female employees felt more entitled than did Indian female employees.

Introduction

Job satisfaction is currently a major focus in the workplace. People typically work in both the office and service industries, leading to increased job satisfaction. This problem is connected to human actions. How similar is job satisfaction verified in various jobs in the actual workplace. The researchers typically examine job satisfaction from an organizational standpoint. It might be quite intriguing to explore women's perspective on job satisfaction according to Tasnim (2006). One reason why job satisfaction is popular is because it is easy to assess. Another reason for the interest in studying job satisfaction is its link to areas of organizational importance, such as job characteristics, work environment, and supervision according to certain perspectives (Tamini, Pourghaz and Khanghaei, 2011). As indicated by various studies (Spector, 2003; Tamini & Khan, 2009; Tamini, Pourghaz and Khanghaei, 2011), job satisfaction



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has been evaluated as a crucial precursor to various outcomes within the workforce and organization, ranging from job performance to overall well-being and longevity. Despite the widespread use of job satisfaction in research and everyday life, there is still a lack of agreement on its definition. In addition, it is imperative to take into account the nature of work and its significance as a common human activity before defining job satisfaction (Aziri, 2011). Locke (1976) introduced a widely accepted definition of job satisfaction as "a pleasant or positive emotional state that comes from evaluating one's job or job-related experiences" (p. 1304). According to Aziri (2011), Hoppock (1935) describes job satisfaction as a combination of psychological, physiological, and environmental factors that result in an individual being able to honestly declare "I am satisfied with my job." Schultz and Schultz (2004) indicate that job satisfaction pertains to the positive and negative sentiments and beliefs individuals have towards their job. It relies heavily on various factors related to their job, including their designated parking space and the satisfaction they derive from their daily tasks. Three general scopes for job satisfaction are widely acknowledged. Initially, it is an emotional response to a work situation. Furthermore, it is often defined by the way results surpass expectations. Thirdly, it comprises numerous connected perspectives. Five dimensions have been pinpointed as crucial aspects of job satisfaction: the work itself, pay, promotion opportunities, supervision, and Colleagues (Luthans, 2008: p.142). Numerous global studies have been conducted, all showing a significant link between gender disparities and job contentment. The findings from the study by Nayab et al. (2015) showed that male workers in Pakistan were more satisfied with their jobs compared to female workers. Sloane and Williams (2000) demonstrated that the factors affecting job satisfaction vary between male and female employees, despite having similar work environments. Azim, Haque, and Chowdhury (2013) conducted a study on workers in Bangladesh and discovered that they were 'moderately satisfied' regardless of their gender or marital status. There was no significant difference in levels of job satisfaction between male and female employees or in their marital statuses. Mason (1995) found that women experienced high levels of job satisfaction when they were able to engage with their colleagues in a supportive and cooperative manner in the workplace. Bender, Donohuey, and Heywoodz (2005) found that women working in female-dominated environments may experience greater job satisfaction because they value job resilience and thus choose to remain in environments that promote job resilience. According to Oshagbemi (2000), job satisfaction was significantly influenced by both gender and rank. Females in higher academic positions such as experienced assistant professors, associate professors, and professors reported higher job satisfaction compared to their male counterparts. Yoganandan and Sathya (2015) conducted a study on gender differences in job satisfaction in India, finding that a majority of male employees at the State Bank of India were dissatisfied with their salary. Nagar (2012) found that female teachers scored higher on measures of job satisfaction and work commitment compared to male teachers. Moorthy (2013) found that the women teachers in Theni District had a moderate level of job satisfaction. Furthermore, Santhi and Sundar (2012) discovered that 55% of women workers were highly satisfied with the recent benefits of work-life balance, while the remaining 45% expressed average levels of satisfaction or dissatisfaction. Murthy and Anita (2010) found that media biases, job insecurity, lack of female-specific facilities, and non-compliance with pay regulations warrant attention. A study by Sousa – Pozaa and Sousa – Pozac (2007) showed that there is no clear difference in loyalty to the company between male and female employees. Raj and Lalita (2013) concluded that there was no significant difference in the level of job satisfaction between male and female teachers. According to Devi and Rajasekhar (2015), no gender difference has been observed in terms of job/life satisfaction. Zamanifar, Escandary, and Shafiabady (2016) did not identify a significant difference in the correlation between job satisfaction and dyadic adjustment for both men and women. Rast and Tourani (2012) observed in their research that there is no significant difference in job satisfaction between male and female clerks employed in the airline industry. Findings from certain research did not reveal a significant difference in job satisfaction among teachers and university staff members (Hessamy and Kheiri, 2013; Tamini and Kord, 2011). Saiyadain (1985) conducted a cross-cultural research on the relationship between job satisfaction and individual characteristics among Indian and Nigerian workers, finding that gender was not a significant factor in job satisfaction for employees in both countries. Andrade, Miller, and Westover (2021) discovered in a recent research that the typical ratings for "adequate work by women" were lower across service sector jobs, except for hotel receptionists, housekeeping supervisors, and hotel cleaners.

Research found that coworker relations, discrimination and harassment at work, weekend work, marital status, and supervisory role had an important impact on women, while autonomy, work stress, education, and job satisfaction were more significant for men. Work being valuable to society, job security, salary, relationship with management, and work-life balance were important factors for both men and women.

Currently, the concept of stress management is becoming increasingly important in the workplace environment. It has been noticed that work productivity has decreased to some extent due to professionals being unable to maintain a balance between their personal and work lives. This difference has led to the formation of companies that develop strategies to improve job performance, ultimately leading to job satisfaction. Quality of work life is referred to as the extent of employee satisfaction. It is a process within a company that allows all members to actively and effectively contribute to shaping the organizational culture, practices, and results. Researchers highlight that the quality of work life is a significant factor in the workplace environment due to various reasons such as boosting confidence, gender diversity in the workforce, empowering senior staff, increasing job satisfaction, improving skills, fostering competitiveness, promoting loyalty among employees, supporting recruitment, encouraging retention, enhancing productivity, reducing absenteeism, promoting further education, and ultimately meeting the career aspirations of workers (Garg et al., 2012). It appears that no single job design technique is promoted by the quality of work life perspective. On the other hand, it is closely connected to the overall working environment or work culture. The quality of employees' work life may be linked to how their work impacts them and the effectiveness of the organization, with an emphasis on problem-solving and decision-making contributions (Luthans, 2008: p.236). It is a complex concept that includes various aspects such as job satisfaction, engagement, drive, efficiency, health, safety, welfare, stability, skill enhancement, and work-life balance (Sheel et al., 2012). The different aspects of quality of work life encompass health, satisfaction, and security needs, as well as economic, family, social, respect, gratification, knowledge, and esthetic needs (Sirgy et al., 2001).

Female employees appear to be somewhat overlooked in their workplaces, potentially resulting in decreased job satisfaction and productivity. Research findings indicate that gender disparities impact the quality of individuals' work lives. Indumathi and Selvan (2013) discovered that male employees experience greater work-related stress, while female employees score higher on management policies, social integration at work, and communication at work. Outcomes indicated no significant variation in work life quality aspects like work-life balance and job security based on gender. In their research, Tabassum, Rahman, and Jahan (2011) discovered a significant disparity between male and female employees in terms of quality of work life, including aspects such as fair pay, flexible hours, job variety, job satisfaction, employee relationships, and overall quality of work life scores. Male workers scored higher than female workers. In his study, Lad (2016) examined the work life quality of employees at Shivaji University, Kolhapur and Mumbai University. The findings indicated that women achieved notably better scores in quality of work life compared to men. Nirmala and Anand (2015) discovered that female workers had a positive perception of the quality of their work life in comparison to male workers. Some studies have found no connection between gender and quality of work life, such as the research conducted by Bolhari et al. (2011) which did not identify a significant link between the two factors. Momeni et al. (2016) found no notable connections between gender and quality of work life in nurses. In a separate study conducted by Delina and Prabhakara (2013), it was discovered that female workers in Pondicherry experience significant challenges in maintaining a balance between work and personal life.

Emotions are viewed as controlled reactions that go beyond various mental systems, including the physiological, cognitive, motivational, and experiential systems. Feelings typically arise in response to an event, whether internal or external, that holds a positive or negative significance for the individual. The controlled management of emotions can lead to improved personal and social interactions, transforming them into more positive experiences (Salovey and Mayer, 1990). The significance of emotional intelligence in organizational psychology is closely connected to work-related results like productivity, individual performance, and personal development. It offers a fresh perspective on evaluating employee behavior, interpersonal skills, management approaches, attitudes, and potential in the workplace. Salovey and Mayer (1990) are considered the main innovators in the field of emotional intelligence and they

introduced their concept of emotional intelligence (EI) in 1990. At the same time, various researchers have developed numerous distinct EI frameworks, including additions from Salovey and Mayer to their own theory. Goleman (1998b) expressed the idea of emotional intelligence in terms of an overall performance concept. He discovered that an emotional intelligence-focused idea of performance directly applies to the workplace and organizational effectiveness, especially in anticipating excellence in various job roles, from sales to management. Mayer, Caruso and Salovey (2000) explain that emotional intelligence involves the recognition of emotions, understanding their significance, and using this knowledge to problem solve and make decisions. Emotional intelligence entails the ability to recognize emotions, process feelings related to emotions, comprehend the meaning of those emotions, and control them (Mayer and Salovey, 1997; Salovey and Mayer, 1990). According to Goleman (2000), emotional intelligence in the workplace includes five components: self-awareness, self-regulation, internal motivation, empathy, and social skills.

Research has shown a strong link between gender variations and emotional intelligence. An example is when Fernández-Berrocal et al. (2012) showed that age completely mediated the gender gaps initially seen in emotional intelligence for facilitation and understanding, strategic domain, and overall score, and to a moderate extent for the emotional managing sub-scale. Naghavi and Redzuan (2011) demonstrated that there was a significant association between emotional intelligence and gender variances. The researchers found that girls were given higher ratings on emotional intelligence compared to boys, but boys with high emotional intelligence showed increased expectations for success. Shehzad and Mahmood (2013) discovered that female teachers scored significantly higher than male teachers in interpersonal skills, but there were no notable differences in stress management, adaptability, general mood, and overall emotional intelligence scores between the two genders. Another research, conducted by Katyal and Awasthi (2005), found that girls outperformed boys in terms of scores on emotional intelligence. In a study conducted by Edward et al. (2019), it was found that female offenders showed lower levels of emotional understanding and regulation compared to the general population, while also scoring higher in emotional intelligence than male offenders. Naghavi et al. (2012) found that girls had notably higher average scores in emotional intelligence than boys. Certain research indicates that men tend to have higher average scores in emotional intelligence. For example, a study conducted by Ahmad, Bangash, and Khan (2009) found that Pakistani males scored higher in emotional intelligence than females. Aiyappa and Acharya (2014) found in a different study that boys had greater self-awareness, showing a deeper comprehension of their emotions, while girls demonstrated stronger abilities in controlling emotions in social interactions. Their findings indicated a gender-specific emotional upbringing that aligns with Indian societal norms. In a study by Fallahzadeh (2011), it was found that female college students scored higher on adaptability, but did not show significant differences in other aspects of emotional intelligence such as intrapersonal skills, interpersonal skills, stress management, general mood, and overall emotional intelligence scale. In their study, Ahangari and Taghizadeh (2012) found that male students outperformed female students in domains of emotional intelligence like stress management, self-actualization, and stress tolerance. Tajeddini et al. (2014) examined the levels of emotional intelligence and its sub-scales among Indian and international students across various socio-demographic factors. It was discovered that there was no notable difference in emotional intelligence between Indian and Foreigner students based on gender. Tajeddini (2014) showed that there was no significant difference in emotional intelligence scores between male and female Indian and international students.

Various research studies have found that the impact of gender differences on job satisfaction, work life quality, and emotional intelligence in employees is complex. Gender is a key socio-demographic factor with a significant impact on organizational productivity. Research findings on this topic are complex, especially when considering cross-cultural differences in Iran and India. There is a lack of literature addressing this challenge in these countries, highlighting the importance of research within their respective cultural contexts as they continue to develop. In addition, the questions below were specifically created for this brief study.

Research Questions:

1. Is there a significant difference in job satisfaction scores between female employees at Sistan and Baluchestan University and female employees at Delhi University?

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2. Are there significant differences in the mean scores of quality of work life between female employees of Sistan and Baluchestan University and female employees of Delhi University?
 3. Are there significant differences in the mean scores of emotional intelligence scores between female employees of Sistan and Baluchestan University and female employees of Delhi University?

Method

Sample and Sampling Method

163 female employees from University of Sistan and Baluchestan in Iran and Delhi University in India (93 from Iran and 70 from India) were randomly selected as the sample size for this study. The employees were shown the measures and given directions for responding to the items and questions in each section before responding. The individuals were also assured that their involvement in this study was voluntary and their responses to surveys would be confidential and used only for research purposes.

Tools Used

Job Satisfaction Questionnaire

This survey was created by [Brayfield and Rothe in 1951](#). This survey includes 18 questions using a Likert scale with five options from "strongly disagree" to "strongly agree" to evaluate job satisfaction through individual feedback on their job performance. The questionnaire's reliability was determined to be .86 using the Cronbach's alpha method according to [Gholami Fesharaki et al. \(2012\)](#). The alpha Cronbach in the current study was measured at .68.

Quality of Work Life Scale

The Work Quality Life Scale includes 24 items and is used to assess an employee's perception of work quality. It focuses on 6 psychosocial sub-scales: job satisfaction, career satisfaction, overall well-being, work-home interface, job stress, work control, and working conditions ([Van Laar, Edwards, & Easton, 2007](#)). The scale for Work Related Quality of Life includes 5 response options ranging from "strongly disagree" to "strongly agree". Individual responses to items are combined to calculate a cumulative score. This scale measures both the aspects of life related to work and not working, as well as modern issues such as stress at work. Factor analysis supported the construct validity of the Quality of Work Life Scale. The item pool exhibited strong overall scale reliability with a calculated alpha value of .96. This shows that the dimensions gauge mid-range theoretical ideas consistently ([Van Laar, Edwards, & Easton, 2007](#)). In a research conducted by [Nowrouzi \(2013\)](#), the Quality of Work Life was defined using an explanation derived from the Work Related Quality of Life Scale (WRQLS). The available options included: "Strongly Agree," "Agree," "Neutral," "Disagree," and "Strongly Disagree." Additionally, a good Quality of Work Life was defined as receiving a rating of 4 or 5, while a poor Quality of Work Life was indicated by ratings of 3, 2, and 1 on a Likert scale ranging from one to five in response to question 24 of the Work Related Quality of Life Scale: "I am content with the general quality of my work life". The use of alpha Cronbach in the present study yielded a coefficient of .84.

Emotional Quotient Test

[Chadha \(2001\)](#) developed this assessment to assess emotional intelligence consisting of 22 questions divided into three sub-scales: emotional sensitivity, emotional maturity, and emotional competency. These sub-scales aim to help individuals accurately identify, honestly interpret, and delicately manage the complexities of human behavior. The scoring system for this test has been increased from five to twenty points. Every item is assigned a score of either 5, 10, 15, or 20. The test is designed to assess all three emotional aspects. This assessment is designed specifically for skilled managers, entrepreneurs, government officials, creatives, and postgraduate student demographics. The Emotional Quotient assessment has a reliability of .94 for test-retest and .89 for split-half, with a validity of .89. The Cronbach alpha in the current study was calculated to be .64.

Procedure



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A letter was obtained from the research unit of the University of Sistan and Baluchestan to the university's secretary office. Additionally, the researchers worked with the chairman's office of Delhi University. The measures were then shared with participants, who were reassured that their information would be kept confidential and used solely for research purposes.

Results

Table 1 Frequency and Percent of University Employees

University	Frequency	Percent	Valid Percent
Sistan and Baluchestan (Iran)	93	57.1	57.1
Delhi (India)	70	42.9	42.9
Total	163	100.0	100.0

Findings from table – 1 indicate that the sample consists of 93 employees from University of Sistan and Baluchestan (57.1 per cent) and 70 employees from Delhi University (42.9 per cent), totaling 163 employees.

One way MANOVA was utilized to evaluate job satisfaction, quality of work life, and emotional intelligence scores of female university employees in Sistan and Baluchestan (Iran) and Delhi (India) in response to the research questions, with the findings presented in tables 2, 3, and 4.

Table 2 Mean and SD of the Study Variables

Variable	Country	Mean	SD
Job satisfaction	Iran	62.74	8.74
	India	57.41	7.08
	Total	60.40	8.46
Job and career	Iran	21.03	3.14
	India	18.76	4.96
	Total	20.03	4.19
General wellbeing	Iran	19.95	3.41
	India	18.57	3.35
	Total	19.34	3.44
Stress at work	Iran	6.11	1.68
	India	5.94	1.38
	Total	6.04	1.55
Control at work	Iran	8.90	2.15
	India	9.21	2.57
	Total	9.04	2.34
Home-work interface	Iran	10.86	1.816
	India	8.97	2.96
	Total	10.03	2.56
Working conditions	Iran	10.62	1.84
	India	9.24	2.41
	Total	10.01	2.21
Sensitivity	Iran	83.37	10.08
	India	62.21	14.03
	Total	74.06	15.92
Maturity	Iran	104.66	14.18
	India	93.43	13.77
	Total	99.72	15.03
Competency	Iran	146.03	18.39
	India	130.43	18.35
	Total	139.16	19.89

The results of table 2 illustrating the mean and standard deviation of female employees of Sistan and Baluchestan University and Delhi University (India).

Table 3 Results of MANOVA between Iranian and Indian Female Employees on the Study Variables

Test	Value	F	Df1	Df2	Sig.	η^2
Pillai's Trace	.508	15.28	10	148	.0001	.508
Wilks' Lambda	.492	15.28	10	148	.0001	.508

Hotelling's Trace	1.032	15.28	10	148	.0001	.508
Roy's Largest Root	1.032	15.28	10	148	.0001	.508

Results of table 3 reveal that there is a statistically significant difference between Iranian and Indian female employees on the compounded dependent variables of the study, $F(10,148)=15.28$, $P=.0001$; Wilks' Lambda=.492; $\eta^2=.508$.

Table 4 Results of Between Within Groups ANOVA on Job Satisfaction, Quality of Work Life, and Emotional Intelligence between Iranian and Indian Female University Employees

Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	η^2
Job satisfaction	1111.10	1	1111.10	17.14	.0001	.098
Job and career	203.07	1	203.07	12.43	.001	.073
General wellbeing	75.01	1	75.01	6.56	.011	.040
Stress at work	1.13	1	1.13	.46	.497	.003
Control at work	3.90	1	3.90	.71	.401	.004
Home-work interface	140.52	1	140.52	24.67	.0001	.136
Working conditions	74.09	1	74.09	16.62	.0001	.096
Sensitivity	17537.94	1	17537.94	122.26	.0001	.438
Maturity	4945.23	1	4945.23	25.23	.0001	.138
Competency	9541.71	1	9541.71	28.27	.0001	.153

Results of table 4 reveal that there was significant difference between Iranian and Indian female employees on job satisfaction scores, $F=4.87$, $p=.0001$, $\eta^2=.098$, job and career $F=12.43$, $p=.001$, $\eta^2=.073$, general well – being $F=6.56$, $p=.011$, $\eta^2=.040$, home – work interface $F=24.67$, $p=.0001$, $\eta^2=.136$, working conditions $F=16.62$, $p=.0001$, $\eta^2=.096$, sensitivity $F=122.26$, $p=.0001$, $\eta^2=.438$, maturity $F=25.23$, $p=.0001$, $\eta^2=.138$, and competency $F=28.27$, $p=.0001$, $\eta^2=.153$. There is no significant differences on stress at work $F=.46$, $p=.497$, $\eta^2=.003$, and control at work $F=.71$, $p=.401$, $\eta^2=.004$ between two groups of university female employees of Sistan and Baluchestan, Iran and Delhi University, India. An inspection of table 2 showing that the mean scores of Iranian female employees on job satisfaction, job and career, general well – being, home – work interface, working conditions, sensitivity, maturity and competency is higher in comparison to their Indian counterparts.

Discussion

The aim of the present study was to examine the job satisfaction, quality of work life, and emotional intelligence of Irani and Indian female employees at University of Sistan and Baluchestan and Delhi University. Results from the study revealed a significant variation in job satisfaction scores. Female workers at Sistan and Baluchestan University scored higher on average compared to female workers at Delhi University. The findings of this study are in agreement with the findings of previous studies. For instance, [Moorthy's \(2013\)](#) study showed that the level of job satisfaction among female teachers in India was moderate. In a different research study, [Santhi and Sundar \(2012\)](#) found that more than half the female employees were highly pleased with the current work-life balance options, while the remaining 45% were somewhat content or discontent. Studies done in Iran revealed that there is an equal number of male and female employees ([Zamanifar, Escandary, and Shafiabady, 2016](#); [Hessamy and Kheiri, 2013](#); [Rast and Tourani, 2012](#); [Tamini and Kord, 2011](#)). In a study on different cultures, [Saiyadain \(1985\)](#) found no correlation between gender differences and job satisfaction among employees from India and Nigeria. The findings of this study do not align with the findings of current research.

Iranian women employees find their work intriguing enough to prevent exhaustion, and their families show a great interest in their jobs. On the contrary, Indian women employees view their work as

more unpleasant than Iranian women. Iranian women employees are quite satisfied with their current work, whereas Indian women employees feel the need to push themselves to work due to high living expenses, leading them to believe they are not as happy at work as others and dislike their job more than the average worker. Moreover, they believe that their work is rather dull. Another explanation for the differences between the two cultures could be that the cost of living in Delhi is greater than in Zahedan.

The research findings showed a significant difference in job and career, work-home balance, working conditions, and overall quality of work life between female employees of Sistan and Baluchestan University in Iran and female employees of Delhi University in India. No significant differences were found between the two groups in terms of overall well-being, work-related stress, and work control. In contrast to Indian female employees, women working at Sistan and Baluchestan University showed higher levels of satisfaction in job and career, balancing work and home life, working conditions, and overall quality of work life scores. The results of this study align with the findings of [Delina and Prabhakara \(2013\)](#) as they discovered that the challenges faced by working women in Pondicherry regarding work-life balance were quite significant. Research in India has shown that women have a better quality of work life compared to men, as noted in studies by [Lad \(2016\)](#), [Nirmala and Anand \(2015\)](#), and [Indumathi and Selvan \(2013\)](#). Therefore, it can be concluded that the results of this research do not align with each other, indicating that it is a comparative study between Iran and India, countries with distinct cultural backgrounds. Additionally, the researchers emphasized certain factors that have led to the discrepancies between the two university employees. Female employees at Sistan and Baluchestan University have clear goals and objectives to empower themselves at work, feel confident in expressing ideas, and making changes in their job. They also feel more able to utilize their skills at work compared to Indian female employees. Iranian women workers state that the university offers adequate benefits and flexibility to accommodate their family needs, such as allowances for living expenses. However, female employees at Delhi University feel that their current work schedule accommodates their personal needs, despite feeling unhappy, depressed, and dissatisfied with their lives. This is due to a lack of opportunities for skill development and a sense that their lives are far from ideal. In contrast, female employees at Sistan and Baluchestan University work in a safer and more comfortable environment, where they feel that things generally work out well for them. In India, there has been a noted increase in the hiring of women, especially in the public sector. While females make up a small portion of the workforce globally, they play a significant role in various industries and positions, highlighting the value of their participation in the labor market. Therefore, it is essential for Indian institutions, particularly those in the University of Delhi, to improve the work environment for both female and male employees. This will contribute to improving the quality of female employees' work life at Delhi University. The results of the study showed a significant difference in emotional intelligence scores for female employees at Sistan and Baluchestan University compared to those at Delhi University in sensitivity, maturity, competency, and overall EQ scores. The research revealed that female staff at Sistan and Baluchestan University showed slightly higher levels of sensitivity, maturity, competence, and overall Emotional Quotient (EQ) scores compared to Indian female employees. This research's findings align with [Fernández-Berrocal et al. \(2012\)](#); [Naghavi and Redzuan \(2011\)](#); [Shehzad and Mahmood \(2013\)](#). Male individuals tend to have higher average scores on emotional intelligence, as demonstrated by certain research studies ([Ahmad, Bangash, & Khan, 2009](#); [Fallahzadeh, 2011](#)). The emotional intelligence of Indian and foreign students was compared by researchers in terms of gender, but no significant differences were found between the two groups ([Tajeddini et al., 2014](#); [Tajeddini, 2014](#)). Indian female university staff appear to be experiencing emotional distress and feelings of disappointment. Compared to Iranian colleagues, they discuss it with their supervisor and ask for a reconsideration of the supervisor's decision. However, Iranian women workers acknowledge their limitations and strive to improve their performance. Iranian women in the workplace manage their anger during disagreements with coworkers, while Indian women continue to argue until they reach a clear resolution. If Iranian female employees face criticism from colleagues, they are likely to seek ways to improve their behavior, whereas Indian female employees may react with irritation. Iranian female employees manage their emotions and convey their beliefs convincingly within their family, while Indian female employees may communicate with a sense of resignation and adopt a

more subdued role within their family. Additionally, the highlighted reasons can be justified by cultural differences.

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