

Perceived Emotional Intelligence as a Predictor of Self-Reported Job Performance.

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ABSTRACT

This investigation explored the predictive capacity of perceived emotional intelligence regarding self-reported occupational performance among organizational employees in Pakistan. A cohort of 150 employees (48% male, 52% female) from both private and public sector organizations took part in the research. Respondents were administered the WLEIS and the IWPQ as measurement instruments. Statistical examination was conducted utilizing Pearson correlation coefficients and simple linear regression analysis. Perceived emotional intelligence exhibited a statistically significant positive association with aggregate job performance ($r = .58, p < .01$). The construct significantly and positively predicted task performance ($\beta = .580, p < .001, R^2 = .336$) and contextual performance ($\beta = .630, p < .001, R^2 = .397$), while significantly and negatively predicting counterproductive work behavior ($\beta = -.460, p < .001, R^2 = .212$). All four proposed hypotheses received empirical support. Perceived emotional intelligence constitutes a substantive predictor of job performance across all three performance dimensions. Organizational institutions may derive benefit from integrating emotional intelligence assessment mechanisms into their recruitment, training, and professional development initiatives to optimize employee performance and cultivate a favorable organizational environment.

Keywords: Emotional intelligence, job performance, task performance, contextual performance, counterproductive work behavior, WLEIS, IWPQ

INTRODUCTION

Background of the Study: The background of the study is that emotional intelligence is a significant variable in organizational psychology that is found to affect employee psychological states, workplace interpersonal relationships, and other indicators of performance. The concept of identifying, understanding, regulating and using emotion in an effective way in both interpersonal and intrapersonal situations (Wong & Law, 2002) has been extensively studied over the past few decades. The empirical literature has consistently shown that emotional intelligence is one of the key factors influencing job performance, and the results of

the meta-analysis have demonstrated that, in a wide variety of job sectors, the empirical predictive coefficient of emotional intelligence is 0.45 (Grobelyny et al., 2021). This evidence shows that emotional intelligence is a valid predictor of occupational outcomes, and out-performs many traditional personality dimensions in this regard.

This relationship between emotional intelligence and work performance becomes more significant in light of the current management context that emphasizes the importance of working together, flexibility and affective self-control. People with high EQ are more flexible, good interpersonal communication and effective operation, while people with low EQ face challenges in managing stress, communicating, and working cooperatively with colleagues (Kamaruzaman et al., 2025). These challenges can lead to mistakes in performance, relationship conflicts, and loss of productivity in the organization and ultimately undermine individual and institutional results.

Occupational performance is a complex phenomenon that involves task execution proficiency, organizational citizenship behaviors and negative behaviors in the workplace (Koopmans et al., 2014). Task execution proficiency refers to how well employees perform their core tasks, organizational citizenship behaviors refer to anything that employees do outside their job descriptions but benefits the organization, and detrimental workplace activities refer to behaviors that hinder the organization's effectiveness. Given the heterogeneous nature of these performance dimensions, emotional intelligence might predict different aspects of the dimensions in different ways, and organizational citizenship behaviors might be more sensitive to interpersonal competencies and affective regulation mechanisms.

LITERATURE REVIEW

Emotional Intelligence: Emotional intelligence (EI) is defined as the ability to identify, understand, regulate and utilize one's emotions in an effective way in inner and outer domains (Wong & Law, 2002). Emotion is described as a multidimensional phenomenon with four dimensions – self-emotion appraisal, others' emotion appraisal, use of emotion, and regulation of emotion, by Wong and Law (2002). This model was the basis for the development of the Wong and Law Emotional Intelligence Scale (WLEIS) which has been thoroughly psychometrically validated and extensively used in organizational investigations across culturally diverse groups (Alkhalaileh et al., 2025; Xiao & Lü, 2025).

Self-perceived emotional intelligence, as measured by the WLEIS, refers to the individual's own ratings of his/her emotional functioning rather than objective measures of emotional functioning. The distinction is important because the subjective evaluation of emotional capacities and the resulting confidence in one's own abilities, and willingness to engage in affectively demanding situations, is likely to affect organizational behaviors and the productivity of the individual (Joseph & Newman, 2010). Joseph and Newman (2010) suggest that the EI process works in a sequential fashion, with the emotion recognition stage followed by the emotion comprehension stage, which is followed by the emotion management stage, and that the emotion management stage influences occupational performance outcomes.

Job Performance: Job performance is one of the most significant phenomena in organizational psychology, and it has a significant impact on both organizational success and the performance of the employee (Tang et al., 2026). Theories on job performance at present regard it as a multidimensional phenomenon with three basic dimensions: task performance, contextual performance, and counterproductive work behavior (Koopmans et al., 2014). Task performance denotes the level of competence that the employees demonstrate in the execution of the main tasks of their occupation. Voluntary behaviors supportive of the organizational context are also included in contextual performance such as peer assistance and organizational citizenship behavior. Counterproductive work behavior is any type of behavior that negatively affects organizational functioning, including failure to follow policies, absenteeism and interpersonal conflicts.

These three components have been operationalized by the IWPQ, which has been extensively empirically validated in different cultural contexts (Lousã et al., 2024; Tang et al., 2026), and found to be stable and to have good measurement properties.

The Relationship between Emotional Intelligence and Job Performance: The relationship between emotional intelligence and job performance has been subjected to a rigorous empirical examination, and the results of meta-analysis have provided strong support for this relationship. The results of Grobelny et al. (2021), which showed an operational predictive validity coefficient of 0.45 from 99 investigations, support both the trait and ability conceptualizations. O'Boyle et al. (2011) showed that all three aspects of emotional intelligence ability, self-report, and mixed modalities, have high incremental predictive validity over and above personality characteristics and cognitive ability, with the self-report instruments having the highest increment in predictive validity over cognitive ability and Five Factor Model.

The cascading model theorized by Joseph and Newman (2010) provides us with a theoretical framework that can help in explaining this association. The model assumes that people with high levels of emotional intelligence have a greater ability to perceive and deal with affective states, and in turn, reinforce their ability to handle their affective reactions. The behavioral actions flexibly adjusted to workplace settings are outcomes of such proficiency in affective management, which contributes to enhancing work productivity. The staff individuals that portray elevated amounts of emotional intelligence demonstrate high levels of versatility, interpersonal competence, competency, and success at workplace (Kamaruzaman et al., 2025).

Quantitative studies with the use of the WLEIS and IWPQ assessment tool have proved those claims. Zaman et al. (2021) discussed the relationship between affective intelligence and occupational productivity among medical professionals in Pakistan and concluded that emotional intelligence positively correlated with occupational productivity. Simultaneously, Kamaruzaman et al. (2025) provided the analysis of such association between 103 factory workers in one of the Malaysian corporations and determined that the positive association could be identified between emotional intelligence and workplace productivity. The conclusions demonstrate backing for the conceptualization of interpersonal and affective modification routes through which emotional intelligence impacts occupational productivity.

Summary of Literature: Scholarly inquiry has established emotional intelligence as a robust predictor of occupational performance outcomes. Empirical evidence aggregated suggests an important positive relationship between EI and JP, with the greatest predictive power from self-assessment instruments. The cascading model (Joseph & Newman, 2010) provides a theoretical perspective on how this connection works, via the processes of emotion regulation. These findings have been supported by research carried out in a number of organizational settings using the WLEIS and IWPQ. However, the literature is sparse on how the perceived EI was associated with all three dimensions of IWPQ at the same time to what extent, particularly within a non-Western sample, like Pakistan. The present study attempts to fill this empirical gap.

Research Gap: While the empirical link between emotional intelligence and occupational performance is supported, there is a lack of empirical studies that simultaneously measure all three aspects of occupational performance using the WLEIS and IWPQ instruments, especially in non-Western countries. Furthermore, divergence of concepts between ability-based emotional intelligence and self-reported emotional intelligence is a need that requires more in-depth research study, since self-reported emotional intelligence can operate through processes of confidence, self-efficacy and motivation, instead of measured emotional ability (Joseph & Newman, 2010). The present investigation aims to fill this gap in the literature as it explores the explanatory power of SEE for task performance, contextual performance and CWBs using a single framework and a sample of 150 organizational members working in Pakistan.

Rationale of the Study: This investigation is justified in light of the research gap as it investigates the extent of perceived emotional intelligence as a predictor across all three dimensions of performance simultaneously using psychometrically valid instruments in the context of Pakistani workforce. The findings will contribute to the knowledge of the hierarchical structure of emotional intelligence (Joseph & Newman, 2010) and provide practical directions for practitioners who want to maximize the productivity of their workers by developing their emotional intelligence competencies.

Hypotheses

Based on the current state of the art and empirical evidence that were explored in this investigation, the following research propositions were developed:

H1: Perceived Emotional Intelligence is positively and significantly associated with Self-Reported Job Performance.

H2: Perceived Emotional Intelligence is an important positive predictor of Self-Reported Job Performance.

H3: Perceived Emotional Intelligence functions as a significant positive predictor of Self-Reported Contextual Performance.

H4: Perceived Emotional Intelligence serves as a significant negative predictor of Self-Reported Counter-productive Work Behaviors.

METHODOLOGY

Research Design: The research method used was quantitative in nature with a cross-sectional design and included correlational and predictive analysis. This methodological approach was found to be adequate for the purposes of this research, which aimed to explore the relationships between perceived emotional intelligence and job performance as perceived by the respondents, as well as to examine the predicting role of perceived emotional intelligence on the relationships between the three dimensions of job performance (task performance, contextual performance, and counterproductive work behavior).

Population and Sample: The target population was people working in private sector and public sector institutions located in Gujrat, Pakistan and the sample was all the people working in private sector and public sector institutions. The participants were a total of 150 employees from various private and public sector organizations. The number of participants per predictor variable was determined according to methodological guidelines set forth for regression-based statistical analyses, which suggest a ratio of 10 to 15 participants per predictor variable (Tabachnick & Fidell, 2019). The recruitment method used was a convenience sampling method to identify and engage potential participants. Participants were recruited and identified using existing professional networks, contacts in the participants' professions, and through institutional recommendation.

Inclusion and Exclusion Criteria

Inclusion Criteria: Participants were included in the study if they met the following criteria: (a) currently employed in either a private or government organization, (b) aged between 25 and 55 years, (c) minimum of one year of work experience in their current organization, (d) provided informed consent to participate, and (e) able to read and understand the questionnaire in English or Urdu.

Exclusion Criteria: Exclusion criteria were intern or trainee (a); on part-time contract (less than 30 hours a week) (b); extended leave (during data collection period) (c); incomplete responses to the questionnaire (d); and diagnosed psychological or psychiatric condition (e).

Instruments

Demographic Information Sheet: To gather basic information like gender, age, educational qualification, job tenure and type of organization a demographic information sheet was developed.

Wong and Law Emotional Intelligence Scale (WLEIS): Perceived emotional intelligence was measured using WLEIS which is one of the instruments provided by Wong and Law (2002). This self-report measure has categorized 16 items allocated in four separate dimensions, namely: Self-Emotion Appraisal, Emotion of others, Emotion usage, and Emotion regulation. The respondents were asked to provide answers by a 7-point Likert-type scale, with anchors that are Strongly Disagree (1) to Strongly Agree (7) to all questions. The maximum and minimum total scores were 16 to 112 in which high scores signified higher levels of perceived EI. The test has shown that it has good psychometric properties with a range of Cronbach alpha coefficients of between .84 and .91 (Wong and Law, 2002; Xiao and Lü, 2025).

Individual Work Performance Questionnaire (IWPQ): The instrument that was used to evaluate self-reported performance in the case of occupational performance was the Individual Work Performance Questionnaire (IWPQ), developed by Koopmans et al. (2014). It is a 18-item self-report scale which assesses three distinct constructs; Task Performance (5 items), Contextual Performance (8 items) and Counterproductive Work Behavior (5 items). The respondents were asked to measure Task Performance and Contextual performance items using a 5-point Likert scale (Seldom/Al-ways). The Counterproductive Work Behavior items were rated in a 5-point Likert scale (1 = Never to 5 = Often), but. IWPQ has been shown to have a high psychometric property with an alpha of between .72 and .88 (Koopmans et al., 2014; Lousana et al., 2024; Tang et al., 2026).

Procedure: All the participants were provided with in-depth knowledge about the purpose behind the study, that it was voluntary, and that they can drop out of the study at any time. Informed consent was signed by all the participants. The period of data collection was three months. There were physical and online (Google Forms) questionnaires. Paper-based questionnaires were distributed during the working hours after permission from appropriate supervisory staff. The hyperlink to Google Form was shared by means of e-mail and social media. The mean duration of response time in the questionnaires was 15-20 minutes. The ultimate analytical sample was 150 responses that were usable.

Data Analysis: SPSS version 27.0 was used for the statistical analysis. The statistical tests employed were descriptive statistical tests including mean, standard deviation, frequency distribution of the data and percentage distribution of the data, Cronbach alpha test, Pearson correlation coefficients test and simple linear regression modeling. Before conducting regression analysis, preliminary diagnostic testing was carried out all of which met basic regression assumptions, i.e. normality of distribution, linearity of relationship, homoscedastic variance, independent residuals and absence of multicollinearity.

Ethical Considerations: The study was conducted in accordance with ethical principles of informed consent, consenting to participate, confidentiality, anonymity, safety of data and no harm to the participants.

RESULTS

Table 1

Demographic Characteristics of Participants (N = 150)

Variable	Category	N	%
Gender	Male	72	48.0
	Female	78	52.0
Age (Years)	25–34	58	38.7
	35–44	55	36.7
	45–55	37	24.6
	Range	25–55	
	M (SD)	38.41 (8.12)	

Note. M = Mean. SD = Standard Deviation

The sample consisted of 150 employees, with 48.0% males (n = 72) and 52.0% females (n = 78). Participants' ages ranged from 25 to 55 years (M = 38.41, SD = 8.12), indicating a predominantly middle-aged workforce.

Table 2

Descriptive Statistics, Reliability, and Pearson Correlations Among Study Variables (N=150)

Variable	M	SD	α	1	2	3	4
1. Perceived Emotional Intelligence	58.74	8.65	.90	—			
2. Task Performance	4.08	0.49	.87	.58**	—		
3. Contextual Performance	4.15	0.46	.89	.63**	.66**	—	
4. Counterproductive Work Behavior	1.94	0.57	.84	-.46**	-.39**	-.44**	—

Note. M = Mean. SD = Standard Deviation. α = Cronbach's alpha. **p < .01 (two-tailed).

The examined variables exhibited satisfactory internal consistency, with Cronbach's alpha coefficients spanning from .84 to .90, surpassing the established minimum criterion of .70 (Nunnally, 1978). Participants indicated substantially elevated levels of Perceived Emotional Intelligence (M = 58.74, SD = 8.65).

Task Performance was seen to have a moderate positive correlation with Perceived Emotional Intelligence ($r = .58$, $p < .01$) which indicates that the personnel with higher perceived emotional intelligence exhibit

higher task performance. Similarly, a statistically significant strong positive correlation was found between Perceived Emotional Intelligence and Contextual Performance ($r = .63, p < .01$), suggesting that higher perceived emotional intelligence levels are associated with higher levels of OCBs and prosocial behaviors. Contrary to this, Perceived Emotional Intelligence was found to have a statistically significant moderate negative correlation with Counterproductive Work Behavior ($r = -.46, p < .01$), indicating that those with higher levels of perceived emotional intelligence have lower levels of counterproductive workplace behaviors.

Table 3

Simple Linear Regression Predicting Task Performance from Perceived Emotional Intelligence (N = 150)

Predictor	B	SE B	β	T	p
Constant	2.16	0.26	—	8.31	< .001
Perceived Emotional Intelligence	0.033	0.004	.58	8.62	< .001

Model Summary: $R = .580, R^2 = .336, \text{Adjusted } R^2 = .331, F(1, 148) = 74.33, p < .001$

Note. Dependent Variable: Task Performance. Predictor: Perceived Emotional Intelligence.

A simple linear regression model was used to study whether Perceived Emotional Intelligence is a significant predictor of Task Performance. The regression model demonstrated statistical significance, $F(1, 148) = 74.33, p < .001$, explaining 33.6% of the variation in Task Performance ($R^2 = .336, \text{Adjusted } R^2 = .331$). Perceived Emotional Intelligence had a statistically significant positive correlation, $\beta = .580, t(148) = 8.62, p < .001$. The regression coefficient yielded a B value of 0.033 for Task Performance with the regression standard error of 0.004. These findings indicate that there is a positive link between higher levels of PEQ and better self-perceived task performance results.

Table 4.

Simple Linear Regression Predicting Contextual Performance from Perceived Emotional Intelligence (N = 150)

Predictor	B	SE B	β	T	p
Constant	2.02	0.25	—	8.08	< .001
Perceived Emotional Intelligence	0.036	0.004	.63	9.84	< .001

Model Summary: $R = .630, R^2 = .397, \text{Adjusted } R^2 = .393, F(1, 148) = 96.83, p < .001$

Note. Dependent Variable: Contextual Performance. Predictor: Perceived Emotional Intelligence.

This Perceived Emotional Intelligence (PEI) and Contextual Performance relationship was examined using simple linear regression analysis. The overall model was statistically significant, $F(1, 148) = 96.83, p < .001$, and accounted for 39.7% of the variance observed in Contextual Performance ($R^2 = .397, \text{Adjusted } R^2 = .393$) as Perceived Emotional Intelligence accounted for this variance. The criterion variable was related

positively to the perceived Emotional Intelligence, $\beta = .630$, $t(148) = 9.84$, $p < .001$, and was significant. The unstandardized regression coefficient showed that for every one point increase in Perceived Emotional Intelligence, Contextual Performance increased by 0.036 points ($B = 0.036$, $SE = 0.004$). The results suggest that people with high scores in the P.E.I. were more likely to exhibit the OCB toward fellow workers aspect of prosocial support.

Table 5.

Simple Linear Regression Predicting Counterproductive Work Behavior from Perceived Emotional Intelligence (N = 150)

Predictor	B	SE B	β	T	P
Constant	3.51	0.24	—	14.63	< .001
Perceived Emotional Intelligence	-0.027	0.004	-.46	-6.43	< .001

Model Summary: $R = .460$, $R^2 = .212$, Adjusted $R^2 = .206$, $F(1, 148) = 41.34$, $p < .001$

Note. Dependent Variable: Counterproductive Work Behavior. Predictor: Perceived Emotional Intelligence.

A univariate linear regression analysis was conducted to see if Perceived Emotional Intelligence was a significant predictor of Counterproductive Work Behavior. The overall regression model was statistically significant, $F(1, 148) = 41.34$, $p < .001$, $R^2 = .212$, Adjusted $R^2 = .206$, indicating that it accounted for 21.2% of the variance in Counterproductive Work Behavior. Perceived Emotional Intelligence was a statistically significant negative predictor, $\beta = -.460$, $t(148) = -6.43$, $p < .001$, of the criterion variable. The unstandardized regression coefficient revealed that for each unit increase in Perceived Emotional Intelligence, Counterproductive Work Behavior ($B = -0.027$, $SE = 0.004$) decreased by 0.027 units. The results of this study indicate that people who have higher scores in the P.E.I. scale have lower scores in the predisposition to engaging in counterproductive workplace behaviors scale.

DISCUSSION

A sample of 150 members of organizations was used in this investigation to examine the relationship between perceived emotional intelligence as a predictor of self-assessed occupational performance. The empirical results provided some significant support for all four hypothesized propositions, suggesting that perceived emotional intelligence is a statistically significant positive predictor of overall job performance measures, and as a predictor of task-oriented dimensions of job performance, contextual dimensions of job performance, and counterproductive workplace behaviors, is important. Such results are in line with and in a significant way add to the prevailing literature on EI in organizational settings.

Relationship Between Perceived Emotional Intelligence and Job Performance: In alignment with H1, the analysis demonstrated a substantial positive association between perceived emotional intelligence and self-evaluated job performance ($r = .58$, $p < .01$). This finding is further corroborated by extensive meta-analytic studies. Doğru (2022) conducted a systematic meta-analysis of 68 independent studies ($N = 23,269$) and found that EI, as the three conceptualizations (ability, self-report, and mixed) were analyzed, had a positive relationship with job performance, ranging from $\rho = 0.28$ to 0.30 across all studies. Similarly, O'Boyle et al. (2011) conducted a meta-analytic review and found corrected correlations ranging from 0.24 to 0.30 in the three conceptions of emotional intelligence and job performance, suggesting that emotional intelligence has significant predictive value in job performance. The strength of the association found in

this study ($r = .58$) is greater than the meta-analytic cutoffs reported in previous studies. This difference could be explained by the use of a self-report methodology in the assessment of emotional intelligence and job performance, which might result in common method variance. The correlation between the two types of emotional intelligence (SEI and EQI) and job performance is particularly strong when both measures are self-reports, in which case estimates range around $\rho = .47$ (Joseph & Newman, 2010). These findings fall within this range, and are consistent with the theoretical hypothesis that self-appraisals of emotional intelligence are related to self-appraisals of being a better performer.

Prediction of Task Performance: H2, which suggested that perceived emotional intelligence would be a significant positive predictor of task performance, was supported ($\beta = .580$, $p < .001$, $R^2 = .336$). The regression model explained around 34% of the variance observed in outcomes of task performance. The finding is in line with previous study by Kamaruzaman et al. (2025) who investigated the relationship between emotional intelligence and work performance of manufacturing operators ($N = 103$) using the same measurement instruments for EI (WLEIS) and IWPQ (IWPQ). Their analysis also revealed a positive correlation between emotional intelligence and work performance, which suggests that the employees with high level of emotional intelligence perform their work more effectively when they are able to regulate their emotions. The present study extends these findings by measuring the extent of the predictive effect of emotional intelligence specifically in relation to the task performance.

Further, Joseph and Newman (2010) proposed a two-stage model of emotional intelligence: emotion perception followed by emotion comprehension, followed by emotion regulation, which in turn led to job performance outcomes. They found that their emotional intelligence (ability) is positively predictive in situations that require significant emotional labour, but is less consistent in situations where demands for emotional labour are lower. In the current study, using self-report emotional intelligence measures, the perceived emotional intelligence was found to be a reliable predictor of task performance in a range of work environments, perhaps because self-perceived emotional intelligence represents an individual's self-assuredness in the management of emotional processes, rather than evidence of competence.

Prediction of Contextual Performance: H3 was supported empirically ($\beta = .630$, $p < .001$, $R^2 = .397$) predicting perceived EI as a strong and positive predictor of contextual performance. This model explained ~40% of the variability in contextual performance the largest predictive association found across the investigation. There is a particular sensitivity towards emotional intelligence in the case of contextual performance, which includes organizational citizenship behaviors and prosocial assistance.

According to the research undertaken by Doğru (2022), in many studies, emotional intelligence showed a positive correlation with the organizational citizenship behavior (OCB) (which is considered as one of the basic dimensions of contextual performance) ranging from $\rho = 0.28$ to 0.33 for self-assessed emotional intelligence. The current β of $.630$ is much higher than these values, suggesting that self-perceived emotional intelligence could be a more powerful predictor of contextual performance than has been suggested by meta-analyses. This difference could be attributed to the fact that contextual performance is very dependent on interpersonal engagement, affective regulation and perspective taking, all measured by the WLEIS.

O'Boyle et al. (2011) have pointed out that the mixed-method and self-report measures of emotional intelligence have the strongest incremental validity over cognitive ability and the Five Factor Model in predicting occupational performance. This is especially important for contextual performance, a skill that requires less cognitive ability and more of a reliance on relational skills and emotional abilities.

Prediction of Counterproductive Work Behavior: The fourth hypothesis, which posited that perceived emotional intelligence would serve as a significant negative predictor of counterproductive work behavior,

received empirical support ($\beta = -.460$, $p < .001$, $R^2 = .212$). The model explained about 21% of the variance of counterproductive work behaviors. The results are in line with the results obtained by Doğru (2022) in the metaanalytical study which showed that emotional intelligence had a negative correlation with occupational stress and counterproductive behaviors.

Luchivski et al. (2025) investigated if organizational justice was a moderating variable between the relationship of emotional competencies and performance outcomes. The results of their investigation indicated that the interaction effect of emotional intelligence and organizational justice significantly increased the effects of emotional intelligence on performance outcomes ($\beta = 0.231$, $p < .05$), while organizational justice had a significant positive role on the effects of emotional intelligence on performance outcomes as well ($\beta = 0.216$, $p < .05$). The findings from this study indicate that employees with higher emotional intelligence can be better equipped to deal with work-related issues and engage in fewer counterproductive behaviors, supporting the present investigation's results.

The negative correlation between the emotion regulation dimension of the WLEIS and perceived EI and the negative correlation between perceived EI and CWB could be explained by the inverse relationship between these two factors. People who think they're capable of controlling their emotional reactions are less likely to have tendencies toward aggressive, avoidant or other negative reactions to job-related stress. This finding aligns with Joseph and Newman's (2010) sequential model that posits that the ability to regulate emotions is an important pathway between emotional intelligence and positive work results.

Including WLEIS and IWPQ in this study allows for meaningful comparisons with existing empirical studies. In a similar study in Pakistan using the same instruments with healthcare professionals, Zaman et al. (2021) also showed that emotional intelligence had a positive correlation with occupational performance. The present study builds on this evidence by proving the validity of the WLEIS and IWPQ in terms of their differential predictive power for all three dimensions of performance in a larger pool of employees. This finding provides support for the sequential model's applicability in non-Western organizational contexts (Joseph & Newman, 2010).

Implications

The academic contributions of this research build on the existing knowledge base on emotional intelligence in the organizational context by providing empirical support for the role of perceived emotional intelligence as a consequential factor for job performance, across a range of job performance dimensions, which is consistent with the cascading model of emotional intelligence (Joseph & Newman, 2010) and the meta-analytical results that strengthen perceived emotional intelligence's substantial predictive validity for task, contextual job performance and counterproductive work behaviors (Doğru, 2022; O'Boyle et al., 2011). In the applied sense, organizations should integrate EI into their recruitment and assignment processes, focusing on jobs that involve teamwork and interpersonal interactions; develop and implement EI training programs to complement employee productivity; incorporate EI assessment into performance assessment systems to identify training needs and enhance the overall organizational culture and improve institutional outcomes.

Limitations and Future Directions

Several limitations are noted in this study. As the cross-sectional methodology used prevents causal conclusions, further research needs to be conducted with the help of the longitudinal or experimental methods of study in order to draw causal conclusions. As the assessments of emotional intelligence and occupational performance are self-reported, there is the potential for the same-source bias, and future studies should include supervisor or objective measures of performance. In addition, further research would contribute to

the understanding of the emotional intelligence-performance relationship by examining intervening variables, conditional factors, and comparing the relative explanatory power of the different dimensions of emotional intelligence to understand the underlying processes that explain the relationship between the four.

CONCLUSION

The predictive ability of the perceived emotional intelligence to occupational performance was examined in 150 organizational members. Results showed that all four hypotheses were supported: perceived emotional intelligence was found to be a significant predictor of task performance, contextual performance, as well as counterproductive work behaviors. The strongest positive correlation was found for contextual performance, whereas counterproductive work behavior had a strong negative correlation. The results align with the current body of research and highlight the theoretical importance and relevance of emotional intelligence in organizational settings as well as its practical significance. Organizations are advised to integrate emotional intelligence assessment into recruitment, training and promotion processes to maximize the return of their human resource functions and create a positive organizational culture.

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