International Journal of Computer Information Systems and Industrial Management Applications
ISSN 2150-7988 Volume 18(16s) 2026 pp. 1719-1731
https://doi.org/10.70917/ijcisim-2026-5499
Article

EMOTIONAL INTELLIGENCE IN LEADERSHIP AND ORGANISATIONAL PERFORMANCE IN SELECTED ORGANISATIONS

Kumar Harsh[1], Prof. Rajanikant Verma[2], Anand Seth[3]

[1]Research Scholar, Commerce Department, Zakir Husain Delhi College (Evening), (University of Delhi), Jawahar Lal Nehru Marg, New Delhi, India, Pin-110002. E-Mail: kumarharsh98989@gmail.com
[2]Professor, Commerce Department, Zakir Husain Delhi College (Evening), (University of Delhi), Jawahar Lal Nehru Marg, New Delhi, India, Pin-110002. E-Mail: prof.verma.rajanikant@zhe.du.ac.in
[3]Research Scholar, Department of Commerce, Faculty of Commerce and Business, University of Delhi, Delhi, India, Pin-110007 E-Mail: anandseth151@commerce.du.ac.in

Abstract: The focus of the study is to assess empirically how emotional intelligence associates with leadership effectiveness and organisational performance across selected organisations in Delhi NCR (National Capital Region) in India. This study uses a descriptive-analytical, cross-sectional design based on a sample of 120 leaders, executives, and managerial staff from the IT, banking, finance, manufacturing, and services sectors. The study depends on the renowned Emotional Intelligence Framework developed by Goleman and Salovey and Mayer (1990)'s ability-based perspective. The Emotional Intelligence (EI) Scale developed by Wong and Law was incorporated into a structured questionnaire used in a primary study to gather the results. The findings suggest that leadership effectiveness ($r = 0.74$, $p < 0.01$) increases as the level of emotional intelligence increases and emotional intelligence explained 52% of the variance in organizational performance ($R^2 = 0.52$, $p < 0.001$), according to statistical tools like correlation, regression analysis, and one-way ANOVA. Empathy and motivation emerge as the strongest emotional intelligence dimensions, while self-regulation is identified as the critical development area. The study contextualises findings within India's high-context collectivist culture, offering culturally sensitive recommendations for emotional intelligence-based leadership development, selection and training.

Keywords: Emotional Intelligence, Leadership Effectiveness, Organisational Performance, Goleman's Model, Organisations, Self-Regulation

1. INTRODUCTION

Leadership is crucial for all organisations. Leaders inspire and motivate staff, and set the direction and focus for the organisation in line with its strategic aims. Traditionally, leadership has been related mainly to technical knowledge, intelligence and efficiency. But in the rapidly evolving, complex business environment, companies increasingly see that technical expertise is not sufficient for good leadership. Goleman, (1998) and Northouse, (2022) (Goleman (1998) and Northouse (2022) state that "the process of identifying, understanding, and controlling individuals' capacity to perceive, understand, and manage emotions, described as emotional intelligence." It is now identified as having a huge impact on managerial performance and organisational effectiveness. Emotional Quotient (EQ) includes the process of identifying, understanding, and regulating the emotions of people. Where Intelligence Quotient (IQ) assesses basic cognitive and technical skills, emotional intelligence encompasses a wider range of interpersonal and intrapersonal skills, enabling one to guide social intricacies, make relationships, and prominent decisions. In an age when the difference between IQ and EQ is becoming more and more important in understanding

Copyright: © 2026 by the authors

the paradox of the intellectual genius sometimes becoming a poor leader, compared to the one with a lesser IQ. The enigma has led to researchers and practitioners analysing emotional intelligence as an effective leadership skill (Mayer & Salovey, 1997; Goleman, 1995). Emotional intelligence is especially significant for business in India. Technological development, diversity, competition, and the expectations of the workforce are some challenges that companies in the banking and finance, IT, and manufacturing sectors are facing. Leaders with technical and strategic skills are not the only thing these companies need; however, emotional skills are needed to manage and lead diverse groups, deal with complex interpersonal relationships, and cultivate cultures that encourage innovation, collaboration, and productivity (Goleman et al., 2013; Cherniss, 2010). Goleman (1998) describes that "Goleman's influential model of emotional intelligence divides it up into five key dimensions, each of which is a unified skill set that supports more complex social and emotional interactions".

Motivation is about the willingness to achieve goals and to persevere in the face of challenges. Intrinsically, leaders are motivated by internal factors – motivation does not stem from outside them. They inspire others to act with enthusiasm and acceptance of the company vision (Goleman, 1998; Goleman et al., 2013). Empathy is about understanding and feeling the emotions of others and acting appropriately to their emotional needs. Empathetic leaders show concern for employees, listen to others' views, and are sensitive to others' emotions. Being empathetic helps to establish good relationships, boost psychological safety, and foster positive work environments (Goleman, 1998; Salovey & Mayer, 1990). In addition, social skills refer to building and maintaining relationships, communicating persuasively, and positively influencing other people. Empathic leaders are able to effectively lead teams, mediate conflicts, establish wide networks, and inspire team collaboration through their social skills (Goleman, 1998; Goleman et al., 2013). The five dimensions work symbiotically, as self-awareness enables leaders to become more attuned to their emotions and manage them in a way that is appropriate, which helps them keep their emotions balanced and develop empathy, and which allows them to broaden their social engagement and responsibility for relationships. These five are the structural aspects of emotionally intelligent leadership, which enhance organisational performance when they all interact with one another (Goleman, 1998; Boyatzis & McKee, 2005). Emotionally intelligent leaders are able to manage the difficulties of modern leadership and more adept at handling stress, keeping their cool in stressful situations, and inspiring others. They are strongly supported by a considerable amount of research, and they excel in various aspects of performance (Harms & Crede, 2010). Emotionally intelligent leaders are clear, authentic, and empathetic communicators. They are not only rational thinkers, but they can also help craft narratives that make sense of the strategy and purpose of the organisation to the people. They listen, question, and are sensitive to their people's opinions and concerns, fostering trust and a safe psychological space for open engagement and learning (Goleman, 1998; Northouse, 2022).

This ability to stay emotionally balanced is particularly important in times of change, economic crisis, and operational problems. Studies during the COVID-19 crisis found higher-emotional intelligence leaders were more effective in alleviating employee stress, ensuring organisational cohesion, and safeguarding organisational health. High-emotional intelligence leaders know what motivates and makes each team member excited and how to motivate them appropriately, not in a generic way. These leaders exude passion and commitment in the way they would like others to do so, which helps them create sustainable engagement and commitment. High-emotional intelligence leaders see conflict as a chance to solve a problem and build a better relationship, not as a win/loss battle. They control their own impulsive reactions to conflict and know about the emotional issues that arise in conflicts, and they negotiate solutions that meet both task and emotional needs. Leaders need to be action-oriented in a rapidly shifting environment. Leaders with high emotional intelligence have higher cognitive flexibility and action-oriented leadership styles to meet the situational demands (Northouse, 2022; Goleman et al., 2013).

Several factors influence performance, such as strategy, resources, technology, and primarily, HRM. It's crucial to have technical and strategic skills, but it has to be supported with emotional intelligence leadership, which is needed to mobilize human resources, organize collective action, and develop cultures that are coherent with business strategies. The association between cause and effect linking EI and organisational performance can be understood in several interrelated ways. Emotionally Intelligent leaders establish the atmosphere for employees to be emotionally

involved and connected with the organisation and other people. The research indicates that companies in the top 25% for engagement are substantially more profitable, productive, and have more satisfied customers than those in the lowest 25%. Leaders are builders of organisational emotional frames. Leaders with emotional intelligence create cultures of openness, trust, psychological safety and diversity appreciation, which are all found to be essential for organisational innovation. Psychosocially safe workplaces are those that embrace risk-taking, experimentation, exploration and taking multiple points of view, all of which are essential to gaining a competitive edge (Goleman, 1998; Harter et al., 2020; Edmondson, 2019).

Leaders who are high emotionally intelligent leaders enable team performance through the development of effective team collaborations. They are aware of team dynamics, handle interpersonal conflict, and improve team cohesion. Research findings across a wide range of industries clearly show that team cohesion, team trust, and team communication are all highly correlated with team performance and are all consequences of emotionally intelligent leadership. Emotionally intelligent leadership keeps employees happy and enhances their sense of appreciation and support, resulting in reduced employee turnover and increased retention. Organisations incur high turnover costs, from 50–200% of their annual employee loss per turnover, which includes recruitment expenses, induction costs, lost productivity and lost knowledge. High emotional intelligence leaders make better decisions – they are aware of how their biases and emotions affect their decision-making processes, both strategically and operationally. They are more likely to think about the decision-making from multiple viewpoints, take care of the human situation of decisions, and make sure decisions are congruent with organisational and employee wellness (Harms & Crede, 2010).

2. LITERATURE REVIEW

The theoretical underpinnings, foundation, and context of earlier research in the study's topic are provided by this literature. The reviewed studies are those that relate to emotional intelligence, studies on leadership effectiveness and organisational performance, specifically empirical studies that examine the relationships between these constructs. Over the last 34 years (since 1990), more than 20 research articles have been critically analysed, addressing all relevant theoretical and empirical aspects as well as the latest trends (Webster & Watson, 2002; Snyder, 2019). The turning point in psychological enquiry was the introduction of emotional intelligence as a distinct form of intelligence developed by Salovey and Mayer's (1990).

According to the authors EI is the capacity to identify one's own and other people's emotions, distinguish between them, and then use that emotional content to affect one's own and other people's thoughts and behaviours. This study argued that emotional competences significantly and independently contribute to adaptive performance, challenging the conventional wisdom that cognitive intelligence is the primary type of intelligence. A key step was the visualization of emotional intelligence as a measurable and learnable ability instead of a set personality type. However, Goleman's (1995) work was crucial in bringing emotional intelligence into popular discussion, bringing it to the mainstream of psychology, the education system, and the organizational world. He postulated that traditional measures of intelligence were not comprehensive enough to explain the success of a life and that emotional skills have a greater impact on personal and career success than IQ. Goleman put forward “a mixed model of emotional intelligence encompassing self-regulation, self-awareness, empathy, social skills and motivation”. Goleman, (1995) used neuroscience, behavioural science, and organisational case studies to explain how emotional factors shape decision-making and leadership qualities, and effectiveness in interpersonal relations. Wong and Law (2002) have made significant contribution to the areas of organisational and leadership study through empirical research to generate “a better understanding of the relationship between emotional intelligence and effective leadership”.

The study emphasised the workplace context, emotion manifestation of leaders and subordinates, and its impact on employees' satisfaction, commitment and performance. The findings showed that the leaders were more successful in motivating employees using emotional intelligence, in managing their relations with the other people and in creating positive work atmosphere. O'Boyle et al. (2011) carried out a “comprehensive meta-analysis of all the studies examining the relationship”. This research pulled together results from several independent evaluations and provided statistical confirmation that EI is a significant indicator of workforce performance, particularly in jobs that involve

social interactions and tasks that call on emotional labour. It highlights that emotional intelligence is a more valid predictor than traditional predictors (cognitive ability and personality). Jordan (2007) extended the emotional intelligence concept from the personal to the group level and entered into the field of adding the EI construct to team environments and team member's EI and control on the team's performance, particularly in high stress and conflict situations. Wong & Law (2002); Jordan & Troth (2004) The teams with higher interpersonal conflict also had lower high emotional intelligence and lower interpersonal trust, and this was directly linked with lowered task performance.

3. RESEARCH GAP

While there are ample studies on the subject in western contexts such as the USA and some in Europe, few focus on Indian contexts on emotional intelligence. Indian organisations are hierarchical and have power relationships, multiple cultural values, possible differences in digital competencies, and employment relations which would need empirical considerations. There may be a need to have different competency profiles of emotional intelligence for different organisations across different sectors, with varying benefits from emotional intelligence development initiatives. No study focusing on across sectoral comparison on the need and impact of emotional intelligence in different sector of India. There are challenges associated with limited exploration of mediating processes due to a lack of understanding of processes through which emotional intelligence affects organisational performance by organisations.

Culture, team, and industry factors should be studied as mediators or moderators in the above relationships. A neglected role of organisational culture is that much has been written about the role of emotionally intelligent leadership, but not as much about the role of organisational culture in enabling and/or constraining the role of emotionally intelligent managers. Research on EI and leadership has effectively been almost wholly quantitative in focus and involved with "measurement. There have not been many studies on leaders' perspectives on the obstacles they face in developing the trait, or their own understanding of the effect of emotional intelligence on leadership. In the present and past scenario, workplace leadership demands technical and managerial abilities. An essential leadership quality that affects team dynamics, job satisfaction, employee engagement, and organizational performance is emotional intelligence. Organisations tend to focus on technical skills and cognitive intelligence over emotional intelligence in their leadership hiring and development process, although emotional competencies are clearly deemed as necessary tools for effective leaders. Some organisations are still experiencing leadership problems such as poor communication, lack of employee engagement, workplace conflicts, and declining performance, which point to a lack of adequate emotional leadership.

The study examines the following:

1. To appreciate the characteristics and components of emotional intelligence (EQ) in leadership.
2. To evaluate the leaders of the chosen organizations' emotional intelligence.
3. To assess leadership efficacy and emotional intelligence.
4. To investigate how leaders' emotional intelligence affects the organization's success.
5. To observe the relationship between employee satisfaction, motivation, and emotional intelligence.
6. To make suggestions to help the leader be better by focusing on the EI aspect.

Research Hypothesis

H01: Emotional Intelligence has no significant relationship to the effectiveness of leadership.

H02: Emotional Intelligence has no significant impact on organisational performance.

H03: Emotional intelligence does not have any significant relationship with the employee's motivation and the level of their satisfaction with their jobs.

4. METHODOLOGY

The research employed a descriptive-analytical approach, which is one form of research that can be applied in studying leadership and organisational performance as a result of the influence of emotional intelligence. The analytical component allows for a thorough investigation of the connection between emotional intelligence, leadership efficacy, and organizational success, while the descriptive component makes it possible to comprehend the leaders' present emotional intelligence. The data used in this study were secondary data of the study organisations with cross-sectional approach. The design can be applied in the investigation of behavioural and organisational aspects in the methodological paradigm of business research. The primary data collection techniques used were questionnaires with a type of 5-point Likert Scale. However, books, reports, dissertations, and trusted databases such as Scopus, APA PsycINFO, Web of Science and Google Scholar have been employed as secondary data sources.

Sampling and Data Collection

The sampling technique employed was convenience sampling; and the sample consisted of available respondents willing to take part in the study. A total of 120 respondents from the IT, Banking/Finance, Manufacturing, and Services industries participated. The data collection instrument was a structured questionnaire which includes the Scale (WLEIS) adapted and translated for Indian organisations. The questionnaire has six sections - background information; (A) emotional intelligence dimensions i.e. self-awareness, self-regulation, motivation, empathy, social skills; (B) leadership performance; (C) organisational performance measures; (D) organisational performance measures (motivation and satisfaction); (E) a qualitative open-ended question; (F) and asking leaders about the relationships between their emotional intelligence and their organisational performance.

Statistical Tools

The data were analysed using the following statistics:

- Descriptive Analysis
- Correlation Analysis (Pearson r)
- Regression Analysis
- One-Way ANOVA
- Cronbach's Alpha

The Evaluation of Hypothesis Testing employed a significance level of 5%.

Data Collection and Respondents Profile

Profile of Respondents: The study gathered 120 responses from leaders and managers across four major industry sectors. The demographic composition of respondents is as follows:

Table 1: Details of Respondent Profile

Demographic Variable	Category	Frequency	Percentage
Age Group	Below 30	58	48%
	31–40	40	34%
	41–50 / Above 50	22	18%
Gender	Male	70	58%
	Female	50	42%

Designation	Middle Managers	64	54%
	Team Leaders	24	20%
	Top Level Leaders	20	16%
	Other Managerial	12	10%
Experience	< 5 Years	36	30%
	5–10 Years	24	20%
	11–15 Years	36	30%
	>15 Years	24	20%
Type of Organisation	Private	50	42%
	MNC	39	32%
	Public Sector	31	26%
Sector	IT	33	28%
	Banking/Finance	33	28%
	Manufacturing	30	24%
	Services	24	20%

Source: Authors' Creation

The sample was largely composed of emerging leaders, with 48% being under 30 and 34% being in the 31-40 age range (82% below 40), and thus ideal for studying emotional intelligence development in early careers. The male respondents (58) make up 58%, and the female respondents (42) make up 42%, which is a common trend in Indian organisations in India for the organisational role of a leader to be a male one. Middle Managers are represented by 54% (54 respondents), highlighting the key role of middle managers in leadership and applying emotional intelligence in day-to-day activities. The private sector organisations make up 42%, MNCs 32%, and the public sector 26%. IT and Banking sectors account for 28%, Services 20%, and Manufacturing 24% of the total, which allows for comparative analysis across different organisational settings.

Emotional Intelligence Dimension-wise Survey Findings

The survey was structured to assess each of the five emotional intelligence dimensions. Results for key items are summarised below:

Table 2: Constructs and their Respective Measurement Items used in the Study

Emotional Intelligence Dimension	Survey Item	Agreement Rate (4–5 Scale)	Interpretation
Self-Awareness	Recognise emotions as they occur	76%	Strong; foundational emotional intelligence dimension
	Understand mood effects on performance	72%	Strong predictor of leadership effectiveness

	Receive honest emotional feedback	74%	Culture of feedback evident
	Aware of emotional strengths/weaknesses	74%	Robust self-awareness
Self-Regulation	Composed under pressure	60%	Solid baseline; room for training
	Control disruptive impulses	60%	Moderate; vital for leadership stability
	Adapt to change	60%	Key for modern leadership resilience
	Clear thinking in stress	60%	Essential for high-pressure decisions
Motivation	Mission-driven over rewards	80%	Intrinsic motivation dominant
	Seek growth challenges	80%	Potent emotional intelligence driver for development
	Optimistic in setbacks	80%	Resilient motivation; leadership advantage
	Proactive initiative	80%	Fuels leadership innovation
Empathy	Sense others' emotions	86%	Acute sensing; cornerstone of leadership
Social Skills	Respond to team feelings	86%	Highest dimension; interpersonal potency

Source: Authors' Creation

The data reveals a clear pattern showing empathy and social skills emerge as the strongest dimensions (86% agreement), followed by motivation (80%), self-awareness (72–76%), and self-regulation (60%). This hierarchy has significant implications for leadership development strategy, positioning self-regulation as the priority training need.

5. DATA ANALYSIS AND INTERPRETATION

Descriptive Analysis

Central tendencies and dispersion of most relevant variables (Emotional Intelligence, leadership effectiveness, organisational performance) were assessed by descriptive analysis. The average emotional intelligence scores indicated that the respondents had moderate to high emotional intelligence scores across the five categories. For example, self-awareness revealed relatively high scores, showing that leaders are conscious of their emotions and behaviour. Self-regulation was average, suggesting that leaders are capable of regulating their emotions, but there is room for improvement. Motivation was high, indicating that leaders are intrinsically motivated. Empathy was also high, indicating that leaders take others' emotions into account. Social skills also scored well, showing they have good interpersonal skills. The standard deviations of all the variables were comparatively low, indicating that respondents had a uniform perception about the variables and data are reliable. Communication, decision-making, and team building are among the areas where leaders with high emotional intelligence are evaluated as having excellent leadership abilities.

Correlation Analysis

A correlation study is done for investigating a link between emotionality and organizational variables. These findings show an inverse relationship between emotional intelligence and managerial efficiency therefore, as the employees' emotional intelligence increases, so does their management performance. There is a high degree of association with an increased level of emotional intelligence as well, which is favourable. There is a correlation between employee's performance scores as well, particularly on empathetic abilities (empathy) & interpersonal relations.

Hypothesis 1: Emotional Intelligence and Leadership Effectiveness

$H0_1$: Emotional Intelligence has no significant relationship to the effectiveness of leadership.

Overall, most respondents who expressed satisfaction with emotional intelligence also expressed satisfaction with the efficacy of their leadership. Overall emotional intelligence scores were found to be statistically significant with a Pearson correlation coefficient of r = 0.74 with the ratings of leadership effectiveness. The value of p is less than 0.05, hence rejecting H01 and accepting H_{11}. This demonstrates emotional intelligence positively influences leadership effectiveness.

Table 3: Pearson Correlation — Emotional Intelligence and Leadership Effectiveness. Note:

Variable	N	Mean	Std. Dev.	r (Emotional Intelligence vs LE)	p-value	Result
Emotional Intelligence (EI)	120	3.82	0.61	0.74	< 0.01	Significant
Leadership Effectiveness (LE)	120	3.91	0.58	0.74	< 0.01	Significant

Source: Authors' Creation

*N = 120. r = Pearson correlation coefficient. **p < 0.01.*

Hypothesis 2: Emotional Intelligence and Organisational Performance

H02: Emotional Intelligence has no significant impact on organisational performance.

The result of the regression analysis suggests that emotional intelligence is significant to predict organizational performance ($F = 18.34$, $p < 0.001$, $R^2 = 0.52$). The coefficient $\beta = 0.62$ ($p < 0.001$) shows a strong positive predictive relationship of emotional intelligence. Hence, H02 is rejected, and $H0_1$ is accepted.

Table 4: Regression Analysis — Emotional Intelligence Predicting Organisational Performance.

Model	R	R^2	Adj. R^2	F	Sig.	Beta (EI)	t	p-value
Regression	0.72	0.52	0.51	18.34	< 0.001	0.62	7.89	< 0.001

Source: Authors' Creation

*N = 120. Dependent variable: Organisational Performance. ***p < 0.001.*

Hypothesis 3: Emotional Intelligence and Employee Motivation and Job Gratification

H03: Emotional intelligence does not have any significant relationship with the employee's motivation and the level of their satisfaction with their jobs.

ANOVA was utilized to differentiate the differences between the different EI levels in terms of motivation and job satisfaction. The findings revealed a substantial difference between emotional intelligence groups (F=11.22,

p<0.001). An analysis of post hoc showed that employees of high-emotional intelligence leaders rated their satisfaction and motivation higher than those of low-emotional intelligence leaders. As such, H03 is rejected, and H_{31} is accepted.

Table 5: One-Way ANOVA — EMOTIONAL INTELLIGENCE Level Groups and Employee Motivation/Job Satisfaction.

EI Level Group	N	Mean (Motivation & Satisfaction)	Std. Dev.	F	p-value
Low EI (Score 1–2)	19	2.65	0.52	11.22	< 0.001
Moderate EI (Score 3)	43	3.45	0.48	11.22	< 0.001
High Emotional Intelligence (Score 4–5)	58	4.21	0.39	11.22	< 0.001
Total	120	3.76	0.61	—	—

Source: Authors' Creation

*Note: N = 120. ***p < 0.001.*

6. RESULTS AND DISCUSSION

Both the sample of leaders and managerial employees demonstrated moderate to high levels of emotional intelligence. The top strengths are empathy (86% agree), motivation (80%) and self-regulation (60%) while self-regulation (60%) is the highest opportunity. The results give a positive basis for emotional competence in these organisations. Support was given to Effective Leadership is Strongly Predicted by Emotional Intelligence. A strong positive correlation was found between perceived leadership effectiveness and emotional intelligence of the leaders (r = 0.74 at p< 0.01). Leaders with more EI received higher ratings on the following areas—the building, management, and handling of conflict and constructing teams, decision making, and communication. The emotional intelligence explained 52% of the variance in organizational performance and was an important individual predictor of organizational performance. ($R^2 = 0.52$, $p < 0.001$) from the sample studied. Emotional intelligence is positively related with motivation and job Satisfaction. ANOVA results indicated that there was significant difference in job satisfaction and motivation level among the employees of different leaders in respect to emotional intelligence ($F = 11.22$, $p < 0.001$). Because of the high level of intrinsic motivation and empathy from the leaders, staff feel encouraged, appreciated and listened to. Empathy and social skills were the two most important EQ factors for better employee and organizational performance. This drives home the importance of human skills in the corporate sector in India. Self-Regulation is the key area of development which states that the Self-regulation was the lowest of the emotional intelligence dimensions, with 40% of the sample being neither confident nor sure of their ability to stay calm, control impulses, respond to changes, and think clearly when stressed. The 4 university areas of study (IT, banking, manufacturing, and services) are all affected by emotional intelligence. Empathy and social skills are most important in businesses that include customers, whereas, in business that are operation intensive, the most important are self-control and flexibility.

Emotional Intelligence and Leadership Effectiveness

Additionally, the study's findings support the statistically substantial positive relationship between emotional intelligence and effective leadership ($r = 0.74$, $p<0.01$). The outcome is consistent with the groundbreaking work of Goleman (1995, 1998), who proposed that leaders with higher emotional intelligence outperform their peers, and with W&L (2002), who presented empirical evidence that high emotional intelligence in leaders led to high levels of employee satisfaction and organizational commitment. The results demonstrate the significance of Goleman's Emotional Competence Framework in contemporary Indian organizations. This finding corroborates Ashkanasy (2015), who found that emotional awareness directly influences the leaders' decision-making and their capacity to push and inspire others. Subordinates highly rated sub-leaders with higher scores in the subscale for self-awareness and empathy in leadership effectiveness communication, conflict management, and team building. This is in line with Jordan (2007), who demonstrated that the team Emotionally intelligent leaders promote cooperation and trust among

team members and minimize conflict among them, resulting in improved team performance. This finding is also echoed by Hughes' (2024) study, which showed that emotionally intelligent executives are more skilful at managing uncertainty and change in VUCA environments, especially as the organisations in the study are located in dynamic sectors such as IT and banking.

Motivation, Job Satisfaction, and Emotional Intelligence

The outcome of the ANOVA test appears to show that the employees of emotionally intelligent leaders are more motivated and satisfied in the work environment ($F = 11.22$, $p<0.001$). The present result is consistent with Goleman's (1998) theory "that emotional intelligence is a motivational competency and with empirical studies that show a positive alliance between emotional intelligence and job gratification across different work contexts such as Miao et al. (2017) and Gong et al. (2019)". The high rate of intrinsic motivation among leaders in this sample (80%) is consistent with the motivational competency of the Goleman emotional intelligence model and is particularly notable in the post-COVID world when there is a renewed emphasis on meaningful work and mental health in the workplace. An intrinsically motivated leader who can bounce back in the company of setbacks establishes organisational cultures where employees share in organisational purpose — a state known to be a predictor of performance and retention. The highest average (86% endorsement) and most strongly correlated subscale to employee engagement outcomes is that of empathy. This finding is similar to that of Lopes (2006) and Cherniss (2006), who reported empathy as the most direct predictor of positive interpersonal outcomes at work, including interpersonal relationship satisfaction, psychological safety at work and communication openness.

Dimensions-Specific Observations

Compared to the other scores, relatively low scores for self-regulation (60% for all three self-regulation subdomains: composure, impulse control and adaptability, and stress-related cognition) suggest that this domain is what needs to be targeted, while higher scores for empathy (86%) and motivation (80%) suggest that they are quite secure in these areas. These results are consistent with those of Hodzic et al. (2018) who showed that organized training of emotional intelligence in terms of emotional awareness and emotional self-regulation proved to be the most effective. Actually, self-awareness is believed to be the (primary) part of emotional intelligence. The degree of agreement is high (74-76%) on the scores of this variable (Goleman, 1998; Mikolajczak, 2012). The participants of the survey who got accurate emotional feedback and knew their emotional skills and weaknesses had higher scores on leadership effectiveness. The conclusion of this research agrees with Serrat (2021) and Calderón (2025) who claim that social skills and relational management, or collaborative leadership, are correlated with organisational culture and citizenship. Throughout the Indian organisational culture, leadership with good interpersonal skills is an asset as relational calculus plays a pivotal role in team performance.

Sector Specific Insights

Initial comparison made based on even distribution of respondents across sectors (IT-28%, banking-28%, manufacturing-24% and services-20%). The IT and banking respondents, who are engaged in decisions with high stakes and in rapid change and interaction with customers, most obviously confirmed empathy and social skills as important leadership traits. This result aligns with the other studies that have proved the emotional intelligence-service quality-customer satisfaction relationship in high-emotional environments (Keefer, 2018; Trivellas, 2024). The assessment of self-regulation and adaptability skills was higher than in the manufacturing sector, possibly due to the requirements of Industry 4.0 for operational and change management skills. The industrial difference provides support to research gap identification—Different requirements for emotional intelligence competencies in different organizational contexts.

Theoretical Inferences

This study shows the applicability of Goleman's (1998) X4 Framework of Emotional Competence in another culture and context (non-Western, high-context) and adds to the wide-spread Western focus of studies on the phenomenon of emotional intelligence (EI) and extends theoretical knowledge of EI in organizational behaviour and

leadership. Second, they give empirical validation for the validity of the Mayer-Salovey Ability Model (1990) by grounding emotion perception, regulation and utilisation in a hierarchy of skills, in which these three capacities are systematically related to leadership and performance. Third, the results bring insights into the understanding of how the EC is working in VUCA and BANI scenarios, which reinforces the high prediction capability of emotional skills in epochs of change and uncertainty (Coronado-Maldonado et al., 2023).

7. CONCLUSIONS

It revealed that emotional intelligence 5th is one of the leadership skills that significantly influences the leadership performance of individual, and it has a big part on the organisation. Emotional Intelligence can prove to be a wonderful motor of managerial and inspirational leadership in Indian setups in which collectivism and hierarchy are more relevant than the results of organizations and trust has even more significance. The five dimensions of emotional intelligence which are still a very useful explanatory and predictive model in the studied organisations in India. The positive results received for all dimensions of quantitative and qualitative data provides confirmation of the ability to use this model across all cultures and industries, and in practice throughout history.

Emotional intelligence competencies are closely related to a range of different performance outcomes including job satisfaction, job productivity, teamwork and organisational loyalty, which shows that focussing on emotional intelligence training programmes will have utilised benefits to an organisation. As companies shoot for strong employee engagement, retention and performance, employing an EI in leadership recruit, develop and assess programs will make them more successful. Emotional Intelligence in Indian Organisations affects how it is expressed and Indian cultural norms such as high-power distance, collectivist norms, and emotional suppression norms influence how emotional intelligence appears in organisations as well as the relative impact of its components. The insights are utilised to create culturally-appropriate frameworks and trainings in emotional intelligence, rather than simply transplanting designs from the West.

8. RECOMMENDATIONS AND FUTURE RESEARCH DIRECTION

Integrate validated tools of emotional intelligence (e.g. culturally responsive 360-D feedback tools, WLEIS) in selection, promotion and succession plans to allow for selection and promotion around technical and emotional impact areas. A small-scale training program for developing self-regulation skills can be designed, such as mindfulness training, cognitive reappraisal training, stress simulation training and peer coaching, strategies proven to be effective. The context needs to accommodate the expression of the feelings that arise and to welcome feedback obtained through one-to-one reflection, anonymous feedback surveys and regular team check-ins; however, these should be anonymous to the up. The most salient from this battery of responses was the general recognition that the 'carrot and stick' type of motivation was the most apparent, whereas all of the sample leaders had to do with one of the more subtle kinds (Purpose, Growth, Mastery, Autonomy). Emotional intelligence models—particularly the kind of interpersonal and emotional needs in the industry—should be created in the specific aspects of the industry, for businesses such as IT, banking, manufacturing, and service. Specific emotional intelligence content should be integrated into leadership development programmes such as leadership development institutes, professional training organisations and corporate university programmes, including the understanding of emotional intelligence models, learning emotional intelligence skills through case studies, role plays, peer learning groups and action learning groups.

Findings would be more representative if larger sample sizes and more geographically diverse cities (Tier-2 and Tier-3 in India) and family businesses and government organisations were included. The moderating and mediating role of organisational culture, leadership style and digital work environments in the linkage between emotional intelligence and performance should be explored. This research has confirmed—with the help of a comprehensive mixed-methods study with 120 leaders and managerial staff from a sample of organisations in the National Capital region of India—that emotional intelligence is meaningful, significant and situational in regard to leadership and organisational outcomes. All three hypotheses were confirmed and overall, the results confirmed and extended the results from theory and empirical research on emotional intelligence. This research adds notable insights to the ever-increasing body of evidence on the importance of OELs' emotional intelligence in emerging markets such

as India. This will improve the short-term performance of the organisation and the leadership within the organisation as well as building the human capital of the organisation for its long-term success in the global marketplace in terms of ethics, competitiveness and organisational resilience.

REFERENCES

1. Abraham, R. (2000). The role of job control as a moderator of emotional dissonance and emotional intelligence–outcome relationships. *The Journal of Psychology, 134*(2), 169–184.
2. Ashkanasy, N. M., & Daus, C. S. (2005). Rumors of the death of emotional intelligence in organizational behavior are vastly exaggerated. *Journal of Organizational Behavior, 26*(4), 441–452.
3. Bar-On, R. (1997). *Bar-On Emotional Quotient Inventory (EQ-i): Technical manual*. Multi-Health Systems.
4. Bass, B. M., & Avolio, B. J. (1994). *Improving organizational effectiveness through transformational leadership*. Sage Publications.
5. Boyatzis, R. E. (1982). *The competent manager: A model for effective performance*. John Wiley & Sons.
6. Boyatzis, R. E. (2008). Competencies in the 21st century. *Journal of Management Development, 27*(1), 5–12.
7. Boyatzis, R. E., & McKee, A. (2005). *Resonant leadership*. Harvard Business School Press.
8. Carmeli, A. (2003). The relationship between emotional intelligence and work attitudes, behavior and outcomes. *Journal of Managerial Psychology, 18*(8), 788–813.
9. Cherniss, C. (2010). Emotional intelligence: Toward clarification of a concept. *Industrial and Organizational Psychology, 3*(2), 110–126.
10. Edmondson, A. C. (2019). *The fearless organization: Creating psychological safety in the workplace for learning, innovation, and growth*. John Wiley & Sons.
11. George, J. M. (2000). Emotions and leadership: The role of emotional intelligence. *Human Relations, 53*(8), 1027–1055.
12. Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.
13. Goleman, D. (1998). *Working with emotional intelligence*. Bantam Books.
14. Goleman, D. (2000). Leadership that gets results. *Harvard Business Review, 78*(2), 78–90.
15. Goleman, D. (1998). What makes a leader? *Harvard Business Review, 76*(6), 93–102.
16. Goleman, D. (1998). The emotional intelligence of leaders. *Leader to Leader*, 1998(10), 20–26.
17. Goleman, D., Boyatzis, R. E., & McKee, A. (2013). *Primal leadership: Unleashing the power of emotional intelligence* (Rev. ed.). Harvard Business Review Press.
18. Goleman, D., & Cherniss, C. (2024). Optimal leadership and emotional intelligence. *Leader to Leader*, 2024(113), 7–12.
19. Harms, P. D., & Credé, M. (2010). Emotional intelligence and transformational and transactional leadership: A meta-analysis. *Journal of Leadership & Organizational Studies, 17*(1), 5–17.
20. Jordan, P. J., & Troth, A. C. (2004). Managing emotions during team problem solving: Emotional intelligence and conflict resolution. *Human Performance, 17*(2), 195–218.
21. Jordan, P. J. (2007). Emotional intelligence and team performance. *Human Performance, 20*(2), 195–218.
22. Locke, E. A. (2005). Why emotional intelligence is an invalid concept. *Journal of Organizational Behavior, 26*(4), 425–431.
23. Mayer, J. D., Caruso, D. R., & Salovey, P. (2016). The ability model of emotional intelligence: Principles and updates. *Emotion Review, 8*(4), 290–300.
24. Mayer, J. D., Roberts, R. D., & Barsade, S. G. (2008). Human abilities: Emotional intelligence. *Annual Review of Psychology, 59*, 507–536.
25. Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. Sluyter (Eds.), *Emotional development and emotional intelligence: Educational implications* (pp. 3–31). Basic Books.
26. Northouse, P. G. (2022). *Leadership: Theory and practice* (9th ed.). Sage Publications.
27. O'Boyle, E. H., Humphrey, R. H., Pollack, J. M., Hawver, T. H., & Story, P. A. (2011). The relation between emotional intelligence and job performance: A meta-analysis. *Journal of Organizational Behavior, 32*(5), 788–818.
28. Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality, 9*(3), 185–211.
29. Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research, 104*, 333–339.
30. Van Rooy, D. L., & Viswesvaran, C. (2004). Emotional intelligence: A meta-analytic investigation of predictive validity and nomological net. *Journal of Vocational Behavior, 65*(1), 71–95.
31. Webster, J., & Watson, R. T. (2002). Analyzing the past to prepare for the future: Writing a literature review. *MIS Quarterly, 26*(2), xiii–xxiii.
32. Wong, C. S., & Law, K. S. (2002). The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study. *The Leadership Quarterly, 13*(3), 243–274.
33. Yukl, G. (2013). *Leadership in organizations* (8th ed.). Pearson.
34. Yukl, G., & Mahsud, R. (2010). Why flexible and adaptive leadership is essential. *Consulting Psychology Journal: Practice and Research, 62*(2), 81–93.
35. Zaccaro, S. J., Rittman, A. L., & Marks, M. A. (2001). Team leadership. *The Leadership Quarterly, 12*(4), 451–483.

36. Zohar, D., & Tenne-Gazit, O. (2008). Transformational leadership and group interaction as climate antecedents: A social network analysis. *Journal of Applied Psychology, 93*(4), 744–757.