

DISPOSITIONAL MINDFULNESS AND AFFECTIVE HEALTH OF PRIVATE SECTOR EMPLOYEES: A MEDIATING ROLE OF EMOTIONAL INTELLIGENCE

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Abstract

Understanding the reciprocal links that exist between various areas in life and at work is essential for devising interventions to promote workplace health and safety. Although the impact of employment on occupational health and safety has long been acknowledged. The significance of work for well-being has only recently gained scientific attention. The aim of the current study is to investigate the relationship between dispositional mindfulness and affective well-being through the mediating role of emotional intelligence among employees working in private sectors. To conduct this study correlation research design was used in order to narrate objectives and hypothesis. The purposive sampling technique was used to collect the data. The sample (N=300) was taken from employees working at private colleges and universities in Lahore, Punjab, Pakistan. Standardized assessment measure includes Mindfulness Awareness Attention Scale [6], Job-Related Affective Well-being Scale [14] and Wong and Law emotional intelligence scale [15] were administered along with demographic Performa. Statistical assessment was done to analyze the data. Findings revealed that dispositional mindfulness has strong positive impact on employee's affective health through significant positive mediating role of emotional intelligence. It is important to understand the phenomenon that is linked to the safety and health of employees at work. Dispositional mindfulness is being aware of the present scenario and emotional intelligence is being able to evaluate emotions. Both these phenomena are highly associated with the affective well-being of employees. Affective well-being is the intensity and frequency of positive emotions of employees at the workplace. Emotional intelligence is a protective factor and can boost positive effects in employees.

Keywords: *Mindfulness, Affective Health, Correlational, Emotional Intelligence, Purposive*

Introduction

In today's fast-changing and uncertain business world, companies are doing a lot to stay afloat and thrive. They're trying out different strategies to stay ahead of the competition, and they're paying more attention to how committed their employees are to the company [11]. Recognizing the interconnectedness between different facets of life and work is crucial for developing strategies to enhance workplace health and safety. While the influence of employment on occupational health and safety has been recognized for some time, the importance of work for overall well-being has only begun to receive significant scientific scrutiny in recent years [12]. The influence of employee health on work has typically been explored via physical lenses; however, mental health is now regarded as fundamental for doing particular occupations. As the well-being of employees is a concern now, different aspects related to well-being are also being explored. The aspect usually involves phenomena that are related to the workplace. However, other phenomena also affect the well-being of employees. Phenomenon such as dispositional mindfulness emotional intelligence [13]. Hence, the current study aims to explore the relationship between dispositional mindfulness,

emotional intelligence, and affective wellbeing at work among employees working in private sectors.

Dispositional mindfulness is the instinctive ability to focus or give attention to present-moment events with an unbiased and non-judgmental attitude. Dispositional mindfulness is a personality trait is to date for mediation-based interventions. Mindfulness refers to a state of awareness marked by clarity and vividness of current experience and functioning, as opposed to the thoughtless, less "awake" states of habitual or automatic functioning that may be chronic for many people [12]. Dispositional mindfulness is also characterized by three basic characteristics. The characteristics involve; (i) Intention as in to increase awareness (ii) Attention concerning what is happening right currently (simply observing thoughts, feelings, and sensations as they arise), and (iii) Attitude as a non-judgmental, curious, and kind attitude towards the current happenings. Dispositional mindfulness is composed of two parts (i) Attention and (ii) Curiosity. Humans live in a fast-paced world, and there may be numerous demands on their time. It is easy to be caught up in other things, such as lamenting something that happened in the past or planning for something that will happen in the future. Humans do this so frequently that they might entirely miss the small, ordinary things in front that provide them joy or purpose [17]. People tend to cast judgment on their ideas, feelings, and experiences right away. A misunderstanding with an acquaintance gives us the impression that they do not like them. An unpleasant bodily sensation might cause sentiments of dissatisfaction or even terror. Whereas an individual with dispositional mindfulness will be non-judgmental and will focus on a solution rather than being caught up by the problem. A common mindfulness feature includes: (i) seeing and describing things inside and outside of ourselves without judgment. (ii) Individuals giving their undivided attention to the assignment. (iii) Focusing such as concentrating on a single feeling, such as the sensation of breathing. (iv) Compassion for both themselves and for others and lastly, (iv) staying in the current moment and completely experiencing it. Emotional intelligence (EQ) is the capacity to understand, use, and manage one's own emotions constructively to reduce stress, communicate effectively, empathize with others, overcome problems, and diffuse conflict [16]. It involves a constructive evaluation of emotions [17] and is divided into four phases: emotional perception, reasoning with emotions, comprehending emotions, and controlling emotions [9]. The first step in understanding emotions is to observe them accurately, often by interpreting nonverbal cues like body language and facial expressions. Next, emotions are used to stimulate thinking and cognitive activities, helping individuals prioritize their focus and reactions based on emotional responses.

The World Health Organization defines well-being as a resource for healthy living and a positive mental state that extends beyond the absence of disease or negative thoughts. Affective well-being allows individuals to perform well on all levels—psychologically, physically, emotionally, and socially. It encompasses realizing one's full potential, working productively and creatively, forming positive relationships, and contributing meaningfully to the community. Affective well-being (AWB) is defined by the frequency and intensity of positive affect (PA) and negative affect (NA), whereas cognitive well-being (CWB) refers to domain-specific and global life assessments, such as marital satisfaction or overall life satisfaction. Empirical research indicates that AWB and CWB are related but distinct, differing in their temporal stability [8].

Significance of Study: According to a meta-analysis that was conducted on 27,285 employees, the turnover intentions are 47% throughout the globe. Alone in Pakistan, 82% of the academic staff had high turnover intentions. One of the major reasons reported was employees had extreme workloads and even faced workplace incivility which affected their well-being. However, it has

been concluded by the above literature that Dispositional mindfulness and emotional intelligence are two important traits required for affective well-being. Therefore, the current study aimed to examine the relationship between dispositional mindfulness, emotional intelligence, and affective wellbeing among employees. The study also aimed to explore the role of emotional intelligence between dispositional mindfulness and affective well-being.

Objectives: The objective of the research is to investigate and have a deep understanding of the relationship between dispositional mindfulness and affective well-being through the mediating role of emotional intelligence among employees working in private sector, especially in socio-cultural context.

Theoretical Background and Hypothesis Development

Hedonic Theory of Well-Being

Affective well-being is often grounded in theories of subjective well-being. One prominent theory in this domain is the hedonic theory of well-being, which suggests that well-being is primarily determined by the balance between positive and negative affect or emotions [18]. According to this theory, individuals experience well-being when they have a predominance of positive emotions and a relative absence of negative emotions in their lives [13].

Existing literature suggests that there are strong interconnections among dispositional mindfulness, emotional intelligence, and affective well-being. Cultivating mindfulness and emotional intelligence skills may not only enhance one's ability to manage emotions and navigate challenging situations but also contribute to greater emotional well-being and life satisfaction [11]. On the basis of these empirical observation following hypothesis were formulated

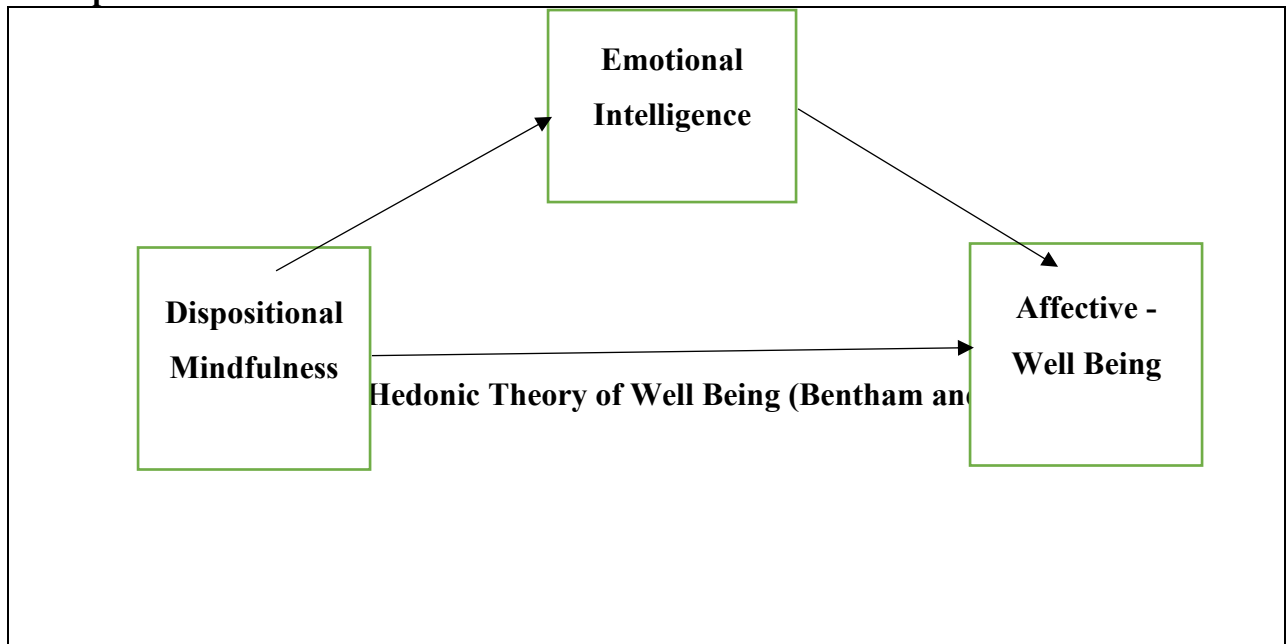
H1: There is likely to be a positive relationship between dispositional mindfulness, emotional intelligence, and affective well-being in employees.

H2: Dispositional mindfulness and emotional intelligence are likely to predict the affective well-being of employees.

Studies have shown that individuals high in dispositional mindfulness tend to have higher levels of emotional intelligence. This relationship is likely because dispositional mindfulness involves greater awareness and acceptance of one's emotions, which are fundamental aspects of emotional intelligence [7]. Additionally, mindfulness practices often include exercises aimed at enhancing emotional regulation skills, a key component of emotional intelligence [17].

H3: Emotional intelligence is likely to mediate the relationship between dispositional mindfulness and affective well-being in employees.

Figure 1
Conceptual Framework of Research



Method

The study utilized a correlational research design to explore the relationships between dispositional mindfulness, emotional intelligence, and affective well-being at work among employees. Data were collected using a purposive sampling technique. The sample (N=300) was taken from both private colleges and universities in Lahore, Punjab, Pakistan. The staff of private colleges and universities, Employees performing administrative work, a minimum of 1-year experience included. All ethical concerns were discussed before data collection e.g. confidentiality and autonomy.

Table 1

Sociodemographic characteristics of sample (N=300)

Variables	M(SD)	f(%)
Gender		
Men		157 (52.3)
Women		143 (47.7)
Age	31.32 (4.45)	
Qualification		
Intermediate		114 (38.0)
Bachelors		181 (60.3)
Masters		5 (1.7)
Family System		
Joint		220 (73.3)
Nuclear		80 (26.7)

Marital Status	Single	102 (34.0)
	Married	198 (66.0)
Experience at present job	2.00 (1.30)	
Total experience	3.24 (2.16)	
Institute		170 (56.7)
College		130 (43.3)
University		

Note: M= Mean, SD= Standard deviation, f= frequency, %= percentage

Assessment Measures

Brown and Ryan [6] gave a 15-item scale to measure the dispositional mindfulness of an individual. The scale uses a 6-point Likert scale response (1= almost always to 6= almost never). The scale included items like “*it seems I am running on automatic*” etc. The reliability of the scale for current research is .95. [15] assessed to measure the emotional intelligence of an individual. A total scale can also be computed as the scale is based 7-Likert scale (1= strongly disagree to 7= strongly agree). The Cronbach alpha of the scale in the current study is .93. A 20-item scale was given by [14] to measure the affective well-being of employees at work. The scale consists of two subscales (positive and negative impacts) with 10 items each. The negative items (1,2,4,7,8,9,10,15,17,18) are reversed before computing the whole. The scales consist of items like “*my job made me feel angry*” etc. In current research $\alpha = .83$.

Procedure

Firstly, permissions for the scales were taken from the original author. Further, the procedure included getting the institution’s approval to interact with their administrative staff and conduct the research. Afterward, permissions from the staff were also taken in form of a consent form. They were properly guided about the research and their right to withdraw at any time. With their agreement of participating, they were asked to fill the scales according to their opinions. Lastly, 300 administrative staff collected a sample. Data analysis was run using SPSS version 25.0

Results

The findings of Pearson product-moment correlation analysis, multiple hierarchical regression analysis, mediation analysis, and independent sample T-test are presented. Psychometric properties of the assessment tools used for dispositional mindfulness, emotional intelligence, and affective wellbeing

Table 2

Psychometric properties of scales used in the study (N=300)

Measures			Range	
	k	α	Actual	Potential
Mindfulness Awareness Attention Scale	15	.94	15-73	15-90
Wong and Laws Emotional Intelligence Scale	16	.93	11-95	7-112
Job-Related Affective Well-being Scale	21	.83	30-75	21-105

Note: k= number of items; α = Cronbach alpha

Correlational Analysis

Pearson product-moment correlation analysis was conducted to examine the relationship between dispositional mindfulness, emotional intelligence, and affective wellbeing among employees.

Table 3

Correlation among study variables (N=300)

	Variables	1	2	3
1	Dispositional Mindfulness	1	.61**	.63**
2	Emotional Intelligence	-	1	.65**
3	Affective wellbeing	-	-	1

Note. ** $p < .001$

Table above shows there is a significant positive relationship between dispositional mindfulness emotional intelligence and affective wellbeing.

Regression Analysis

Multiple Hierarchical regression analysis was conducted to explore if dispositional mindfulness and emotional intelligence predict affective wellbeing among employees.

Table 4

Hierarchical regression analysis summary for affective wellbeing among employees (N=300)

	B	95% CI		SE	β	R ²	ΔR^2
Variable		LL	UL				
Step 1						.16	.15***
Total Experience in Field	2.20	1.26	3.13	.48	.50		
Step 2						.45	.44***
Dispositional Mindfulness	.40	.38	.50	.03	.59		
Step 3						.55	.54***
Emotional Intelligence	.32	.24	.41	.04	.40		

Note. CI = Confidence Interval; LL = Lower limit; UL = Upper limit; ** $p < .01$, *** $p < .001$

The multiple hierarchical regression analysis was conducted in three steps to determine if dispositional mindfulness and emotional intelligence are significant predictors of affective wellbeing among employees, and the findings are presented in table 4.3. Step 1 includes demographics such as total experience in the current field and the findings reveal that demographic characteristic is a significant predictor of affective wellbeing ($F [2, 296] = 18.56$, *** $p < .001$). Step 2 includes dispositional mindfulness, which is also a significant predictor ($F [4, 295] = 60.49$, *** $p < .001$). Step 3 includes emotional intelligence and findings reveal that emotional intelligence is also a predictor of affective wellbeing ($F [5, 294] = 70.79$, *** $p < .001$).

Mediation Analysis through Hays PROCOESS

Mediation analysis using PROCESS version 4.1 was conducted to examine the mediating role of emotional intelligence in between dispositional mindfulness and affective wellbeing among employees.

Table 5

Regression Coefficients for dispositional mindfulness, emotional intelligence, and affective wellbeing (N=300)

Antecedent	Consequent							
	EI (M)				AWB (Y)			
		B	SE	P		β	SE	p
DM (X)	A	.51	.04	.001**	c'	.25	.04	.001***
EI (M)		---	---	---	b	.35	.04	.004***
Constant	I	88.71	1.01	.004**	I	37.19	3.81	.001***
	$R^2 = .37$				$R^2 = .51$			
	$F(1, 298) = 178.30, p = .001***$				$F(2, 297) = 151.98, p = .001***$			

Note. DM= dispositional mindfulness, EI= Emotional intelligence, AWB= Affective wellbeing
** $p < .01$, *** $p < .001$

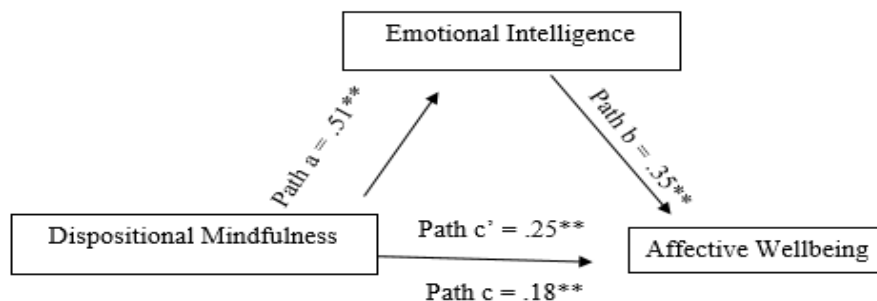
Table above shows the significant total effect of dispositional mindfulness on affective wellbeing (path c). Furthermore, findings also depict significant direct effects of dispositional mindfulness on emotional intelligence (path a) and emotional intelligence on affective wellbeing (path b). **Indirect Effect; Indirect effect (N=300)**

Indirect Path	Unstandardized Path	Standardized Estimate	Lower Level	Upper Level
EI	.18	.06	.12	.25

Note. EI=Emotional intelligence

Indirect effects depict that the total indirect effect of dispositional mindfulness via emotional intelligence is statistically significant.

Figure 2



Statistical Model of emotional intelligence as a mediator between dispositional mindfulness and affective wellbeing

Discussion

This study examined the impact of dispositional mindfulness on affective well-being through mediating role of emotional intelligence. As a result of the analysis, it was found that

dispositional mindfulness has a positive effect on affective well-being, and emotional intelligence has been proved as a positive mechanism to maintain affective health of employees at workplace [2]. The study concludes that the increased skills of mindfulness and effective use of emotional intelligence abilities which includes calmness, positive work attitude also helpful to enhance affective and psychological well-being, which in turn improves the effectiveness of work commitment [3].

First, this study confirms that a high level of dispositional mindfulness is related to positive affective well-being. According to a meta-analysis of 27,285 employees, the global turnover intention is 47 percent. In Pakistan alone, 82 percent of academic staff intended to leave. Employees had extreme workloads and even faced workplace incivility, which affected their well-being, according to one of the major reasons reported [10].

Second findings of current study confirm that dispositional mindfulness and emotional intelligence are the strong and positive predictors of affective well-being for employees who are working in private sectors. Research has demonstrated that dispositional mindfulness and emotional intelligence may act as buffers against the negative impact of stress on affective well-being. Individuals with higher levels of dispositional mindfulness and emotional intelligence may be better equipped to cope with stressors, leading to fewer negative emotional responses and greater overall well-being [1].

Third findings of this study also affirm emotional intelligence as a positive and strong mediator in relation between mindfulness and affective well-being. However, the preceding literature has concluded that dispositional mindfulness and emotional intelligence are two important traits required for affective wellbeing. Studies shown that both dispositional mindfulness and emotional intelligence have been found to be positively associated with affective well-being. Individuals who exhibit higher levels of dispositional mindfulness and emotional intelligence tend to experience greater positive affect, such as happiness, joy, and contentment, and lower levels of negative affect, such as sadness, anxiety, and stress [5]. This suggests that the ability to be present, aware of one's emotions, and effectively manage them contributes to overall emotional well-being [4].

Conclusion

The current study aimed to investigate the relationship of dispositional mindfulness, emotional intelligence, and affective wellbeing among administrative employees of private sector. The results highlighted that there is a significant positive relationship of dispositional mindfulness with emotional intelligence and affective wellbeing. Moreover, a positive relationship of emotional intelligence and affective wellbeing was also represented. The study also aimed to explore the mediating role of emotional intelligence between dispositional mindfulness and affective wellbeing. The findings of study showed that emotional intelligence partially mediates the relationship of dispositional mindfulness and affective wellbeing.

Limitations and Suggestions

The assessment tools in this study relied exclusively on self-report measures, which may be influenced by social desirability bias. Additionally, data collection was limited to private sector employees, potentially restricting the generalizability of the findings to government sector employees. Future research should consider including employees from diverse demographic backgrounds to enhance sample representativeness. Combining objective measures or observations with self-reports could offer a more comprehensive understanding of the constructs under investigation. Expanding the sample to include employees from various sectors, such as

government, non-profit organizations, and different industries, would further enhance the generalizability of the findings.

Implications of Study

Companies can develop training programs aimed at enhancing dispositional mindfulness and emotional intelligence among their employees. These programs can incorporate mindfulness practices, such as meditation and self-reflection exercises, alongside training sessions aimed at developing emotional intelligence skills, including self-awareness, self-regulation, empathy, and effective communication. Research indicates that individuals with higher levels of dispositional mindfulness and emotional intelligence tend to perform better at work. Therefore, organizations can benefit from investing in initiatives that cultivate these qualities among their employees, ultimately leading to improved job performance and organizational outcome. Implementing initiatives that promote dispositional mindfulness and emotional intelligence can contribute to improving overall employee well-being. By enhancing emotional regulation skills and fostering a positive work environment, organizations can cultivate a culture that supports employee mental health and job satisfaction.

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