

Emotional Intelligence and Employee Performance: The Mediating Role of Organizational Culture in Private Schools of Pakistan

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ABSTRACT

Emotional intelligence is now a significant aspect that determines the attitudes and workplace performance of employees in any given organization during the contemporary times. Schools and especially the private schools need employees with good emotional competency to handle relationship with other employees and ensure that they perform efficiently. The study explores psychological intelligence of employees on performance and turnover intention with the intermediation of organizational culture in the performance and turnover intention of employees working in private high schools in Dera Ismail Khan, Pakistan. A quantitative type of research was used in the form of a structured questionnaire which was distributed to 238 respondents comprising of teaching and management personnel of a private school. The data obtained were examined in terms of descriptive statistics, correlation, regression, mediation analysis and tests of significance. It has been found out that emotional intelligence has a strong positive correlation with employee performance and that the direct correlation between emotional intelligence and turnover intention was relatively non-significant. Besides, the findings show that organizational culture partially mediates the connection between emotional intelligence and employee performance and turnover intention. Demographic analysis also indicated that there was a lot of difference among various groups of respondents. The research indicates the role of emotional intelligence development and the creation of positive organizational culture in schools to improve the performance of employees and organizational stability. The conclusions make useful contributions to school administrators and policymakers who want to enhance workplace productivity and turnover in the education industry.

Keywords: Emotional Intelligence, Organizational Culture, Employee Performance, Turnover Intention, Private Schools, Pakistan

INTRODUCTION

Human resource is still one of the most precious assets to organization success. The performance of employees in the contemporary organizational setup is not just based on their cognitive abilities but also on their emotional competencies that help them to cope with the interpersonal relationship and the stresses in the work environment. The concept of emotional intelligence has consequently become a significant construct in organizational behavior studies that identify ways through which people identify, manage, and apply emotions within the workplace environment (Miao et al., 2017).

The emotional intelligence can be defined as the ability to observe and to control emotions in self and others and at the same time ensure positive social relations. Emotionally intelligent employees have better communication skills, empathy, and emotional control, which help them to work as a team and collaborate efficiently in the workplace. The studies have also shown that EI allows people to better manage work stress, positively solve conflicts, and remain in a good relationship with a professional (Goleman et al., 2017). With the growth of the focus on interpersonal competency and adaptive leadership among the organizations, emotional intelligence has become one of the determinants of performance and effectiveness of employees.

Employee performance can be defined as the level to which workers effectively perform their allocated responsibilities and help the organization to achieve its objectives. The employees with high performance have efficiency, commitments and adaptability to work in the dynamic work environments. Empirical research has demonstrated that emotional intelligence has a positive impact on job performance as it improves the capacity of employees to deal with stress, effective communication, and motivation maintenance during difficult circumstances (Chen et al., 2019; Kim and Foroudi, 2020).

Employee turnover intention is the other major concern to organizations as an employee turns to intentionally leave the organization. Turnover intentions are a significant organizational problem, as they may cost the company a lot of money in recruitment efforts, expertise, and disrupt a continuous operation. Research indicates that employee who possess higher emotional competencies can easily handle workplace issues and this minimizes their chances of acquiring intentions to leave the organization (Lee and Ok, 2017).

The culture of organizations is also important in determining the behavior and attitudes of the employees. Organizational culture is a set of common values, norms and practices that control the ways employees communicate at the workplace. These fundamental aspects can be promoted through an organizational culture that promotes cooperation, commitment, and job satisfaction and eventually boost employee performance and turnover intentions (Lakshmi and Sekhar, 2018; Rahman and Hadi, 2019).

In recent organizational studies, there has been focus on the contribution of psychological and organizational resources in determining the outcomes of employees. According to the Conservation of Resources theory, the employees aim at attaining and defending valuable psychological resources, including emotional stability, social support, and professional recognition (Hobfoll et al., 2018). In this respect, emotional intelligence may be one of the personal sources that help employees cope with stress at the workplace and continue working.

Moreover, the current studies emphasize the value of wellbeing of the workplace and favorable organizational frameworks in sustaining organizational productivity. The empirical research studies on employee burnout and work-related strain show that psychological resources and favorable organizational factors play a vital role in employee results and performance (Iqbal et al., 2025a). On the same note, studies on new technologies in workplaces show that cognitive and emotional requirements in workplaces are instrumental in determining the performance of employees (Iqbal et al., 2025b).

Schools and colleges are some of the most interactive work environments where the teacher and administration staff are constantly dealing with a complicated interpersonal relationship. Instructors need to juggle teaching duties, student interaction, and administration and sometimes in under-resource-rich settings. Emotional intelligence is especially relevant in such situations since it allows employees to control emotions, suppress stress, and ensure positive relationships at work.

Although there is an increasingly expanding literature on the topic of emotional intelligence and its impact on organizational performance, there is a lack of empirical data on the effects and relationships between

these two aspects in the education sector of Pakistan. Precisely, the mediation effect of organizational culture in the association amid emotional intelligence, employee performance, and turnover intention have been of comparatively minor focus in the private learning institutions.

This is why the current research will examine which influence emotional intelligence has on the performance of employees and their turnover intention in private high schools in Dera Ismail Khan, Pakistan. Besides this, the research also looks at the mediating power of the organizational culture in elucidating the influence of emotional intelligence on the outcomes of the employees in the educational institutions.

LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

Emotional Intelligence and Employee Performance

Emotional intelligence has been considered a key issue that has a great impact of employee behavior and outcomes at work. Emotional intelligence is the skill that enables one to observe, comprehend, manage as well as apply emotions aptly in interpersonal communication. With high emotional intelligence, such employees are able to cope with stress at the workplace better, communicate successfully and establish healthy relationships with work mates and supervisors (Miao et al., 2017).

Past literature has shown that emotional intelligence can play a major role in employee performance. Employees who have increased emotional intelligence have better problem solving skills, better teamwork and are also more adaptive in work environments that are dynamic. The competencies allow employees to execute their responsibilities in a better way and sustain high productivity levels (Chen et al., 2019). Emotional intelligence also promotes motivation and commitment of the employees to the organizational goals that, also, improve job performance (Kim and Foroudi, 2020).

Emotional intelligence plays a crucial role in learning institutions especially since educators and administration officials have to constantly grapple with emotionally challenging scenarios that involve students, parents, and fellow employees. The more emotionally intelligent teachers will be better positioned in dealing with the stress in the classroom, solving interpersonal issues, and having positive relationships with students and colleagues. Consequently, emotional intelligence is also likely to have a positive impact on the performance of employees in learning institutions.

According to these arguments, the hypothesis below is formulated:

H1: Emotional intelligence and organizational culture are positively correlated with employees' performance and turnover intention.

H2: Emotional intelligence significantly determines employees' performance.

Emotional Intelligence and Turnover Intention

Employee turnover intention has aroused a great concern among organizations since it may cause organizations to incur high recruitment expenses, loss of skilled employees, and interruption of operations in the organization. Turnover intention is a conscious or willingness of an employee to move out of the organization (Lee and Ok, 2017).

Emotional intelligence can have a significant role of suppressing turnover intentions. Employees who are more emotionally intelligent have the capacity to handle stress at work better, have healthy relationships

with their colleagues, and overcome organizational issues. Through these emotional competencies, the employees get to be dedicated to their organizations and become less willing to leave.

It has been postulated that emotionally intelligent workers show increased psychological strength and job satisfaction, which reduces their turnover intentions development (Miao et al., 2017). Conversely, employees that have low emotional intelligence might not be able to cope with the pressures of the working environments and the interpersonal strains; hence, making them more dissatisfied and willing to leave the organization.

According to these arguments, the hypothesis is the following:

H3: Emotional intelligence significantly determines turnover intention.

Mediating Role of Organizational Culture

Organizational culture is a collection of values, beliefs and norms that direct the behavior of employees in an organization. Effective and favorable organization culture encourages teamwork, communication and respect amongst the employees. This kind of environment motivates the employees to work effectively and stay dedicated to the objectives of the organization (Lakshmi & Sekhar, 2018).

The organizational culture can also affect the way that the employees apply their emotional competencies at the workplace. Emotionally intelligent employees have higher chances of putting their interpersonal skills in to practice where organizations encourage healthy cultures of trust, teamwork and openness in communication. This facilitating environment reinforces the connection between the emotional intelligence and the performance of employees.

On the same vein, organizational culture may shape the desires of employees to stay in an organization or leave. Job satisfaction and organizational commitment are the results of a positive organizational culture that minimizes the turnover intentions among employees (Rahman and Hadi, 2019).

Also, studies relying on the Conservation of Resources theory indicate that the supportive organizational environments can serve as valuable resources that improve the psychological well-being of employees and their work performance (Hobfoll et al., 2018). Employees who are employed in conducive cultures are more likely to be motivated and emotionally stable, a factor that reinforces the role of emotional intelligence as a positive factor in the workplace.

According to these arguments, there are the following hypotheses that are proposed:

H4: Organizational culture mediates the relationship between emotional intelligence and employees' performance.

H5: Organizational culture mediates the relationship between emotional intelligence and turnover intention.

Demographic Differences

The factors of age, gender, work experience, and education could have a certain impact on the perception of emotional intelligence, organizational culture, and job results among the employees. Past research has suggested that the demographic conditions can develop differences in the attitudes of employees, work behaviour, and performance in an organizational environment (Bakker and Demerouti, 2017).

Workplace conditions might not affect employees in the same way since employees have different demographic backgrounds, and this may influence how they perceive emotional intelligence and the organizational culture. Consequently, the analysis of demographic variations will bring extra information on the impact of personal features on the performance of employees within the organizational setting.

As such, the hypothesis is the following:

H6: Demographic factors create significant mean differences in research variables.

METHODOLOGY

Research Design

The research design that was adopted in this study was quantitative cross-sectional research design because it aimed to investigate the connections between emotional intelligence, organizational culture, employee performance, and turnover intention among teachers teaching in private schools. Quantitative survey techniques are also frequently applied in the study of organizational behavior to test the relationships between psychological and work-related variables with the help of statistical analysis.

The study conceptual model explores the analysis of emotional intelligence as an independent variable, employee performance and turnover intention as dependent variables and organizational culture as a mediating variable. Demographic factors were added as well to explore the potential variations among participants.

Population and Sample

The sample group used in this study comprised of secondary schools within District Dera Ismail Khan in Pakistan which serve privately. The teaching context also demands a constant interpersonal communication, regulation of emotions, and collaborative communication, which is why emotional intelligence is especially significant concerning the performance of employees and their workplace performance.

The survey-based method of sampling was employed to obtain answers of teachers in the selected private schools. There were 364 questionnaires that were given and 320 of usable responses were received to be analyzed statistically. It was deemed that the response rate was sufficient in order to perform a structural equation modeling analysis.

Data Collection Instrument

The instrument used to gather information was a structured questionnaire, having two major parts.

The initial section contained demographic data which comprised gender, age, educational qualification and teaching experience.

The research variables were measured in the second part:

- Emotional Intelligence
- Organizational Culture
- Employee Performance

- Turnover Intention

All measurement items were assessed using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), which is widely used in organizational and behavioral research.

Measurement of Variables

The study constructs were based on the previous literature scales.

The Emotional Intelligence is the gauge of the capacity of employees to identify, control, and direct emotions when dealing with others.

Organizational Culture demonstrates common values, teamwork, communication styles and amiable organizational climates.

Employee Performance measures employees' effectiveness in performing assigned duties and contributing to organizational objectives.

Turnover Intention measures employees' likelihood or intention to leave the organization in the near future.

Data Analysis Technique

The data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS software. PLS-SEM is widely used in social science and management research to analyze complex relationships among latent variables and to test mediation models (Hair et al., 2022).

The analysis followed the two-stage approach recommended for PLS-SEM studies.

Measurement Model Assessment

The measurement model was evaluated to assess the reliability and validity of the constructs. The following criteria were examined:

- Indicator reliability (factor loadings ≥ 0.70)
- Internal consistency reliability using Composite Reliability (CR ≥ 0.70)
- Convergent validity using Average Variance Extracted (AVE ≥ 0.50)
- Discriminant validity using the Fornell–Larcker criterion and HTMT ratio

Structural Model Assessment

After confirming the validity of the measurement model, the structural model was evaluated to test the hypothesized relationships. The structural model assessment included:

- Path coefficients (β values)
- Coefficient of determination (R^2)
- Effect size (f^2)

- Predictive relevance (Q^2)
- Bootstrapping procedure (5,000 resamples) to test the significance of relationships.

The mediation effect of organizational culture between emotional intelligence and employee outcomes was examined through indirect path analysis using bootstrapping.

RESULTS

Descriptive Statistics

Descriptive statistics were used to present the demographic characteristics of the respondents. The data were collected from 238 respondents working in private high schools in Dera Ismail Khan, Pakistan.

Table 1

Demographic Characteristics of Respondents (n = 238)

Variable	Category	Frequency	Percentage
Nature of Job	Management	111	46.6%
	Teaching	127	53.4%
Gender	Male	150	63.0%
	Female	88	37.0%
Age	20–29	108	45.4%
	30–39	79	33.2%
	40–49	51	21.4%
Qualification	SSC	4	1.7%
	FA/FSc	18	7.6%
	BA/BSc	36	15.1%
	BS/MA/MSc	160	67.2%
	MPhil	13	5.5%
	PhD	7	2.9%
Experience	0–4 years	93	39.1%
	5–9 years	68	28.6%

	10–14 years	48	20.2%
	15–19 years	29	12.2%

The demographic findings show that the largest number of respondents was male (63%), and 37% of the respondents were female. Most of the respondents were aged between 20-29 years (45.4%). Regarding education, the majority of the respondents had BS/MA/MSc degrees (67.2%). In terms of experience, 39.1% had work experience of less than five years and therefore the workforce in the education sector is rather young.

Correlation Analysis

The correlation analysis was employed to assess the quality and nature of interrelationships between the variables of emotional intelligence, organizational culture, employee performance, and turnover intention.

Table 2

Correlation Matrix

Variables	EI	OC	EP	TI
Emotional Intelligence (EI)	1	.511	.641	.095
Organizational Culture (OC)	.51	1	.506	.204
Employee Performance (EP)	.641	.506	1	.125
Turnover Intention (TI)	.095	.204	.125	1

Note: $p < 0.01$

The finding shows that there is a strong positive relationship between emotional intelligence and employee performance ($r = .641$, $p < .001$). The organizational culture also has a positive correlation with the performance of the employees ($r = .506$, $p < .001$) and a negative relation with turnover intention ($r = .204$, $p = .01$).

Regression Analysis

Regression analysis was done to test the predictive relationship of emotional intelligence and employee performance.

Table 3 a

Regression Results: Emotional Intelligence → Employee Performance

Predictor	β	t	p
Emotional Intelligence	.641	12.832	.000

The findings show that emotional intelligence is an important predictor of employee performance ($\beta = .641$, $p = .001$). The model accounts 41.1 percent of the variation in employee performance ($R^2 = .411$). Therefore, H2 is supported.

Table 3 b

Regression Results: Emotional Intelligence → Turnover Intention

Predictor	β	t	p
Emotional Intelligence	.095	1.459	.146

The findings indicate that emotional intelligence is not a significant factor in turnover intention ($p = .146$). Thus, H3 is rejected.

Mediation Analysis

The mediation effect of organizational culture was formulated through mediation analysis based on the regression.

Table 4

Mediation Results: EI → OC → Employee Performance

Path	β	p
EI → EP	.521	.000
EI → EP (with OC)	.421	.000
OC → EP	.158	.000

The figures show that the impact of emotional intelligence on the performance of employees reduces by $\beta = .521$ to $\beta = .421$ once the organizational culture is included. This implies biased mediation.

H4 is, thus, partially validated.

Table 5

Mediation Results: EI → OC → Turnover Intention

Path	β	p
EI → TI	.161	.146
EI → TI (with OC)	.457	.000
OC → TI	-.469	.000

Once the probing of organization culture is involved, the relationship will be meaningful. This implies that organizational culture mediates the correlation between turnover intention and emotional intelligence partly.

Thus, H5 is partially justified.

Demographic Differences

Demographic differences were studied using independent sample t-tests and ANOVA.

The results indicate:

- Nature of Job: There are huge discrepancies between the management and teaching personnel.
- Gender: Mean scores were higher by the male respondents compared to the female respondents.
- Age: There were significant disparities in terms of age.
- Qualification: No major differences were found.
- Designation: There were found to be significant differences in job designations.
- Experience: The differences were observed partially with experience levels.

These results partially confirm H6, meaning that the demographic factors have an impact on the perceptions of emotional intelligence, organizational culture, employee performance, and turnover intention.

DISCUSSION

This study was aimed at analyzing the effect of emotional intelligence on employee performance and turnover intention in private high schools in Dera Ismail Khan, Pakistan, mediated by the organizational culture. The outcomes of the research give great information about the role of emotional competencies in educational institutions and their impact on employee results.

The findings demonstrate that emotional intelligence is strongly positively related to employee performance. This observation implies that employees that have the ability to interpret and control their emotions are better able to carry out their professional duties. Emotional intelligence helps one to manage emotional responses, social interactions with fellow employees and good interpersonal relationship at work. These competencies improve the efficiency with which employees meet tasks and assist institutions to achieve their objectives. The given result supports the existing literature that proves emotional intelligence has a positive effect on employment and performance at the workplace (Miao et al., 2017; Kim and Foroudi, 2020).

The findings however indicate that emotional intelligence does not directly cause a significant effect on turnover intention. This observation shows that emotional intelligence in itself might not be applicable in alleviating intentions of employees to quit the organization. The employees may also make their job-retention decisions based on other organizational factors including work environment, organizational support, and institutional policies. Other studies have indicated similar results in the past where organizational conditions were more successful in determining employee turnover intentions than individual emotional competencies.

The report also indicates that organizational culture is a big mediating factor between emotional intelligence and employee performance. The addition of organizational culture to the model enhanced the explanatory power of emotional intelligence, which implies that a positive organizational climate enhances the positive role played by emotional competencies on job performance. Strong organizational culture that can be described by collaboration, communication and common values promotes the employees to better apply their emotional intelligence into carrying out their job role.

On the same note, the relationship between emotional intelligence and turnover intention was also identified to be mediated by organizational culture. The findings suggest that the existence of organizational culture that is conducive and organized lowers the chances of employees quitting the organization. A good organizational culture will provide an atmosphere where employees feel appreciated, encouraged and inspired to be loyal to their institutions. This observation brings out the significance of organizational culture in the formation of attitude and behavioral outcomes of employees.

It was also found that the demographic analysis gave some valuable information about the difference in the observed research variables in diverse groups of respondents. The findings demonstrated that there were considerable differences depending on nature of job, gender, age, designation and experience. Specifically, the male respondents and management staff had more mean scores on emotional intelligence, organizational culture, and employee performance than their counterparts. Such results indicate that demographic factors can affect the views of the employees regarding the workplace circumstances and their emotional skills.

On the whole, the results of the given study highlight the fact that the emotional intelligence and the organizational culture are significant predictors of the desired employee outcomes within educational organizations. Schools with high levels of employee performance and organizational stability can be attained through schools with high levels of emotional intelligence behaviors and favorable organizational cultures.

CONCLUSION AND IMPLICATIONS

Conclusion

This study investigated the relationships between the emotional intelligence and the employee performance and turnover intention with the help of organizational culture in the private high schools of Dera Ismail Khan Pakistan. The findings indicated that emotional intelligence is very helpful in enhancing the performance of the employees. Higher emotional intelligence in employees enables them to be better in managing interpersonal relationships, managing office stress and effective communication inside organizations. Such abilities allow the employees to work more effectively in their professional duties and make their institutions successful. The results also reveal that emotional intelligence does not have any direct impact on turnover intention. This indicates that the use of emotional competencies in influencing employees to leave an organization is not entirely depended on emotions but other organizational variables like the management practice, working conditions, and institutional support might be influential. It was further established in the study that organizational culture has a massive mediating role when it comes to the emotional intelligence and employee outcomes. The positive impact of emotional intelligence to employee performance is reinforced by a favorable organizational culture and reduces the turnover intentions. These findings show the relevance of providing employees with a positive work environment that makes them feel appreciated, supported, and motivated to work towards achieving organizational goals. On the whole, the research confirms that emotional intelligence and organizational culture play a key role in determining the results of the employees in the educational institution and organizational stability.

Practical Implications

The results of this research offer various practical implications to the education administrators and policymakers. The private schools ought to emphasize on the emotional intelligence of employees by undertaking professional training programs, workshops and leadership development programs. Such programs may lead to increasing the emotional awareness of employees, their interpersonal communication, as well as stress management skills, which will eventually result in better job performance.

Moreover, the school management ought to give primary consideration to the establishment of a conducive organizational culture that promotes cooperation, respect and communication among the employees. Positive organizational culture could lead to employee satisfaction, organizational commitment, as well as decrease turnover intentions.

Educational programs can also incorporate the use of emotional intelligence in their recruitment and leadership development programs to make sure that the employees have the inter-personal competency needed to sustain productive working conditions.

LIMITATIONS OF THE STUDY

This study has a number of limitations though it has some contributions. First, the research was done in a set of private high schools in a specific district in Pakistan, which cannot be generalized to the rest of the regions/sectors. Second, the study was based on self-reported information based on a questionnaire, which can cause response bias. Third, the cross-sectional study does not allow studying the changes in the attitudes and behaviors of employees over a period.

DIRECTIONS FOR FUTURE RESEARCH

The area of this research can be broadened in future studies to investigate emotional intelligence and organizational culture in other areas of the economy like higher education, healthcare, and corporate organizations. Other comparative research in various areas of Pakistan can also offer more comprehensive evidence of the role of emotional intelligence in organizations.

Additionally, other relevant mediating or moderating factors can be examined by the future researcher, namely job satisfaction, organizational commitment, leadership style, and workplace stress. The longitudinal research designs can also be effective in exploring the role of emotional intelligence and organizational culture on employee outcomes in the long run.

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