

Role of Emotional Intelligence in Enhancing Job Performance among Private Sector Employees

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Abstract

Emotional Intelligence (EI) has become increasingly recognized as one of the psychological attributes that influence employee effectiveness and organizational efficiency. The current research aimed at examining the relationship between EI and job performance of employees in the private sector. Quantitative, cross-sectional, and correlational research design was used in the research involving a sample of 100 participants chosen via convenience sampling. The Wong and Law Emotional Intelligence Scale and the Job Performance Scale of Goodman and Svyantek were used to collect data. Results revealed that there is a statistically significant relationship between emotional intelligence and task performance, and contextual performance. Regression analysis also showed that emotional intelligence predicts job performance. Therefore, it may be stated that employees who have high emotional intelligence show better task and contextual performance. The results of the current research correspond to the theoretical findings concerning the Ability Model of EI, which states the importance of such factors as emotional perception, understanding, utilization, and regulation for the effective functioning of individuals in the workplace. However, due to the limitations of cross-sectional research design, convenience sampling, the small number of participants, and use of self-reporting tools, the results cannot be generalized to a larger population.

Keywords: Emotional Intelligence; Job Performance; Task Performance; Contextual Performance; Private-Sector Employees; Workplace Psychology

Introduction

In today's organizations, it is becoming increasingly imperative to view employee performance as a multidimensional product of factors that encompass technical knowledge and cognitive abilities, emotional intelligence first and foremost among them. With more and more complex business environments developing in the private sector, it becomes critically necessary for employees to learn to work with each other, their supervisors, clients and other stakeholders while facing tight deadlines, uncertainty and job stress. In this context, EI has gained prominence in the studies of workplace behavior and performance. The recent studies have been consistently linking EI with employee performance and effectiveness (Naqvi et al., 2023).

The ability to recognize and comprehend emotions in both oneself and other people is referred to as emotional intelligence (EI). In the workplace, it influences how workers react to the requirements of their job and interact with their coworkers. Recently, researchers have turned

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their focus towards EI as an ability influenced by leadership, collaboration, and other related aspects, rather than an isolated psychological trait. In this regard, an overview of publications related to EI in the context of leadership and teamwork indicates the significance of emotional intelligence for interpersonal communication and group work (Bhagwan, 2025). At the same time, recent studies are aimed at studying the connections between EI and psychological capital or professional success.

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Job performance represents an important indicator of organizational effectiveness because employees' behaviors and accomplishments directly contribute to the achievement of organizational objectives. Performance may involve task completion, productivity, quality of work, interpersonal effectiveness, adaptability, and the ability to respond constructively to workplace challenges. Recent research has increasingly explored EI as a psychological factor associated with these dimensions of professional effectiveness. For example, a 2024 study reported a positive relationship between EI and professional performance, while another recent investigation examining employee performance identified EI as an important factor across different organizational settings (Hashmi et al., 2024; Bhagwan, 2025).

One of the ways that emotional intelligence might influence job performance is through self-awareness. Employees who can recognize and comprehend their own emotions can figure out how they affect their thinking, decisions, and actions at work. With self-awareness, they can act more thoughtfully during difficult situations and not react immediately to their emotions. Newer research in organizations has confirmed the role of self-awareness and related emotional abilities in performance at work. Also, in business research, different aspects of emotional intelligence have been linked to job performance and job satisfaction (Naqvi et al., 2023; Htun et al., 2025).

Another important aspect of emotional intelligence is self-regulation, which means the ability to control emotions and behave properly in difficult situations. Employees in business organizations may face customers' complaints, conflicts with colleagues, too much work, changes in the organization, or pressure connected with performance. So, the ability to manage one's emotions can let employees behave properly and perform their duties correctly even when they have to face difficult situations (Mehler et al., 2024; Salameh-Ayanian et al., 2025).

The concept of social awareness and empathy is imperative to understanding how emotional intelligence affects employees' functioning in the workplace. Those who successfully recognize and process other people's emotional states tend to communicate more effectively with colleagues and clients and, therefore, respond appropriately toward them. Such skills become particularly relevant in team-based work environments when achieving success involves

cooperation and coordination among various people. Multiple studies have demonstrated that emotional intelligence is an essential variable in leadership and teams by suggesting the importance of emotional and relational skills for teamwork. Moreover, newer studies have identified empathy and social ability being of significant importance for the performance of employees and companies (Htun et al., 2025; Salameh-Ayanian et al., 2025).

Interpersonal relationships, thus, can play a significant role in employee engagement and job satisfaction which are strongly related to workplace productivity. Employees with successful relationships and effective emotional intelligence are more likely to engage in their work activities. Studies have evaluated emotional intelligence in relation to job satisfaction and performance suggesting these variables can be interconnected rather than functioning independently. In particular, recent research conducted in Bangladesh has indicated a significant connection between emotional intelligence and job satisfaction (Tjimuku et al., 2025; Htun et al., 2025).

The significance of emotional intelligence is also salient in the context of an employee experiencing work-related stress. Stress at work may hinder the ability to concentrate, build effective interpersonal relationships, remain motivated, and practice all the job responsibilities in an efficient manner. Therefore, employees with developed emotional skills are expected to better realize their responses to emotions and manage how they cope with stress, which helps them act appropriately at the workplace. Studies available show that emotional intelligence is positively correlated with a better professional performance and resilience and show evidence that recent studies devoted to the stress-intensive workplace shine light on emotional intelligence's role in emotion management and effective functioning (Hashmi et al., 2024; Fashafsheh et al., 2025).

The link between EI and job performance can also be evaluated via leadership and teamwork. Employees do not work in isolation, as their performance depends on interactions with superiors, colleagues, and teams. Leadership informed by emotional intelligence may help in achieving environments that can make employees feel appreciated, encouraged, and engaged. For example, the review of EI, leadership, and job performance point to the above-mentioned links between these concepts. Yale Center for Emotional Intelligence carried out research and noted that EI enhances workplace climate and impacts employees' motivation, creativity, and experience of burnout.

Another point to consider is the fact that EI is not a fixed characteristic. Findings of recent workplace research show that this emotional competency can be developed through training and other interventions. For instance, a systematic review of emotional competency interventions shows that training works well for achieving better emotional intelligence, empathy, and emotional regulation skills. This finding is important for business organizations as it indicates that EI can be developed instead of being used as a selection criterion. (Bhagwan, 2025; Salameh-Ayanian et al., 2025).

While scholarly interest in the link between Emotional Intelligence and job performance has increased, there remain contextual specificities. Studies have been performed across countries, industries, jobs, and hierarchy levels making it difficult to compare findings. A systematic review of literature conducted recently showed that the boundaries of the emotional intelligence

and job performance have been extending as recent reviews and research keep discovering differences between the job settings (Ho et al. 2025; Tjimuku et al. 2025).

This question is pivotal in developing and transitioning settings where businesses are facing issues of technological change, simultaneous competition, changing customer preferences, and continuous updates in terms of employee management. In such an environment technology can hardly be the only thing that determines employees' efficiency. Hence, it is essential to know about persons' emotional and interpersonal skills along with technology knowledge to better understand the whole situation. Research from Asia shows the link between emotional intelligence and job performance of workers, job satisfaction and other job consequences (Naqvi et al., 2023; Basha et al., 2024).

In this context, it is highly important for both organizational research and human resource practice to study the influence of emotional intelligence on job performance among employees in private organizations. It would help in understanding the way emotional competence of employees influences performances, interpersonal relationships, management of stress, engagement in work, and general efficiency in organization operations. Although most recent studies generally suggest that there is a positive correlation between emotional intelligence and performance, there is a need to conduct further research on particular private sector groups of employees, as organization culture, profession, leadership, and employee characteristics can impact these relationships. This is the reason why our study is focused on emotional intelligence and performance relationship among private sector employees with a goal of contributing new information to the accumulated data on emotional competencies and effectiveness of work in organizations (Bhagwan, 2025; Htun et al., 2025).

Theoretical Framework

The current research is based on Ability Theory of Emotional Intelligence developed by Mayer and Salovey, which gives an idea of emotional intelligence as a collection of skills linked to emotional information processing and its usage. The suggested model consists of four related abilities: emotional perception, emotional utilization, emotional understanding and emotional management (Mayer et al., 2004). In the working environment this collection of abilities can enable employees to discover their emotional states and those of their colleagues, manage their emotional reactions, and apply emotional information to make decisions and communicate with co-workers.

Recent findings confirm the significance of the ability approach for study of the employees' performance as empirical studies have found links between emotional intelligence dimensions and the degree of job success (Khan and Abdullah, 2024). Within this framework, those whose emotion perception and management skills are developed possess better chances to maintain successful interpersonal relationships, cope with job difficulties, and communicate appropriately in difficult situations. This theory is supported by some meta-analysis research conducted in 2023 proving that emotional intelligence can improve several professional results and other studies with workers also showing a strong correlation between emotional intelligence and job performance (Miao et al., 2023; Moorthy et al., 2023).

According to this model, employees' emotional capacity can impact their performance, interaction with people in the workplace, and reaction to job demands. Currently available

evidence from employees in the banking industry brings additional support to studying EI and job performance, which renders Ability Model applicable in this research.

Literature Review

Emotional intelligence (EI) emerged as a restricted concept in organizational research, specifically because individuals have to deal with cognitive, technical, emotional, and interpersonal demands of the workplace. More recently, EI has been understood as a psychological resource that can enable individuals to cope with interpersonal relations at work and to satisfy career demands. Meta-analysis performed by Pirsoul et al. (2023) has utilized 150 independent samples and has included 50,894 participants and came up with the finding that EI related to several career outcomes positively (such as career satisfaction, career commitment, career adaptability). Several studies have reported a positive relationship between EI and employee performance, job satisfaction, organizational commitment, and organizational behavior (Doğru, 2022; Pirsoul et al., 2023).

Organizational psychology has given significant attention to the association of emotional intelligence with job performance, as employees with better emotional abilities may benefit from being able to identify emotional cues, regulate their behavior, and act appropriately in many workplace settings. Subsequently, the empirical evidence is still further supporting this association. Take, for instance, Wonda (2024), who indicated that self-awareness, self-management, social awareness, and relationship management were positively connected with employee job performance based on the data collected for 200 employees. These outcomes confirm the broader studies indicating that emotional capacity may help employees perform effectively within organizations.

Recently, the researchers have been focused on the study of EI directly in the organizations of the private sector. Thus, Rathnaraj and Priya examined the employees of a few private-sector banks by being concerned with self-awareness, self-regulation, motivation, empathy, and emotional skills as aspects of job performance. Their research is of great importance because it illustrates that emotional skills are vital for service-oriented companies where employees communicate with customers, supervisors, and work colleagues. At the same time, Saleem (2024) conducted an investigation involving the employees of private organizations from Karachi, Pakistan, thereby indicating that EI positively affected both work engagement and job performance.

Several recent publications analyze the personal aspects of emotional intelligence. Self-awareness allows employees to become aware of their emotional states or feelings and their influence on their way of thinking and behavior. Self-regulation has to do with the ability to control one's emotions. Awareness and management of social relationships help employees understand other people and build effective interpersonal relationships. According to Wonda (2024), there is a very strong positive influence of self-awareness, self-management, social awareness, and relationship management on employee performance.

Research findings propose that EI and job performance may be interlinked through psychological aspects at work. This is supported by existing literature that reveals job satisfaction and work engagement as prospects that may mediate EI and job performance. This is evidenced by Naqvi & Siddiqui (2023) who looked at the relationship between EI, job satisfaction, and job performance among a sample of 382 employees from SMEs in Pakistan and revealed a positive impact of EI and job satisfaction on job performance and a mediating role of job satisfaction. Saleem (2024)

in his study on 258 employees from the private sector of Karachi also indicated a positively significant relationship between EI, work engagement, and job performance claiming that EI plays an important role in ensuring the state of effective performance at work.

Another interesting and emerging mechanism may be knowledge sharing. If employees are aware of emotions they may be more likely to develop positive relationships at work and engage in knowledge sharing. This is reflected in the findings of the research conducted among IT-ITeS companies that has been undertaken in the year 2024 involving 227 project managers indicating the positive impact of EI on knowledge sharing as well as proving that knowledge sharing is a mechanism that enhances performance (Saleem, 2024).

The concept of Emotional intelligence (EI) has also been researched in connection with leadership and collaboration; two important facets of the functioning of organizations. A hybrid literature review of 104 peer-reviewed publications has indicated extensive research linking EI with leadership and teams at work, with emotional processes being an important field in the organizational research. Emotional abilities can affect communication, relationships, conflict management, and teamwork, which may indirectly impact the performance of employees (Khan & Abdullah, 2024). Therefore, the study of EI in the organizational context gives a wider perspective compared to a narrower approach focused only on personal emotional characteristics.

The research done in Pakistan presents very relevant data for the research at hand. Khan and Abdullah (2024) looked at the relationship between EI and job performance in public sector management institutions in Pakistan, which shows how this relationship is still relevant in the academic literature regarding Pakistan. More specifically, regarding the private sector, Iqbal et al. (2024) studied bank workers in private banks in Khyber Pakhtunkhwa and found that EA has a positive relationship with work performance; moreover, psychological empowerment acted as a mediating variable between these two variables. Thus, it may be assumed that there are effects of EI on work performance directly and through the perception of empowerment by employees.

Recent global evidence shows that the link between EI and performance is applicable in all fields. For instance, in 2025, a research was conducted on 385 nurses in which EI, job performance and clinical ability were evaluated, and it was concluded that EI plays a major role in performance through professional competence. Despite the differences in workers of healthcare organizations and private sector, this proves the universality of EI being applied for performance. In addition, the presence of recent meta-analytic evidence suggests that there are a lot of outcomes of the use of EI in careers.

In summary, the current body of research offers strong support for the notion that there exists a favorable link between emotional intelligence and employee/job performance; in this regard, there are some issues, such as job satisfaction, workplace involvement, knowledge sharing, and psychological empowerment, which may also be related to the employee emotional intelligence/job performance relationship. Nevertheless, variations in job environments, sectors, locations, measurement methods, and possible mediating mechanisms suggest the need for more context-related research to be conducted. In this regard, in Pakistan, recent research has examined emotional intelligence among the jobs in the banking sector as well as for SMEs and public sector organizations, but further research among private-sector workers in different environments should allow knowing more about the relation between emotional intelligence and performance.

Thus, the aim of this research is to contribute to existing knowledge regarding the role of emotional intelligence in job performance in the private sector.

Methodology

Objectives:

- 1.To study the link between emotional intelligence and work performance among private-sector workers.
- 2.To find out if emotional intelligence significantly impacts the work performance of private workers.

Hypotheses:

H1: Emotional intelligence has a strong positive correlation with work performance among private workers.

H2: Emotional intelligence has a significant impact on work performance among private workers.

Research Design

The current research utilized a correlational, quantitative, cross-sectional approach to analyze the associations between emotional quotient and job effectiveness in people working in the private sector.

Sampling scheme:

This study applied the convenience sampling technique to select the respondents for the research.

Participants:

The data for the study were obtained from a set of 100 respondents who were employed in the private sector and were interested in participating in the research. The respondents varied in terms of their social characteristics such as age, gender, educational level, and occupation.

The study employed quantitative methods to investigate the relationships between the variables while the cross-sectional approach was chosen due to the nature of the research where the data were collected at a certain point of time from the respondents.

Instruments:

The researchers used two different standardized tools to gather their data in this study which are: Wong and Law Emotional Intelligence Scale developed by Wong and Law and Job Performance Scale developed by Goodman and Svyantek.

Emotional Intelligence Questionnaire (EIQ):

The Emotional Intelligence Questionnaire (EIQ) created by Wong and Law was utilized in this study to determine the level of emotional intelligence of the participants. It measures the ability

of individuals in understanding, managing, and appropriately expressing emotions in themselves and those around them. The data was collected in compliance with the appropriate scale's instructions.

Task Performance Scale (TPS):

The Task Performance Scale (TPS) was used as a part of the Job Performance Scale created by Goodman and Svyantek (1999) in order to measure the performance of the participants based on the major functions and responsibilities of the job. The Task Performance Scale consists of 9 items and it measures the effectiveness of employees in performing the job duties that are expected from them.

Contextual Performance Scale (CON):

The Contextual Performance Scale (CON) is a subscale of Job Performance Scale developed by Goodman and Svyantek (1999). This scale is designed to measure employees' contextual performance by assessing behavior that facilitates the psychological and social environment of the workplace, e.g. cooperation, helping others, putting in effort or commitment to the organization. The scale comprises 7 items.

Ethical Principles:

Ethical principles were taken into account in conducting the study. The participants were made aware of the purpose and nature of the study and gave their consent to participate in the research before gathering the data. Participation was voluntary and participants were told that they had the right to withdraw from the study at any moment, with no consequences. Confidentiality was ensured, and the data obtained through EIQ, TPS, and CON were used solely for academic purposes. Participants' identities remained confidential and the data was genuine, with no fabrication involved. The researcher made sure that taking part in the study did not cause any harm to people.

Table 1:

Frequencies (n) and Percentages (%) for the demographic characteristics (N=100)

Variables		n	%
Gender	Male	34	34
	Female	66	66
Marital Status	Single	60	60
	Married	40	40
Qualification	Bachelors	60	60
	Masters	28	28
	PhD	2	2
	Others	10	10
Job Experience	Less than 1 year	38	38
	1-5 year	44	44
	Above 5	18	18
Job Type	Public	8	8

	Private	92	92
Average daily working hours	0-5 Hours	6	6
	6-10 Hours	76	76
	11-16 Hours	18	18
	17-20 Hours	2	2
Designation	Accountant	2	2
	Bank Manager	2	2
	BM	4	4
	BOM	2	2
	BSO	16	16
	IT Manager	2	2
	Lecturer	4	4
	Nurse	2	2
	Pharmacist	2	2
	RM	6	6
	Teacher	52	52
	Teller	2	2
	Unemployed	2	2
	Wife	2	2
Age	20-30	80	80
	31-40	18	18
	>41	2	2

The table provides information about the demographic profile of the participants in the study. The sample included a total of 100 individuals. In terms of sex, (34%) males and (66%) females made up the sample. In relation to marriage, (60%) remained single while (40%) got married. With respect to education, (60%) bachelor's degree holders along with (28%) masters degree holders participated in this research. A negligible percentage of only (2%) participants held PhD degree. At the same time (10%) of the study population comprised of people who held other degrees. With regard to length of employment, (38%) respondents possessed no more than a year of work experience, (44%) had (1-5) years of experience and (18%) had more than (5) years of experience. In terms of types of job, (8%) participants worked for public organization while (92%) worked for private firm. Regarding hours spent on work within a day, (6%) respondents reported working not equal to five hours, (76%) respondents worked for (6-10) hours and (18%) worked for a day (11-16) hours. In terms of jobs held by the participants, (2%) of the sample consisted of Accountants, (2%) Bank Managers, (4%) BMs, (2%) BOMs, (16%) BSOs, (2%) IT Managers, (4%) Lecturers, (2%) Nurses, (2%) Pharmacists, (6%) RMs, (52%) Teachers, and (2%) Tellers. Lastly, the sample was made up of (80%) participants aged (20-30) years old while (18%) of participants were older than (31-40) years old and (2%) of people were above 41.

Table 2

Psychometric Properties of Scale

Scales	k	M	SD	Range	Skew	Kurt
EQ	25	97.84	11.30	70-116	.85	-.03
TPS	9	29.66	3.69	21-36	.75	-.75
CON	7	22.26	3.29	14-28	.73	-.28

This table portrays psychometric features of the questionnaire that was utilized in this research. The table highlights the results of the participants in Emotional Intelligence Questionnaire (EIQ), Task Performance Scale (TPS), and Contextual Performance (CON) questionnaire. The EIQ had 25 items, with mean score of 97.84 and standard deviation of 11.30, where values ranged from 70 to 116. The TPS had 9 items, with mean score of 29.66 and standard deviation of 3.69, resulting values from 21 to 36. The CON questionnaire had 7 items, with mean score 22.26 and standard deviation of 3.29, where values ranged from 14 to 28. The skewness values for EIQ, TPS and CON were 0.85, 0.75, and 0.73 respectively, while the kurtosis values were -0.67 , -0.49 , and -0.61 respectively.

Table 3

Correlational Matrix Between Study Variables (N=100)

Variable	N	M	SD	EIQ	TPS	CON
EIQ	100	97.84	11.30	-		
TPS	100	29.66	3.69		.53**	
CON	100	22.26	3.29			.39**

The descriptive statistics and relationships between the variables in the study are illustrated in this table. The study participants showed a mean score of 97.84 and a standard deviation of 11.30 on the Emotional Intelligence Questionnaire (EIQ). The Job Performance Scale yielded a mean score of 29.66 for the Task Performance (TPS) subscale with a standard deviation of 3.69, while the Contextual Performance (CON) subscale had a mean score of 22.26, with a standard deviation of 3.29. The findings indicate a strong positive correlation ($r = .53$, $p < .01$) between EIQ and TPS, which means the higher the emotional intelligence, the higher the task performance. The data point out that EIQ is positive correlated with CON with $r = .39$ and $p < .01$, which also indicates that the participants with higher emotional intelligence had high contextual performance. Thus, the provided information suggests the positive relation between the emotional intelligence and the two components of job performance, which indicates that the participants reporting high emotional intelligence tend to perform well in both tasks and context.

Table 4

Regression Coefficients of Independent Variables on (N=100)

Variable	B	SE	t	p	95%CI	
					LL	UL
Constant	12.51		3.19	.00	4.63	20.38
EIQ	.17	.04	.53	.00	.09	.25

Table 4 gives the result of a regression analysis done to evaluate whether Emotional Intelligence (EIQ) predicts Job Performance or not. In this case, the results showed that the emotional intelligence had a significant positive impact on job performance ($B = .17$, $SE = .04$, $t = 4.40$, $p < .001$, 95% CI [.09, .25]). This indicates that those who scored well on emotional intelligence tend to score high on job performance as well. Additionally, the reason for the positive correlation stated may be that people that have emotional intelligence are in a better position to understand their own emotions and assess the dynamics of the social interactions at work and therefore get

better job results. The confidence interval does not show that it includes zero meaning that this relationship is statistically significant in general.

Discussion

This research was carried out to assess the connections among emotional intelligence and work performance of employees in the private sector. The research involved 100 respondents and suggested that emotional intelligence affects the two aspects of job performance, which are task performance and contextual performance. It was concluded that emotional intelligence is positively connected to employees' work performance. The results indicated that employees having high emotional intelligence level are more effective performers. This result corresponds with the previous studies which indicated that emotional intelligence has positive impact on different employee and career outcomes. In a large-scale meta-analysis, covering 150 independent samples and 50,894 respondents, Pirsoul et al. (2023) identified important connections among emotional intelligence and various career outcomes.

The most significant result of this research was that emotional intelligence had a positive correlation with job performance. The results obtained from the correlation analysis indicated that one's EIQ was positively correlated with job performance ($r = .53$, $p < .01$), which means that the participants who were more emotionally intelligent reported better job performance. This can be explained by the ability of emotionally intelligent individuals to manage their own emotions, stay concentrated under difficult conditions, and react properly to current circumstances. Similar to this study, other studies also found a positive relationship between emotional intelligence and the performance of employees.

There was another important finding with regard to correlation relationship between emotional intelligence and contextual performance. The study results show significant positive correlation ($r = .39$, $p < .01$). The findings imply that workers with higher emotional intelligence skills show better ethical behaviors which maintain the proper psychological climate in the working environment. Contextual performance consists of behaviors such as collaboration, helping fellow workers, taking initiative, and promoting the company. One of the greatest advantages of emotional intelligence is that it permits people to communicate better, cope with the problems of interaction, and maintain healthy relations with other employees.

The relationship between emotional intelligence and task performance ($r = .53$) is somewhat stronger than the relationship between emotional intelligence and contextual performance ($r = .39$). This means that emotional intelligence is more strongly related to employees' realized performance than it is to their behaviors in the workplace. Nevertheless, each relationship has been shown to be positive and statistically significant. This finding is in line with previous research indicating that emotional intelligence is positively related to job performance and other variables relating to employees.

The regression analysis provided further evidence for the correlation results. The results showed that emotional intelligence was significant in predicting job performance, with $B = .17$, $SE = .04$, $t = 4.40$, $p < .001$, and the 95% confidence interval being $[.09, .25]$. In this case, we can observe that since the confidence interval cannot be zero, the regression coefficient is significant. The positive nature of the regression coefficient signifies that higher levels of emotional intelligence are related to higher job performance. This finding is consistent with the previous research

conducted on Pakistani workers. For instance, Naqvi and Siddiqui (2023) report that based on the research on SME workers in Pakistan ($n = 382$), emotional intelligence has a positive impact on job performance, and job satisfaction serves as a mediator between emotional intelligence and job performance.

In addition, the findings are in line with those reported from the study conducted in the banking sector of Pakistan. Iqbal et al. (2024) investigated the employees and managers of the private banks operating in the province of Khyber Pakhtunkhwa and found a positive correlation existing between emotional intelligence and the performance of employees. Their work pointed out that psychological empowerment plays a mediational role in the link between emotional intelligence and performance. The findings can be considered relevant in the context of the present study because both researches dealt with emotional intelligence and performance of employees in the private banking sector of Pakistan. Nevertheless, the present research aimed at looking at the results obtained in a wider context of the private sector employees not only limited to banks.

The results can also be interpreted according to the Ability Model of Emotional Intelligence proposed by Mayer and Salovey. According to this model, emotional intelligence includes the ability to recognize, express, and utilize emotions. Employees may be able to deal effectively with difficult situations, manage their emotions, and cooperate with other people more successfully. As such, these skills may prove to be useful in both task performance and interpersonal performance. Therefore, the positive correlations established in the study confirm the significance of emotional abilities for understanding both individual and organizational performance.

Another suggestion for explanation could be that employees with emotional intelligence might be capable enough to handle job pressures and expectations from peers effectively. Employees in the private sector may experience pressures associated with meeting deadlines, loads of work, communication with clients, changes within the company, etc. Employment of emotional regulation might allow employees to demonstrate proper behavior and fulfill their job requirements. Prior studies had the same findings, indicating a relationship between emotional intelligence and employees' performance through less stress on the job.

All in all, the current research produced results that confirmed both of the hypotheses. The first hypothesis that emotional intelligence has a strong positive correlation with work performance was confirmed by the correlation results, which indicated that there are strong positive correlations between emotional intelligence and both task and contextual performance. The second hypothesis that there is a significant predicative effect of emotional intelligence on work performance was supported by the regression analysis. The overall pattern of findings suggested that emotional intelligence was positively correlated with and predictive of work performance in the current sample. Nevertheless, since the current study has a cross-sectional design, the results should be interpreted only as correlations and predictive statistical relationships.

Conclusion

The current study showed that emotional intelligence was positively and significantly related to job performance. With the increase in emotional intelligence, the performance of many participants increased, including both task and contextual performance. Therefore, it is safe to

state that those participants who had a high score of emotional intelligence showed better job performance. Furthermore, it was found that emotional intelligence is a good predictor of job performance.

In general, the conclusion made was that emotional intelligence is one of the important psychological factors that influence job performance. Additionally, the results correspond to the findings of the previous studies conducted in other organizations and in Pakistan. However, the results should be taken into consideration together with the limitations of the study and sample. The data were gathered at one point in time, thus establishing the connection between emotional intelligence and job performance but not proving the causal influence of emotional intelligence over job performance.

Suggestions

Based on the results of the research, it is necessary for organizations to consider the introduction of emotional intelligence training into their employee development programs. Activities of the training might be conducted in the area of emotional awareness, emotional regulation, communication and understanding others, and emotional response to the problems in the workplace. Such dedicated training is especially important for employees whose work involves interacting with colleagues, supervisors, or customers on a regular basis. Earlier studies showed that using emotional intelligence competence training can be useful in workplace settings.

Organizations can also offer training seminars, coaching, and workshops that aim to improve the emotional and interpersonal competencies of workers. Moreover, the next studies can investigate the role of other elements in the relationship between emotional intelligence and work performance, for example, job satisfaction, work engagement, or stress. For example, some past studies in Pakistan demonstrated that job satisfaction and psychological empowerment are some of the mechanisms proving the connection between emotional intelligence and performance. More large-scale research should be done in the future, broadening the number of participants from different organizations and professions.

Limitations

The current study had some limitations. First, the sample size of the study was small, i.e., only 100 participants; thus, the findings may not generalize to all the private sector employees. The sample size also included a relatively larger number of women and private sector workers; thus, this aspect could have affected the results obtained.

Second, the study used a quantitative cross-sectional correlational study design, in which the data were collected at one time. Thus, even though there was a significant association and prediction of emotional intelligence for the job performance, there is no evidence of causation. It cannot be conclusively determined based on these results that an increase in emotional intelligence will lead to improved job performance.

Third, the study used data based on questionnaires, which can also be influenced by participants' self-perception. Moreover, the current study mainly concentrated on emotional intelligence and job performance but did not take into account any other variables that might affect the

performance of employees such as job satisfaction, work engagement, leadership, organizational climate or psychological empowerment.

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